DOCUMENT RESUME

ED 355 142 SO 022 878

TITLE	Model Learner Outcomes for Youth Community Service.
INSTITUTION	Minnesota State Dept. of Education, St. Paul.
PUB DATE	92
NOTE	122p.
AVAILABLE FROM	Minnesota Educational Services, Capitol View Center, 70 West County Road B-2, Little Canada, MN 55117-1402 ($8, plus $3 shipping).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Citizen Participation; *Citizenship Education; Community Responsibility; *Community Services; *Curriculum Development; Educational Objectives; Elementary Secondary Education; Learning Activities; State Programs; *Student Educational Objectives; Youth Opportunities; *Youth Programs
IDENTIFIERS	*Minnesota; Model Learner Outcomes

ABSTRACT

This publication defines "service learning" as an instructional strategy in which students are involved in experiential education in real-life settings and where they apply academic knowledge and previous experience to meet real community needs. The publication is intended for persons who are interested in enriching learning through community service. The centerpiece of the publication is a section that identifies the goals of this Minnesota program and lists individual service learning outcomes. One of the three program goals states that learners should understand the cause-and-effect relationship between human behavior, attitudes and their environment by providing community service through "doing." Model learner outcomes associated with this goal and the others are put forth as examples to aid local school districts in implementing the program. The other sections of the guide present the mission, values, philosophy, and goals of education, provide definitions, and present ideas for integrating youth community service learning into the curriculum. Ten appendices feature resources, legislation, and articles concerning youth service. A lengthy list of references also is included. (DB)

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for

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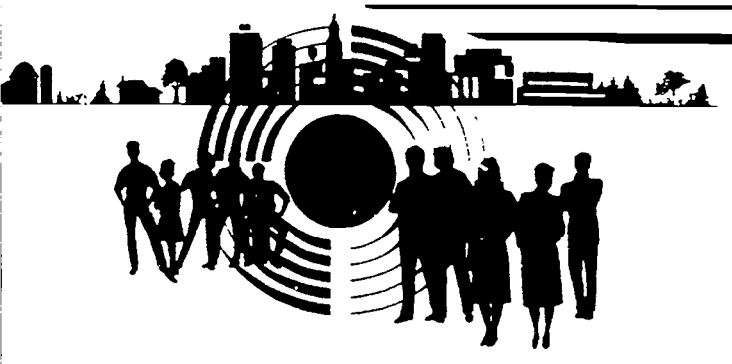

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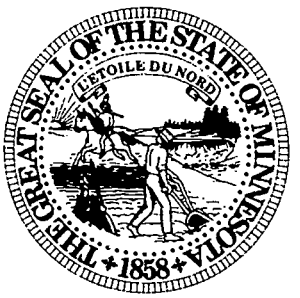

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Youth Community Service Learner Outcomes Committee

The Minnesota Department of Education gratefully acknowledges the contributions and generosity of the youth and adults dedicated to youth service who have assisted in the development of this document. The youth committee members represent rural and metropolitan areas; the adult committee members represent schools, colleges, community education, community agencies and service organizations.
All of the following committee members have demonstrated their knowledge of service learning and have been generous with their time, talents and expertise.

STUDENT MEMBERS

Sarah Borden, Student, Ramsey Junior High School, St. Paul, MN

Dawn Carter, Student, Waseca High School, Waseca, MN

Jessica Gebhart, Student, Ramsey Junior High School, St. Paul, MN

Megan Hanson, Student, Blue Earth High School, Blue Earth, MN

Amy Jansen, Student, Waseca High School, Waseca, MN

Crystal McDonough, Waseca High School, Waseca, MN

Sarah Renze, Student, Waseca High School. Waseca, MN

Stephanie Thomas, Student, Fresh Force, Augsburg College, Minneapolis, MN

Zac Willette, Student, Blue Earth High School, Blue Earth, MM

ADULT MEMBERS

Mary Ellen Arvanitis, Youth Service Coordinator, Fresh Force, St. Paul, MN

Linda Bauer, Counselor, Hill City, MN

Paula Beugen, Associate Director, Minnesota Office of Volunteer Services

Hedy Bolden, Youth Enrichment Coordinator, Bloomington, MN

Jan Bourdon, Youth Service Coordinator, MN Department of Education, St. Paul, MN

Rich Willits Cairn, Publications and Policy Director, National Youth Leadership Council, St. Paul, MN

Faye Caskey, Research/Writer, Minneapolis, MN

Dan Conrad, Teacher, Hopkins High School, Hopkins, MN

Launa Ellison, Teacher, Clara Barton School, Minneapolis, MN

Gerri Ferdinande, Implementation Associate, Rochester Public Schools, Rochester, MN

Steve Fredrickson, Teacher, Blue Earth High School, Blue Earth, MN

Mark Hamre, Counselor, Mahtomedi High School, Mahtomedi, MN

Dottie Hecht, Youth Service Coordinator, Rochester, MN

Don Helmstetter, Superintendent, Blue Earth Public Schools, Blue Earth, MN

John Jenson, Community Education Director, Waseca, MN

Jim Kielsmeier, President, National Youth Leadership Council, Roseville, MN

Susan Lick, Community Education Director, Grand Rapids, MN

Bill Matthews, Community Education Director, Mahtomedi, MN

Lois Moffitt, Volunteer Coordinator, Community Resource Pool, Edina, MN

Chuck Nelson, Teacher, Central High School, St. Paul, MN

Mary Jo Richardson, Youth Development Coordinator, MN Department of Education, St. Paul, MN

Craig Sheets, Teacher, John Marshall High School, Rochester, MN

Carol Shields, Extension Educator, 4-H, University of Minnesota, Minneapolis, MN

Carol Sirrine, Curriculum Chairperson, Hopkins High School, Hopkins, MN

Joy Stoler, Teacher, Hale Elementary School, Minneapolis, MN

Don Zwach, Teacher, Waseca High School, Waseca, MN

LIAISONS

Diane Klapak, Typist, Curriculum Services Section, MN Department of Education, St. Paul, MN

J. Thomas Strom, Supervisor, Curriculum Services Section, MN Department of Education, St. Paul

PREFACE

"We have to treat children as responsible people who can make a contribution. As people who value others, and see their own beliefs in helping others."
(Cohen, November 18, 1990)

This publication is intended for all who are interested in enriching learning through community service. It provides information for discussion, suggestions for creative ways to involve K-12 youth in service learning activities, encouragement to develop new curricula as well as model outcomes which can be accomplished by students when service is provided.

Across Minnesota, there is growing interest in the social potential of youth and the need to reconceptualize the roles of youth in our society. Children want to be helpful; they want to feel needed, and they have a great desire to be an important part of today's world.

Whiting and Whiting wrote in *Children of Six Cultures (1975)*: "Comparisons of the nature of childhood in six cultures reveal that in societies that encourage children to perform socially significant tasks, children's behavior is dominated by attempts to offer help, support, and responsible suggestions."

All children can benefit from service learning activities. Service learning connects life in the "real world" to classroom academics in an enlightening, meaningful and humanitarian manner. We must not just tell youth that they can make a difference; we need to provide the opportunities for them to use their knowledge, skills and abilities to help others.

Finally, I would like to acknowledge the efforts of the many youth whom I have met who are "making a positive difference" in Minnesota communities and the many adults dedicated to fostering success for youth.

Janet Bourdon, Education Specialist
Minnesota Department of Education

Missions, Values, Philosophy and Goals of Education

CHAPTER 1

Missions
Minnesota State Board of Education: Values, Philosophy, Mission and Goals
Education System Values
Learner Values
Philosophy of Education
Learner Goals

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MISSIONS

MISSION FOR PUBLIC EDUCATION

"The purpose of public education is to help individuals acquire knowledge, skills, and positive attitudes toward self and others that will enable them to solve problems, think creatively, continue learning, and develop maximum potential for leading productive, fulfilling lives in a complex and changing society."

(Adopted by the Minnesota Legislative Commission on Public Education and enacted into law, Chapter 240, Laws of 1985.)

MISSION OF THE MINNESOTA STATE BOARD OF EDUCATION

The Minnesota State Board of Education will provide the vision, advocacy and leadership to improve significantly the quality of education throughout the state.

MISSION OF THE MINNESOTA DEPARTMENT OF EDUCATION

The Minnesota Department of Education provides leadership, service and regulation to maintain and improve an equitable, uniform and quality system of public education for all learners.

The department provides leadership as an advocate for education by defining quality education and by seeking the resources necessary to meet the needs of all learners.

The department provides service through informational and technical assistance that will improve the productivity and performance of students and staff and provide opportunities for the development of the potential of all learners.

The department regulates education by maintaining, interpreting and enforcing Minnesota State Board of Education rules and state and federal laws.

MINNESOTA STATE BOARD OF EDUCATION

VALUES, PHILOSOPHY, MISSION AND GOALS

School districts nationwide, and certainly in Minnesota, are constantly striving to improve the learning experiences they provide students. The last two or three decades have seen heightened interest in improving all parts of the education process, including appropriate involvement of students, parents and the community at large.

The publications that constitute the Minnesota Department of Education's Coordinated Model for Educational Improvement incorporate many of the concerns expressed and issues addressed by the public and the Legislature, and in reports on the state of public education. One of these publications, titled *Goal and Outcome Specification Process*, suggests a set of procedures for appropriate involvement of the public. These procedures include public participation on the development of statements of values, philosophy, mission and learner goals. These sets of statements are a hierarchy of increasingly specific concepts ranging from values (the most general) to learner goals (the most specific) that give form and direction to public education. Given this hierarchy, staff skilled in subject matter and the profession of teaching can develop very specific learner outcomes for each subject area.

The following sets of statements were adopted variously by the Minnesota State Board of Education and the Minnesota State Legislature for two purposes. First, they provide a model for use by communities and school staff as they strive to improve the learning experience they provide for residents. Second, they reflect the hierarchy used by department staff and teams of educators as they develop model learner outcomes for each subject area. **Only the Mission Statement for Public Education adopted by the Legislature gives explicit direction to public schools. All other parts of this publication are models and/or suggestions for the consideration of residents and professionals in each district.**

EDUCATION SYSTEM VALUES

We believe the following values are preeminent for the education system. These attributes are to be reflected in all educational programs and operations.

ACCOUNTABILITY – A condition in every school whereby each is able to justify its use of public resources by effectively fulfilling its mission of learning.

EFFECTIVENESS – A condition in every school whereby each accomplishes its mission at a performance level defined by learners, parents, citizens of the community and state, and their representatives.

EFFICIENCY – A condition in every school whereby each accomplishes the highest possible level of excellence with available resources.

EXCELLENCE – A condition in every school whereby the highest possible standards for performance are expected of all students and staff.

FLEXIBILITY – A condition in every school which results in meeting the needs of learners through sensitive and creative responses to changing circumstances.

HUMAN EQUITY – A condition in every school which offers equal opportunity and appropriate individualized support to each staff member in employment and professional growth and to each learner in the educational process. Also, a condition which fully, fairly and accurately portrays various cultures, races and genders in the instructional program.

RESPONSIBILITY – A condition in which the school recognizes that the parent has primary responsibility to ensure the child is educated, and in which a partnership exists between the school, community, parent and learner to identify the learning goals and needs of the child or adult learner and to provide appropriate learning opportunities through which those goals can be met.

RESPONSIVENESS – A condition in every school whereby diversity of personal and group needs and aspirations are expected, accepted, encouraged and routinely addressed.

SYSTEM EQUITY – A condition in the education system whereby each school is provided with the resources necessary to assist all learners in achieving excellence.

WHOLENESS – A condition in every school whereby each gives necessary and appropriate consideration to the potential career needs and the spiritual, social, emotional and physical growth of each learner and staff member as it designs and implements educational programs.

VISION – A condition in the education system whereby emerging trends which will affect the knowledge and skills required to be a successful adult are examined, and the knowledge gained is used to produce appropriate changes in the system's course content, procedures and goals for learners.

LEARNER VALUES

We believe helping students develop the following values is a primary purpose of education.

ACCOUNTABILITY – A quality in individuals whereby each knows, understands and accepts the impact and consequences of personal actions and decisions.

CITIZENSHIP – A quality in individuals whereby each has an understanding, appreciation and support of the institutions of American government and society and a willingness and ability to participate in the democratic process and in socially beneficial service activities.

COMPASSION – A quality in individuals whereby each is sensitive to the conditions affecting the lives of others and has the commitment to assist others when appropriate and possible.

COMPETENCE – A quality in individuals whereby each attains maximum levels of knowledge, skill and affect commensurate with his or her potential.

COOPERATIVENESS – A quality in individuals whereby each acts or expresses self in new, improved or unique ways.

ETHICS – A quality in individuals whereby each displays consistent personal and professional integrity and an acceptance of the responsibility to act for the benefit of all learners.

HONESTY – A quality in individuals whereby each is fair and straightforward in the conduct of human endeavors.

LEARNING – A condition in individuals whereby each continually strives throughout life to learn more and to increase personal levels of fulfillment and competence in human endeavors.

PROBLEM SOLVING – A condition in individuals whereby each has the ability to identify, frame and propose new, improved or unique solutions to existing and emerging problems.

RESPONSIBILITY – A quality in individuals whereby each strives to fulfill the obligations of economic self-sufficiency and active commitment to the common good of society.

SELF-ACCEPTANCE – A quality in individuals whereby each has a positive self-image, through assertion of rights, holding personal, physical and emotional well-being as an ideal, accepting personal talents with humility, and personal limitations with the resolve to improve where possible and accept where necessary.

SPIRITUALITY – A quality in individuals whereby each recognizes and accepts the importance of nurturing one's inner spirit, that creative force that transcends the human and the material.

THINKING – A condition in individuals whereby each continually strives to improve personal skills for mental manipulation of sensory perceptions to form knowledge, thoughts, reason and judgment.

PHILOSOPHY OF EDUCATION

WE BELIEVE...

. . .Every person can learn.
. . .Learning is a lifelong process.
. . .Each person must understand and accept self before he or she can become a contributing member of society.
. . .Each person has gifts which the education program must seek, identify and help to maximize.
. . .Advancement of the human race requires individuals who are honest, responsible, compassionate, cooperative, creative and competent.
. . .The state and local communities have a shared responsibility to assist each person in learning.
. . .Each community has a shared responsibility with parents for meeting the needs of the child.
. . .The community and its school system must continually look to and strive to meet the future education needs of society.
. . .The education system must assist each person to become functional in an increasingly global and interdependent world.
. . .The education system must lead people to value and accept a wide diversity in human behaviors, sophistication and values.
. . .The education system must maintain high standards for responsiveness, human equity and system equity in the provision of education opportunities.
. . .Decisions regarding planning, implementing and maintaining learning opportunities must be vested as close to the individual learner as efficient use of public resources allow.

. . .School systems must implement programs that stress the intellectual development of each learner in concert with the spiritual, social, emotional and physical development of the learner.
. . .School systems must model and nurture creativity in learners.
. . .School systems must maintain opportunities for all learners to develop competence in personally selected areas of human development.
. . .Professional educators have a responsibility to remain current with evolving knowledge about human growth and development, learning theory and knowledge of subject matter.
. . .Professional educators and elected or appointed education policy makers have a responsibility to account to the public for the excellence of their efforts.
. . .Professional educators and elected or appointed education policy makers have a responsibility to use public resources prudently and efficiently.
. . .Staff employed in schools must model the behaviors they are assisting learners to develop.

LEARNER GOALS

The following learner goals are a general statement of the purpose for education; they describe the type of person who would graduate from a Minnesota school and are a model for local goal adoption.

A. To effectively participate in learning activities, each learner will master:

1. Reading literacy to gather information and data, gain perspective and understanding and as a leisure activity.

2. Writing to explain, describe and express a point of view and feelings.

3. Listening to gather information and data and gain perspective and understanding.

4. Speaking to explain, describe and express a point of view and feelings and to discuss an issue.

5. Numerical literacy to apply arithmetic functions to life situation.

6. The use of a variety of tools, including electronic technology, to enhance learning.

7. Viewing and observing to gather information and data and to gain perspective and understanding.

8. Self-expression through visual and preforming arts.

B. To provide a foundation for meaning in life, each learner will accumulate and apply knowledge and develop the understanding:

1. To participate in lifelong learning.

2. To live successfully within local, state, national and world political and social structures.

3. To examine personal beliefs and values and their relationship to behavior.

4. To make ethical and moral decisions.

5. To be a responsible citizen of the community, nation and world.

6. To practice stewardship of the land, natural resources and environment.

7. To know the impact of human life on nature and the impact of natural phenomena on human life.

8. To express self through artistic creation.

9. To know career options and the general education requirements for each.

10. To know world and national economic conditions to make informed decision on consumer products, occupations, career needs and use of resources.

11. To select or prepare for a series of occupations which will personally satisfy and suit one's skills and interests.

12. To manage personal affairs.

13. To communicate and relate effectively in a language and about a culture other than one's own.

14. To know the importance of geographic location in the functioning of contemporary society.

C. To think, decide, resolve issues and meet needs creatively, each learner will be able to:

1. Compare, differentiate and relate information and facts and apply knowledge.

2. Combine various facts, situations and theories to formulate hypotheses or develop solutions.

3. Critique and make judgments about materials, conditions, theories and solutions.

4. Generate and value creative alternatives.

5. Create musical, visual, and verbal images and movement as a means of self-expression.

D. To value, understand and accept human interdependence, each learner will be able to:

1. Seek interactions and feel comfortable with persons who are different in race, religion, social level or personal attributes.

2. Understand the interrelationships among complex organizations and agencies in modern society.

3. Understand society's responsibility for dependent persons of all ages in a manner consistent with the growth and development needs of those persons.

4. Understand how the citizens of the United States are geographically and socially connected to people and places in other parts of the world.

E. To value, understand and accept the diversity of humankind, each learner will be able to:

1. Base actions and decisions on the knowledge that individuals differ in many ways.

2. Base actions and decisions on the knowledge that values and behaviors differ from one social group to another.

3. Base actions and decisions on the understanding that lifestyles and behaviors reflect the value system of the society in which they were learned.

4. Judge others' actions with an understanding of the personal and social context of those actions.

5. Understand people of other cultures through their visual and verbal arts, music and creative movement.

6. Accept that there is more than one way of being human.

7. Base actions and decisions on the understanding that as individuals move from one society to another, they can learn lifestyles and can learn to behave appropriately in different societal contexts.

8. Act on the belief that human behavior is influenced by many factors and is best understood in terms of the context in which it occurred.

F. To address human problems through group effort, each learner will develop the knowledge, skills and affect essential to:

1. Acting in accordance with a basic ethical framework incorporating the values which contribute to successful community life such as honesty, fairness, compassion and integrity.

2. Understanding the importance of working in groups to achieve mutual goals.

3. Being able and willing to provide leadership in resolving personal and societal issues.

G. Each learner will be able to resolve conflicts effectively with and among others by:

1. Assuming responsibility for forming productive and satisfying relationships with others based on respect, trust, cooperation, consideration and caring for other persons.

2. Acting on the belief that each individual has value as a human being and should be respected as a worthwhile person.

3. Resolving conflict in the manner most beneficial to society.

H. Each learner will be able to act on contemporary events and issues with a perspective of their historical origin by:

1. Understanding the origin, interrelationship and effect of beliefs, values and behavior patterns on world cultures.

2. Understanding one's own culture and historical heritage through the political, literary, aesthetic and scientific traditions of the past.

3. Being familiar with the ideas that have inspired and influenced humankind.

4. Understanding the manner in which heritages and traditions of the past influence the directions and values of society.

I. Each learner will develop a positive attitude toward self demonstrated through:

1. A feeling of positive self-worth, security and self-assurance.

2. A willingness to live with one's strengths and weaknesses.

3. A knowledge of one's own body and a positive attitude toward one's own physical appearance.

4. Understanding that efforts to develop a better self contribute to the development of a better society.

5. Understanding that self-concept is acquired by interaction with other people.

6. Appropriate control or release of emotions.

J. To set and achieve personal goals, each learner will develop the ability to:

1. Select appropriate personal learning goals.

2. Make decisions about one's life.

3. Plan, organize and act to realize one's goals.

4. Accept responsibility for personal decisions and actions.

5. Work now for goals to be realized in the future.

6. Select viable alternatives for action in changing circumstances.

K. To cope with change, the learner will have the ability to:

1. Appropriate change while respecting existing structures and concepts.

2. Tolerate ambiguity.

3. Understand that coping with change is a lifelong process.

4. Understand and accept the changing nature of work and the potential need to change careers several times.

5. Use career information and counseling services to make informed and satisfying vocational choices.

L. To lead a healthy, fulfilling life, each learner will:

1. Assume responsibility for one's own physical and mental health and safety by establishing a daily regime of positive behaviors which will maintain mental and physical health and motor fitness.

2. Make informed decisions about health products and services.

3. Make a lifestyle which promotes healthful family living.

4. Understand public health measures and their effect on the individual, family, community and environment.

5. Be able to enjoy play-skill activities which include understanding cooperation, accepting rules, controlling emotions, following group process and acquiring self-satisfaction.

M. To lead a productive life and actively contribute to the economic well-being of our society, each learner will develop the work readiness skills of:

1. Applying the basic skills of communications, computation and scientific principles to real-life situations in a technological society.

2 Defining and interpreting the nature of the work force in terms of one's own challenges and opportunities.

3. Leadership and citizenship skills necessary to succeed as an active agent in a changing work force.

4. Understanding employment opportunities, job seeking and keeping skills, and specific work skills as they relate to transition from school to economic productivity.

5. Developing pride in good work and expecting quality in products and services.

6. Adopting a positive attitude toward work, including an acceptance of the necessity of making a living and an appreciation of the social value and dignity of work.

Definition and Goals of Youth Community Service

CHAPTER 2

Overview
Service Opportunity
Service Learning
A New Paradigm of Youth
Outcomes for All

ERIC Full Text Provided by ERIC

OVERVIEW

A healthy society is built on active citizen participation. It is achieved when all citizens are included in decision making and choice to help and care for one another. Building community and improving community are ongoing and should include our schools as active partners by involving our youth both as learners and teachers.

It is of great consequence that our children feel they are a positive part of their communities. All of us, especially our children, can bring schools and communities together through community service activities. The service learning provided in this school/community partnership brings about important changes for youth, parents, teachers, schools, community and everyone touched by the service learning experience.

Our youth do care, but they need opportunities to demonstrate their caring and concern in today's educational environment. The following statement comes from a youth active in service learning in Waseca, Minnesota:

> "One of the most important things to me in youth service is being able to make other people feel good by what I'm doing. I love it when my 'little sister' gives me a hug out of the blue, when a senior citizen gives me a warm smile, or when the eighth-grade student I tutor finally understands something that he's been working on all day because he got a different point of view on how to do a difficult math problem. These things, to me, are the best rewards I can get for volunteering my time to help these people. Besides a good feeling, these 'little things' build my sense of self-confidence and give me a high for the rest of the day."

SERVICE OPPORTUNITY

The term "service opportunity" means a program or project, including service learning programs or projects, that enable student or out-of-school youth to perform meaningful and constructive service in agencies, institutions and situations where the application of human talent and dedication may help to meet human, educational, linguistic and environmental community needs, especially those relating to poverty. (National and Community Service Act of 1990)

A "youth service opportunity" can take place within the school, or it may be conducted in the community between the school and a community agency, or it may be conducted by cooperating community-based organizations.

SERVICE LEARNING

Service learning is an instructional strategy in which students are involved in experiential education in real-life settings and where they apply academic knowledge and previous experience to meet real community needs.

Service learning occurs when youth are involved in planning and providing service, when they give significant and valuable service to meet genuine needs in their community, and when they reflect on those experiences. Through the service experience and reflection process, they increase their own base of knowledge and and other areas of personal development.

Service learning is a method that:

- enables students to learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and are coordinated in collaboration with the school community
- is integrated into a student's academic curriculum and provides structured time for the student to think, talk or write about what the student did and saw during the actual service activity
- provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities
- enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others. (National and Community Service Act of 1990)

While this document recognizes that there are many different types of youth service opportunities, the learner outcomes identified in Chapter 3 are produced through service learning linked to the curriculum and follow the four criteria mentioned above.

A NEW PARADIGM OF YOUTH

Service learning frames its promises with a new paradigm of youth. It insists that youth have significant contributions to make in their own right and that they be considered partners in providing service which builds human community. Youth embody our future and are our nation's most valuable resource. (Kurth-Schai 1988)

Proponents of service learning also expect that the inclusion of service in the curriculum will support wholistic personal development of students, including capacities for leadership and citizenship. It will also enable students to connect with their larger world, thereby increasing the relevance of education to life.

Schools have abundant opportunities to provide students with activities outside of school which are aligned with traditional classroom academics. Service learning supports the vision of excellence in education. The educational climate in the past couple of years has become more open to the kinds of changes in schools demanded by learning that derives from service and social action.

Interest in and support for youth in Minnesota is distinct, as evidenced in the 1987 Youth Development/ Youth Service legislation. This legislation provided 50 cents per capita levy and state aid for school districts to develop and implement a youth development plan. The Community Education Section of the Department of Education manages this budget for school districts. In 1989, legislation provided for an additional 25 cents per capita to further encourage youth service programs in school districts.

Minnesota has experienced rapid growth of youth development and youth service. For example, between 1990 and 1991, Minnesota reported a 40 percent growth (from 40,000 to 57,000) in the number of youth involved in school-based community service; 112 districts offered service learning programs for academic credit in the 1991 school year. Legislative amendments in 1991 strengthened Youth Development/Youth Service by adding 10 cents to the per capita levy/aid, raising it to 85¢ for fiscal year 1993. Additionally, the legislation was amended to add integration of youth community service with elementary and secondary curriculum as a program requirement.

Minnesota schools recognize that youth development/youth service programs can provide intellectual, affective and whole-person development for children. Other states across the nation also can testify to the positive outcomes for youth. Because of the personal testimony by young people who are succeeding by giving much more than they are taking, the *National and Community Service Act of 1990, Title I - National and Community Service State Grant Program for School-Aged Service* was enacted; it will enhance the already uniquely comprehensive structure for youth service in Minnesota.

OUTCOMES FOR ALL

Service learning provides a "win-win" situation. Each person involved in the process benefits because service learning:

- helps students learn and assume the role of responsible producers
- enriches the curriculum
- brings schools, families and communities together
- enlivens the meaning of democracy
- recasts the roles of student and school
- stimulates teachers to put coursework into context
- protects and encourages active learning by engaging the learner
- demonstrates relevance of the three Rs through practice in a real-life settings
- prepares students for full-time work assignments
- produces alert and helpful citizens
- encourages at-risk students to try again
- triggers systemic change in traditional schools
- shows why "giving is getting"
- fosters a spirit of caring and lifetime service

Service itself may be a distinctive mode of knowledge, a form of knowing which tends to shape the relationship of the person to the world. By designing school-based service learning programs, service can be integrated into the curriculum, building both academic skills and affective understanding. (Service Learning Advances School Improvement, March 1990)

Model Learner Outcomes for Youth Community Service

CHAPTER 3

Overview
Model Learner Outcomes for Service Learning Education:
Program Goal A: Doing and Learning
Program Goal B: Sensitivity to Others
Program Goal C: Problem Solving

OVERVIEW

This chapter identifies program goals and individual service learning outcomes. Each outcome is cross-referenced to the State Board of Education goals. Using this document as a guide, each district can and should develop its own learner outcomes to reflect local needs and beliefs.

Service learning model learner outcomes represent a set of possible and valuable end results of actual real-life experience through service opportunities. The end results reflect the degree to which the service opportunities follow 10 principles of good practice for combining service and learning:

1) An effective program engages students in responsible and challenging actions for the common good.

2) An effective program provides structured opportunities for students to reflect critically on their service experience.

3) An effective program articulates clear service and learning goals for everyone involved.

4) An effective program allows for those with needs to define their needs.

5) An effective program clarifies the responsibilities of each person and organization involved.

6) An effective program matches service providers and service needs through a process that recognizes changing circumstances.

7) An effective program expects genuine, active and sustained organizational commitment.

8) An effective program includes training, supervision, monitoring, support, recognition and evaluation to meet service and learning goals.

9) An effective program ensures that the time commitment for service and learning is flexible, appropriate and in the best interests of all involved.

10) An effective program is committed to program participation by and with diverse populations.

(Principles of Good Practice For Combining Service and Learning, Wingspread Special Report, May 1989, Appendix F)

Some primary characteristics distinguishing youth participating in service learning from youth participating in routine volunteer work are that youth accept the responsibility for making decisions in service learning, that they have the opportunity for reflection on their involvement in service activities, and that they integrate their service experience with the academic knowledge and previous life experiences in a learning environment. They have a meaningful stake in their commitment to serve.

When youth identify issues and concerns for themselves and for their community and take **leadership** and **action** to resolve the issues, they become empowered citizens and feel they have a legitimate role in the larger social framework of society. As Margaret Mead stated: "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

All youth can learn and develop, and all youth can be successful. Youth are positive resources; when believed in and treated as such, they can make a difference in their schools and communities. Learner outcomes are statements which identify what a student might be expected to achieve or to become based on their experiences. In service learning, many of the learner outcomes will reflect the development of the whole person.

As every service learning experience is unique for each individual, each person will learn differently from the same type of experience. The focus of the service learning individual learner outcomes is based in whole person development, including the development of social and affective skills. The cognitive development will occur basically around skills in the service learning activities that are integrated with core curriculum subject areas.

The knowledge/cognitive learner outcomes listed in Chapter 3 are not all-inclusive. They are very broad, basic outcomes that a student could achieve through most service learning activities. If a student is involved in a "lab" service learning activity integrated with a science class, then the individual learner outcomes will reflect more of the individual learner outcomes developed for a science curriculum. This document does not identify specific core or elective subject individual learner outcomes. Those outcomes will be identified in the appropriate individual learner outcome document for the specific subject area.

For example, a student is taking an environmental science class and completing a semester of community service activity for the "lab" requirement of that class. The model service learning outcomes in combination with the environmental science learner outcomes are appropriate to the service performed in that combination. The student will be expected to have knowledge/cognitive development in the area of environmental science as well as whole-person, social and affective development through a service learning activity.

It is very important to understand that the individual learner outcomes identified in this document can be integrated with individual learner outcomes in any subject area. It is also important that the learner outcomes can stand alone.

Each student will learn differently from the same experience, and each student will achieve outcomes appropriate to his or her developmental age and personal potential. No student will achieve all outcomes.

The model individual service learning outcomes have been developed from the writings of researchers, some of whom are service learning practitioners, youth involved in service learning and other professionals involved in community service programs.

The individual learner outcomes in this chapter deal with three functions of personality -- cognitive, affective and behavioral. That is, youth interact with their environment through thinking, feeling and acting. These functions match the three arenas in which education seeks growth and change -- knowledge, attitudes and skills. (Caskey, Faye, Research 1990)

Service learning outcomes indicate and describe the growth of the whole person, based on engagement in a service experience; integration of that experience with academic learning through a reflection process; the age of the child; and the state of development of the child. Other outcomes focus on multicultural and disability awareness, and intergenerational and gender-fair concept development.

State Board Learner Goals	Service Learning Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank

PROGRAM GOAL A: **Learners should understand the cause-and-effect relationship between human behavior, attitudes and their environment by providing community service through "doing."**

The learner will be able to:

B, F, J, L	A. Demonstrate capacity for independent moral choice.	Applying, Integrating
	1. Use a process of reasoning when making decisions.	
	2. Take responsibility for own behaviors and accept consequences of own actions.	
	3. Show capacity to consider welfare of whole over self-interest.	
D, F, G, K	B. Demonstrate skills in nonverbal and verbal communications with others, including clients, agency staff, peers and younger children.	Knowing, Applying, Integrating; and Multicultural, Gender-Fair, Disability and Intergenerational Awareness
	1. Develop a positive attitude toward living and working with people of diverse cultures and different ages.	
	2. Assist and facilitate peer relationships and task accomplishment.	
	3. Be a positive role model for younger children.	

State Board Learner Goals	Service Learning Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
	4. Be able to communicate verbally and nonverbally with people of diverse backgrounds and different ages.		
B, C, D, E, F	C. Express and improve personal skills, especially those required in acommunity service setting.	Applying, Integrating; and Multicultural, Gender-Fair, Disability and Intergenerational Awareness	
	1. Gain knowledge and understanding of others.		
	2. Care for others, enabling others to care for themselves.		
	3. Contribute to accomplishment of team goals by working cooperatively with others.		
	4. Manage, assess and redirect own performance.		
D, E, F, G, H, K, M	D. Demonstrate social connectedness through development of social knowledge and values.	Applying, Integrating; and Multicultural, Gender-Fair, Disability and Intergenerational Awareness	
	1. Predict and assume responsibility for influence of own behavior on others.		
	2. Be productive and have desire to participate in a greater effort, sharing ownership and demonstrating commitment to a project.		

State Board Learner Goals	Service Learning Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
	3. Seek to establish connections with a wider range of people, issues and places.		
	4. Experience feeling of personal power which comes from being in a variety of empowering roles.		
D, E, F, G, K, M,	E. Demonstrate civic effectiveness and commitment to social responsibility and welfare.	Applying, Integrating; and Multicultural, Gender-Fair, Disability and Intergenerational Awareness	
	1. Demonstrate awareness of local issues. Direct concern for fellow human beings into action for personally held ideas, morals and social goals.		
	2. Find and use resources available to community and through government.		
	3. Volunteer, participate in community activities, seek civic involvement.		
	4. Show respect for capacity of groups to solve problems in a democratic society.		
B, J, K, M	F. Explore and gain knowledge of career possibilities.	Knowing, Applying, Integrating	
	1. Gain career experience and knowledge of the world of work.		
	2. Demonstrate work readiness skills.		

State Board Learner Goals	Service Learning Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank

3. Demonstrate capacity for ethical decision-making regarding choice of career.

4. Learn contacts for possible future employment.

***PROGRAM GOAL B*: Learners should have community service experiences that will assist in the development of personal appreciation, feelings, valuing and sensitivity to other people and the environment.**

The learner will be able to:

A. Demonstrate self-esteem, sense of personal worth, competence and confidence. — Valuing, Applying, Integrating

1. Accept, like and understand self. Develop as a person and feel worthwhile.

2. Recognize own growth and acknowledge own unique skills, abilities and gifts.

3. Maintain confidence and competence in personal life and social situations.

4. Share self with others through listening, supporting or helping.

I, J, L — B. Demonstrate personal autonomy and self-direction. — Valuing, Applying Integrating

1. Seek and value own independence; expect to rely on self.

State Board Learner Goals	Service Learning Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
	2. Maintain own motivation to participate and achieve.		
	3. Maintain personal integrity and sense of responsibility to self.		
	4. Expect to succeed.		
B, I, J, K	C. Demonstrate personal effectiveness.	Applying, Integrating	
	1. Believe self can make a significant difference; show awareness of personal power.		
	2. Demonstrate commitment to be actively involved.		
	3. Expect to cope and persevere and to complete difficult tasks.		
	4. Try new experiences, accept new challenges, and take new risks.		
B, C, D, E, F	D. Demonstrate developmentally appropriate levels of moral reasoning.	Knowing, Valuing, Applying, Integrating	
	1. Develop ability to take responsibility; acknowledge and accept consequences of actions.		
	2. Use a process of reasoning to make decisions.		

State Board Learner Goals	Service Learning Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
	3. Show capacity to limit self for the sake of the welfare of others.		
	4. Voluntarily comply with rules to which the majority of persons have consented.		
B, D, E, G	E. Develop personal values and beliefs; make decisions consistent with values.	Valuing, Applying, Integrating; and Multicultural, Gender-Fair, Disability and Intergenerational Awareness	
	1. Demonstrate belief in the worth of the individual, personal integrity and basic democratic values.		
	2. Develop personal meaning regarding self in relationship to others and the world.		
	3. Develop openness to new experiences; accept challenges.		
	4. Develop own uniqueness by asking, "Who am I? What do I believe?"		
B, D, E, F, G, I, L	F. Demonstrate empathy with capacity for social role taking.	Affective Development; Valuing, Applying, Integrating; and Multicultural, Gender-Fair, Disability and Intergenerational Awareness	
	1. Seek to create relationship of equal interpersonal status and reciprocity.		

State Board Learner Goals	Service Learning Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
	2. Accurately name feelings of others; perceive viewpoints of others.		
	3. Demonstrate ability to distinguish thoughts and feelings of self from thoughts and feelings of others.		
	4. Show ability to imagine oneself in the social role of another.		
B, D, E, F, G	G. Demonstrate social effectiveness; develop a sense of "I can."	Affective Development; Valuing, Applying, Integrating; and Multicultural, Gender-Fair, Disability and Intergenerational Awareness	
	1. Develop capacity to be productive, persevering even in difficult tasks.		
	2. Trust others, be trusted in return and behave consistently and responsibly.		
	3. Work cooperatively with others toward common goals.		
	4. Respect and appreciate people of diverse backgrounds and different ages by maintaining a positive attitude toward all.		

State Board Learner Goals	Service Learning Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank

***PROGRAM GOAL C*: Learners should be able to understand, analyze, develop and use problem-solving skills and to use alternative responses to service concerns or issues before deciding on a course of action in performing community services.**

The learner will be able to:

A, B, M	A. Use basic academic skills in real-life situations through service experience.	Knowing, Applying, Integrating; and Multicultural, Gender-Fair, Disability and Intergenerational Awareness
	1. Demonstrate oral and written communication skills, including speaking, listening, reading and writing abilities.	
	2. Demonstrate mathematical skills, including formulating a problem, estimating and calculating.	
	3. Share communication, mathematical or other subject area skills with others by coaching or teaching.	
B, C, M	B. Apply subject matter to human or environmental needs through service activities.	Knowing, Applying, Integrating
	1. Use data from subject matter to solve problems in the service setting.	
	2. Show increased understanding of others based on subject matter.	

State Board Learner Goals	Service Learning Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
	3. Use subject matter to frame thinking about life situations.		
C	C. Demonstrate increasing ability for higher order thinking.	Knowing, Applying Integrating	
	1. Maintain an open mind; consider different perspectives.		
	2. Use a process to make a decision or solve a problem.		
	3. Demonstrate skills for self-evaluation and self-direction.		
	4. Show development toward more complex, abstract or comprehensive thinking.		
B, C	D. Learn independently through reflection on the service activity.	Affective Development; Knowing, Valuing, Applying, Integrating; and Multicultural, Gender-Fair, Disability and Intergenerational Awareness	
	1. Assimilate information from experience by observing and listening and asking questions.		
	2. Check validity of information by comparing with what is known by self and others.		
	3. Use knowledge to comprehend human needs in service setting.		
	4. Discuss experience and information with others, seeking significance.		

State Board Learner Goals	Service Learning Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
	5. Create personal meaning by putting facts, ideas and experiences together in new ways; check personal meaning with/against personal meaning of others.		
	6. Act on personal knowledge and meaning in everyday-life situations.		
B	E. Demonstrate the value and awareness of lifelong learning.	Knowing, Applying. Integrating, Valuing	
	1. Actively seek learning by maintaining a curiosity about life both in and beyond school.		
	2. Learn where to seek new information and experiences.		
	3. Derive satisfaction from deepening and expanding own knowledge.		
	4. Expect satisfaction from learning throughout own lifetime.		
C, D, E, F	F. Expect knowledge to provide insight regarding larger global issues.	Knowing, Valuing, Applying, Integrating; and Multicultural, Gender-Fair, Disability, Intergenerational and International Awareness	
	1. Demonstrate understanding of diverse people and awareness		

State Board Learner Goals	Service Learning Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank

of community issues and problems.

2. Be aware of efforts by community organizations to deal with issues and problems facing communities.

3. Apply knowledge to understanding of issues of equality for all persons.

4. Develop tacit learning skills; that is, the nuances that can't be fully explained in a book or lecture but are often the most important things of all to know.

(Adopted from Caskey, Faye, 1987-1990 Research)

Integrating Youth Community Service Learning Into The Curriculum

CHAPTER 4

Overview
Models for School-Based Programs
Developing A Curriculum-Based Service Learning Experience
School-Based Service Learning Models
Examples of Youth Service Activities
Linking Service with Curriculum Objectives

ERIC

OVERVIEW

The service learning model learner outcome development process includes input from researchers, practitioners, youth active in community service activities, educators, community agency personnel, administrators and community youth service professionals.

Curriculum development -- including establishing a scope and sequence for this subject area as well as specific lesson plans -- generally is determined by individual teachers or teams of teachers in local school districts.

Service learning is interdisciplinary and wholistic in nature and is best taught in an interdisciplinary manner. Service learning can be integrated into every subject area and at every grade level.

Integration brings together different parts into a functioning whole. By integrating service learning, school districts may develop curricula that are logically blended with all subject disciplines. Integrating underscores the whole-person nature of service learning and weaves learning together with real-life activities.

Service learning is more than a textbook approach to gaining knowledge of civic responsibilities -- it includes "learning by doing." It is thoughtful, active participation of youth in organized service experiences that meet real community needs. Community youth service activities are coordinated, collaborative efforts between schools and community and intentionally integrate curricular content with community service. (Caskey, 1990)

For example, when we ask, "Would school children learn a second language more quickly and more effectively if they had the opportunity to practice with a native speaker of the language?" The answer is an unqualified "yes." Taking this a step further, we can take that curriculum offering and ask, "Would students of a second language learn that language more quickly and effectively if they could visit with, write to and perform some service for a native speaker who is in a hospital or one who lives in a nursing home, housing for the elderly, or alone in an isolated environment?" Again, the answer is "yes."

Service learning offers students the opportunity for integrated and active cooperative instruction instead of didactic and passive direct instruction. Service learning helps students become a part of the fabric of the community instead of being alienated from the community.

As one principal states: "We've found ourselves in the middle of the community making it part of the school. The more youth are involved, the more they learn. We're convinced that the more we provide real-life experiences, the more dynamic the educational program will be."

Ernest L. Boyer states in *High School: A Report on Secondary Education in America (1983)*: "Today it is possible for American teenagers to finish high school yet never be asked to participate responsibly in life in or out of school, never be encouraged to spend time with older people who may be lonely, to help a child who has not learned to read, to clean up litter on the street, or even to do something meaningful at the school itself." He recommends school-based service experiences as an answer to this problem.

Many Minnesota school districts have already begun community service programs in some manner. It is important that service learning outcomes are identified within the framework of the existing programs and be included in new programs.

Districts should review the existing system(s) in place for service learning activities. The youth development/youth service legislation is funded through local levies and state aid. It is administered through community education departments in the school districts. The specific levy formula is stated in the legislation in the appendix of this document. Most districts have strong partnerships between the K-12 system, community education, and other community groups to plan and implement youth service programs. Funding is generally used for coordination, workshops for teachers and students, materials, supplies and transportation needed for service activities.

The following chart shows the formation of community youth service programs in a school district and the possible integrated program structures that could take place.

–District/community education levy/aid for youth development/youth service
–District forms a youth development task force to develop a youth development/youth service plan

–Community education administers and disburses the youth service resources
–Community education is the pivotal point for school and community collaboration

MODELS FOR SCHOOL-BASED PROGRAMS

Teachers and administrators have been very creative in finding ways to make service a part of their school programs. This section outlines the ways they have done so, illustrating them by examples from particular schools. School-based programs must include a reflection component and strive to adhere to principles of good practice. One way of distinguishing among the types of service programs is to see how closely they are integrated into the regular schedule and curriculum of the school. The continuum below represents a movement from least integration on the left to most integration on the right. Distinctions among programs are based on this difference, not on their merit.

Special Events and Cocurricular Activities	Service Credit or Requirement	Lab for Existing Courses	Community Service Class	Schoolwide or K-12 Focus
1	2	3	4	5
Less a part of regular school curriculum			More a part of regular school curriculum	

(School-Based Model, Conrad & Hedin, 1989)

The following examples of school-based models were provided by the authors of the model. The main key in developing any type of service learning activity in any of these models is to involve youth in the decisions regarding the service activities.

1) Special Events and Cocurricular Activities

Most high schools, perhaps the majority, stage some sort of service-related event through the school, such as a special dance where students bring cans of food, a neighborhood clean-up, a "Toys-for-Tots" collection at Christmas and the like. Since these activities are usually conducted under the auspices of the student council or a student club, they are included in this category.

Student Activities Club
Fallston High School, Harford County, Maryland

The Student Activities Club was formed in 1982, with 20 members, to enlist student participation in projects to improve the school and community. Six years later it could boast of over 300 members and a reputation as "the club to join." The club is strikingly a student

organization with leadership in the hands of four student officers, 22 committee chairpersons and a volunteer faculty advisor. Each sphere of service has its own committee. Most serve the school itself in ways that range from cleanup and bleacher repair to new student orientations. Others organize nursing home visits, serve at a soup kitchen and sponsor wheelchair basketball games. When a new need arises, a new committee is formed. Student service is performed primarily during non-school hours and is vehemently voluntary -- no credit, no awards, no school letters, no certificates of appreciation, no money from the school's budget.

Youth Community Service
Los Angeles Unified School District

Quite a different approach to club and project activities is represented by Youth Community Service (YCS), a project of the Constitutional Rights Foundation in cooperation with the Los Angeles Unified School District. Since 1984, YCS has provided training, materials and ongoing support to student service groups (grades 9-12) in what is now 22 Los Angeles area schools. The program is classified as a club activity since participation is voluntary and may be entered into at any time. Credit is not awarded, and most of the activity takes place after school hours. Yet, the school programs also have many of the best features of an academic class: Teacher-sponsors attend a two-day training session and monthly meetings; an overnight leadership retreat is available to students, who also meet twice weekly in their schools to develop personal skills, assess community needs and plan and implement service projects. These projects include visits to nursing homes, clothing drives, assisting the LA Marathon, organizing blood drives, anti-graffiti paint-outs, voter registration campaigns and much more. Conferences during the year provide chances for students to get together and share ideas, learn additional skills, receive guidance on project implementation and celebrate. A future direction is to offer credit for YCS programs in some schools, as is already done in one school.

2) Service Credit or Requirement

In this model, the school not only encourages community service but offers credit for those who follow the school's guidelines. In some cases, an elective "community service credit" is awarded for an established number of hours; e.g., 120 hours equal one semester credit. In others, students are required to perform a specific number of hours of volunteer service in order to graduate.

Duties to the Community (Graduation Requirement)
Atlanta Public Schools

Beginning with the class of 1988, each student in the Atlanta Public Schools has been required to give 75 hours of unpaid volunteer service in order to graduate. Orientation is provided in the ninth grade, with the service to be performed during non-school hours at any time through the 12th grade. The District Office assists in contacting and approving service agencies, disseminating information to the schools, evaluation and the like. In the individual schools, the 75 hours of service are confirmed by a school advisor who also evaluates the required student essay or journal. The latter project is also assessed by a member of the school's English Department. One-half unit (7-1/2 hours of credit) is awarded to each student upon completion of the requirements.

Marshall Service Unit (Graduation Requirement)
The Marshall School, Duluth, MN

At the Marshall School (an independent school), service is not just a graduation requirement: Students are required to perform at least 10 hours of volunteer service every year of high school. If a student volunteers for more than twice the minimum, the time may count toward the requirement for the following year but may not be carried over further, no matter how many hours are involved. No great restrictions are placed on what counts as service, which may extend from helping out a neighbor to enrolling in Volunteer Outreach, which is a one-semester elective course for 11th and 12th graders. The faculty person who coordinates the Service Unit program also teaches the Outreach class.

Community Service Program (Independent Elective Credit)
North High School, Fargo, ND

At North High School, one-half credit is awarded for each 80 hours of service performed. A student submits a proposal to the program supervisor, who also assists in finding placements. Students volunteer at service sites (in or outside of school) during their open periods, after school, or on weekends. Up to one full credit may be earned through service projects.

3) Laboratory for an Existing Course

In this model, students perform service as a way to gather, test and apply the content and skills of existing school courses. Students in a contemporary issues class may gain direct insight into a social problem by helping to alleviate it; math or French students may test and expand their skills by teaching them to younger children; home economics students may apply their decorating skills in the home of a low-income family.

The service may be a one-time project or an ongoing commitment, e.g., two hours a week for a quarter. It may be done as extra credit; in lieu of some other assignment, such as a research paper; as a requirement of a course; or as the culminating activity of a unit of study. This kind of integration into the curriculum has enabled many schools to introduce community service into their academic program with little or no change in their basic curriculum or schedule or in staff development.

Social Involvement
Armstrong High School, Robbinsdale, MN

In the early 1970s, the 12th-grade social studies team made a commitment to linking their subject-matter to needs of the community. They have continued to do so for 18 years. During the first week each fall, the school hosts an Involvement Fair where more than 50 community agencies present their needs and volunteer opportunities to seniors. The students receive points toward their social studies grade for volunteering up to 20 hours per quarter, with additional points awarded for keeping a journal of their activities. Typically, about 450 students (65 percent of Armstrong seniors) choose to participate in the program.

Youth Leadership Project
Strawberry Mansion High School, Philadelphia, PA

Faced with an exceptionally high dropout rate, teachers at Strawberry Mansion High School worked with the Youth Leadership Project in Philadelphia to design a 10th-grade curriculum that would be more challenging and more engaging for students. The result is a combined English and social studies course that features the study of issues relevant to the students' lives and culminates in students taking action on these issues. From September through December, students study racial issues, social movements, school and community problems, and work on leadership skills. For the rest of the year they develop and implement projects to attack these issues and apply these skills. They write and perform original dramas, work on improving the school environment, assist in homeless shelters and with other community agencies. They have published "Local Heroes" booklets which feature adults in their neighborhoods who also are working to improve the community. The challenge for the future is to develop an 11th- and 12th-grade program to continue and build on this base.

Child Development and Psychology Class
Sartell Public Schols, Sartell, MN

Concepts learned in the classroom come alive through regular service with young children. For example, a student described an experience in which a family crisis placed a child they were working with in a threatening

situation. During reflection time in class, the question arose, "How much can that child concentrate on math when the entire family is in crisis?" A book would not have made the same input. Students come away with a sensitivity to working with the whole child. The value to students of opportunities to learn through service became evident during registration for 1992-93 classes: More students wanted to take the class than Community Services in Sartell could handle.

4) Community Service Class

This model features the interchange of action and reflection in a course that is an integral part of the school's academic program. The key characteristic is that service is the central activity, undertaken both for its own sake and to provide stimulus and focus for classroom experiences. In the classroom, the emphasis is on providing information and skills and on generalizing principles to help students learn from their service experiences and to operate more effectively in their service assignments.

A typical example would be a one-semester social studies class that meets two class periods each day. Four days a week students are in the community and one day in class. The two-period block is needed to give students enough time to be significantly involved in their service assignments without impinging on the rest of their school schedule.

Community Action Program
John Marshall High School, Rochester, MN

Community service has been the focus of a senior social studies offering at John Marshall for over 15 years. By taking the Community Action Program, students meet their 12th-grade requirement through a two-period class which integrates service and reflection. On Monday, Wednesday and Friday, students volunteer in a variety of community agencies and special needs programs in schools. One day they remain in school to discuss their experiences, work on helping skills, relate social studies concepts to their work with people and the like. The remaining day they usually visit a community agency to learn about its programs firsthand. The instructor reports that he occasionally suggests reducing the class or visitation component, but to his surprise, students insist that both are needed, and the mix is just right.

English as A Second Language Peer Tutoring
Hopkins High School, Minnetonka, MN

The English as a Second Language (ESL) Peer Tutoring class pairs native-born with immigrant students (mostly from Southeast Asia) for one class period each day. The program is voluntary for all, but every new

student from abroad chooses the option, and there are always just enough tutors (about 50 each year) to go around. Usually, both a morning and an afternoon session is offered, and both students who tutor and those who are tutored, schedule this like any other class and receive the same elective credit. At the beginning of each semester, tutors are given extensive orientation on the cultural background of the students with whom they work as well as guidance on what and how to teach. Thereafter, this training is supplemented on an informal basis by the ESL supervising teacher. This guidance is part of her assignment, and the tutors are an essential part of the ESL instructional team. The new students receive help in English and other subjects, learn about American teenage culture and gain allies in a strange, and sometimes hostile, environment. Tutors gain broader cultural understanding, the chance to make a difference and new friends.

Youth Service Leadership
Waseca Public Schools, Waseca, MN

This service learning class is a social studies elective credit class. It is for juniors and seniors and focuses on students becoming active citizens in meeting the needs of school and community through volunteer service. Students coordinate and/or volunteer for community service projects. An individualized program of community service is developed for each student to meet their interests and needs.

5) Service as a Schoolwide or K-12 Focus

A more rare approach is for community service to permeate a school's total curriculum -- or even an entire school district's K-12 curriculum. On the school level, each academic department determines how the knowledge and skills of their discipline can be applied to the betterment of others in the community, such as child development students assisting in a nursery school, industrial arts students offering home repair services to the elderly, English students reading to and writing letters for nursing home residents; math students providing computer services to nonprofit agencies and so on. Service within the school itself may be the focus by using cross-age tutoring at every grade level.

In essence, the schoolwide approach carries the "lab" concept into all aspects of the school's curriculum. The K-12 model extends the approach vertically as well as horizontally, providing age-appropriate service opportunities, with increasing complexity and challenge on all levels. The great strength of this approach is that community service is not just an isolated activity of a few motivated students, but a repeated and integral part of the school experience for all.

Student Service Learning
Tucson Unified School District, Tucson, AZ

A partnership between the Tucson Schools and the Pima Council on Aging has resulted in a K-12 service program with a particular focus. Schools on all levels are encouraged to provide age-appropriate service to Tucson's growing senior citizen population; they have responded in a variety of ways. At the elementary schools, senior citizens attend a weekly lunch program called, "The Pleasure of Your Company." Elementary classes also participate in pen-pal, adopt-a-senior, and Grandparents' Day programs. Middle and high schools focus on outdoor work. Student teams, supervised by an adult volunteer, clean yards and wash windows. Through these and other activities, they develop caring relationships with their senior "clients."

Community Service Learning
Springfield Public Schools, Springfield, MA

In 1987, the school board in Springfield adopted the mission "to develop and instill in all students an awareness, understanding, and appreciation of community...and the responsibility each citizen has to help others for the benefit of the community." Even more pointedly, they set a system-wide goal to "establish community service as an integrated part of the curriculum (K-12) so that students become more aware of their communities and understand their role within them."

To help fulfill this mission and goal, a position of district coordinator for community service learnings was established, along with a building representative and service learning team in each Springfield school. Their task is to develop themes and projects appropriate to their students' ages, which are integrated into the overall curriculum of the school. On the high school level, a community service elective titled, "We Make A Difference" has been established, and community and service has been made a frequent theme in writing assignments and in other areas of the curriculum. In the junior high and middle schools, each building ties activities to schoolwide themes, such as hunger and homelessness, which are worked on in all subject areas and which culminate in service activities.

(Conrad and Hedin, 1989; High School Community Service: A Review of Research and Programs)

DEVELOPING A CURRICULUM-BASED SERVICE LEARNING EXPERIENCE

PLANNING WITH YOUTH, NOT FOR YOUTH

The Minnesota youth development/youth service legislation permits flexibility, encourages community and school collaboration and points to developing sound quality programs.

It stipulates that programs must include

- preliminary training for pupil volunteers which is conducted, when possible, by organizations experienced in such training
- supervision of the pupil volunteers to ensure appropriate placement and adequate learning opportunity
- sufficient opportunity for pupil volunteers to develop general skills in preparation for employment, to enhance self-esteem and self-worth and to give genuine service to their community
- integration of academic learning with the service experience
- integration of youth community service with elementary and secondary curriculum.

(Minnesota Youth Service Legislation, 1991, Appendix C)

With all of this background information, teachers then might ask: "How do we begin"?

Teachers can begin by investigating the existing community youth service programs that may already be in place in the school and community. Many teachers have been helping students with youth service projects for many years, and they should be recognized for their efforts. It is important to work collaboratively with these existing efforts. Teachers may also want to identify the community boundaries in which they wish to develop a service learning program for their children. A school building and grounds, for example, is a community in need of services. It will be helpful to identify the types of services that will directly benefit other people or service activities that may benefit people indirectly. At all times, the teacher should involve the students in the research, discussions, plans, selection of service sites, reflection and evaluation. A major element in developing youth service activities is the linkage between school learning and the service experience.

Many of the service learning outcomes are achieved by students through their involvement in designing the service learning program. Design with students, not for students.

THE TEACHER AS KEY PROGRAM FACILITATOR

For the sake of focusing on the "teacher as facilitator of youth service programs," the following model will provide guidelines for the process of developing youth service learning activities. It is important for teachers to have knowledge of the possible programmatic structures within a school or school district, the legislative requirements, the relationship among the K-12 and community education programs in their district and, most of all, the dynamics and creativity of their students in the decision-making process.

The following are the most important characteristics of a teacher for success in developing youth service programs. The teacher has:

- a desire to develop youth service learning activities **with** youth, not for youth
- the ability to determine age-appropriate service activities
- the ability to be a facilitator, mentor and coordinator and to be flexible in allowing maximum student input into developing service programs
- the ability to work collaboratively with others in the school, school district and community
- the ability to integrate service learner outcomes into the subject area learner outcomes
- the ability to engage children of all ages, abilities, gender and cultural backgrounds.

MODEL FOR DEVELOPING A CURRICULUM-BASED SERVICE LEARNING EXPERIENCE

The following are a series of steps teachers, students and community members can take together to empower students to engage in active service and learning. **A graphic representation of this process follows this step-by-step description.**

STEP 1 – TEACHER: Decides to work on service learning, sets service-oriented tone, identifies ways service activities can be linked thematically to the rest of the

curriculum, recruits students outside class or works with class being taught, models service-oriented behavior throughout.

STEP 2 – TEACHER AND STUDENTS: Identify sources of information on community needs, identify sources of information on school and community, seek resources from inside and outside the school building.

STEP 3 – STUDENTS: Brainstorm needs (What needs would we like to address?); inventory student strengths/resources; brainstorm the needs of the school and/or community; identify the kinds of meaningful service activities in which they would like to participate. (Students and teacher together ask, "How can we put to use what we are learning in class to help others?" It is critical that the teacher and students identify community needs and plan to meet those needs **with** students, not for them. It is important here and throughout to involve all students. How can students bring different cultural strengths to the project?)

STEP 4 – TEACHER AND COMMUNITY: Provide background and context, bring information to class. This step links learners with community members and organizations. The community provides background information on human and environmental needs. (Community Education can be of great help in identifying and bringing in community resources.) The teacher can facilitate learning activities related to citizenship and service leadership. At this point, too, the teacher can introduce general information and skills students will need to develop service projects. Class themes are one good way to do this.

STEP 5 – STUDENTS: Through group decision making, choose specific service activities to work on, based on their review of resources, needs assessments, community involvement, orientation and training. (Steps three, four and five offer students an opportunity to begin decision making, leadership, problem solving and information gathering about real community issues, skills they will need to serve the community – and for life.)

STEP 6 – TEACHER: Identifies learner outcomes across all disciplines. (The teacher and students can identify learner outcomes which are likely to be addressed by the chosen service activities. What outcomes do the students want to achieve from this service learning experience? What age-appropriate outcomes does the teacher identify for the youth? How can these be linked to the rest of the curriculum?)

STEP 7 – TEACHER, STUDENTS AND COMMUNITY: Teacher facilitates student development of an action plan. By this point, students should be prepared to begin making decisions and taking action. Students should be as involved as possible in making community contacts, collecting resources and materials and deciding on details of the action plan. How this occurs will depend greatly upon the age level, skills and interests of the students themselves. Their level of ownership at

this point, however, is key to the success of the project. (Cooperative learning skills will be fully engaged.)

The community agency or contact will need to provide orientation, training and supervision on site. (This, of course, may be within the school building itself.) The teacher will be an active monitor during the service experience, making important decisions about safety, age-appropriateness of activities, relevance of service activities and appropriate evaluation of the students' participation.

In developing service learning activities, the teacher, students and community members are moving through an educational and experiential process in which the teacher acts as a guide or facilitator, helping students to make decisions about their own process of learning. Teachers will alternate between challenging, encouraging and supporting students. Students will learn how to make decisions and how to take responsibility for their own learning.

STEP 8 – STUDENTS: Enact Action Plan: Engage in meaningful service activities, which arise out of their own values and meet real community or environmental needs; learn actively and experientially; draw from their academic backgrounds and apply that knowledge during the service activity; immersed in "real-life" activities, many times working shoulder to shoulder with adults and experiencing community life, whether in the school or in the larger community.

STEPS 9 and 10 – TEACHER AND STUDENTS: Facilitate reflective process including synthesis, analysis and evaluation. Students can solve problems encountered and relate experiences to materials they are learning in class. (How could we have improved our service project? How do you feel about what you experienced? How did the things we learned in class work in the "real world"? What conclusions can we draw from our experiences?) Service experiences offer a reference point for future lessons. (How does what we learned in our recycling project inform us about life cycles, biological and chemical interactions, human interaction, politics, economics, persuasive writing, research, documentation, etc.?)

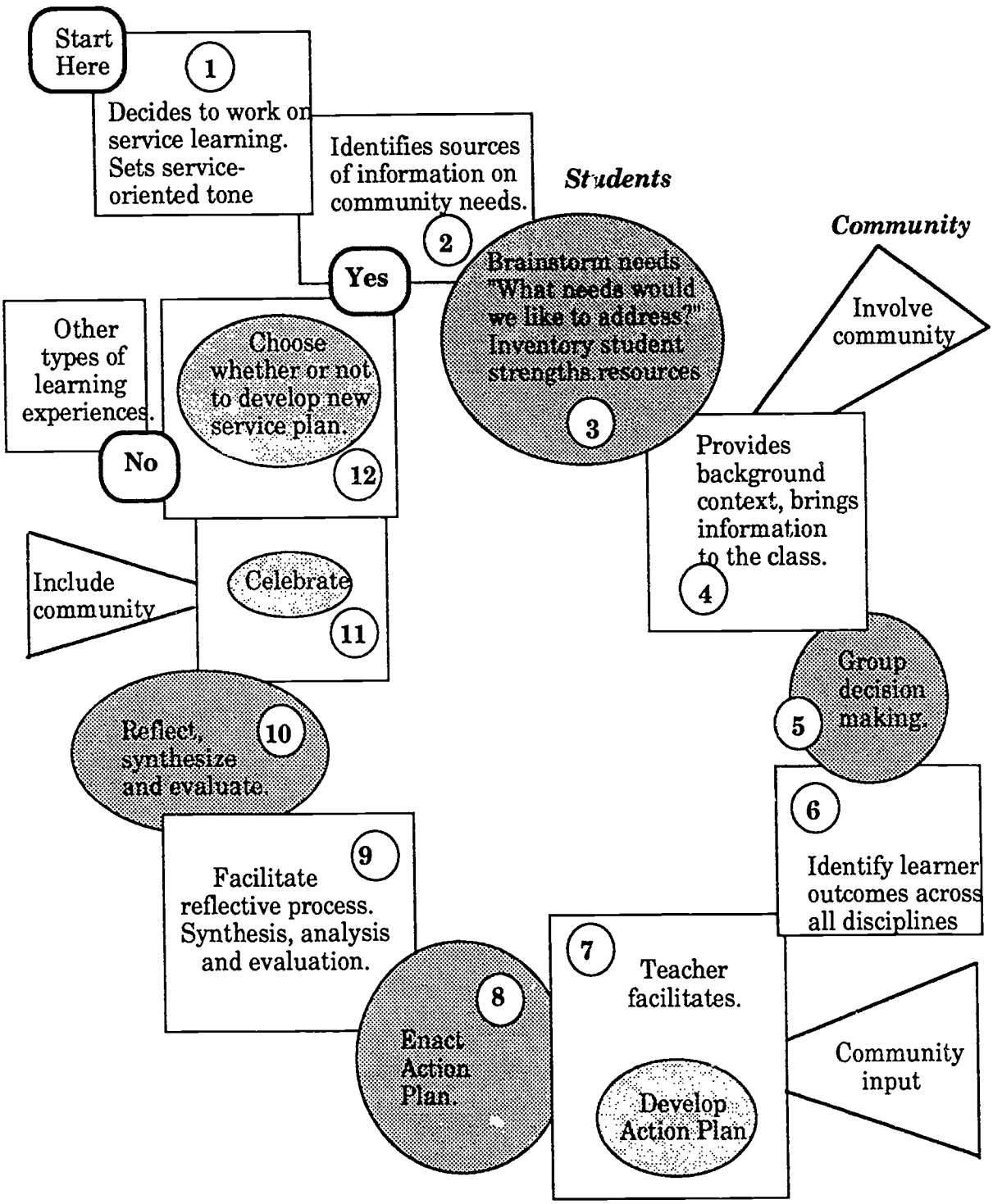
STEP 11 – TEACHER, STUDENTS AND COMMUNITY: Celebrate. Celebration takes place any time students are acknowledged for their contributions. This will occur informally in many ways as students see positive effects from their efforts. It is also important, however, to organize formal celebration involving community members, parents, school staff and students. Celebration offers any excellent opportunity for structured reflection.

STEP 12 – TEACHER AND STUDENTS: Choose whether or not to develop new service plan. When the project or unit is complete, the teacher and students may choose to move to other activities or to take on new service projects. Service learning ought to build developmentally so that students are able to apply what they have learned in one activity to future actions, becoming progressively more developed, capable and useful citizens.

(Bourdon, Cairn, Ellison, 1991)

Developing a Curriculum-Based Service Learning Experience

By Jan Bourdon, Rich Willits Cairn and Launa Ellison, April 1991



Teacher action indicated by ▭

Students actions indicated by ⬭

Teacher/Student joint action indicated by ⬭

Community action indicated by ▷

SCHOOL-BASED SERVICE LEARNING MODELS

The grid below illustrates youth community service activities by grade level, type of program model and type of credit given (if the service learning activity is credited by the school district). **The specific examples of the learning activities, grouped by grades, follow the grid.**

SCHOOL-BASED SERVICE LEARNING PROGRAM MODELS with Grades K-12 Examples and Type of Credit

Service Learning Activity Program Models	Club or Co-Curric. Credit	Community Service Class	Lab for Existing Class	Community Service Focus	Schoolwide Credit	Type of Course
Grades K-12						
Ex. A			X			Part of Course Grade
Ex. B			X			Part of Course Grade
Grades 3-4						
Ex. A			X			Part of Course Grade
Ex. B	X					No Credit
Grades 5-6						
Ex. A			X			Part of Course Grade
Ex. B	X					No Credit
Grades 7-8						
Ex. A					X	No Credit
Ex. B	X					No Credit
Grades 9-10						
Ex. A			X			Part of Course Grade
Ex. B	X					No Course Credit
Grades 11-12						
Ex. A				X		Social Studies Credit
Ex. B		X				Independent Credit

THREE TYPES OF YOUTH SERVICE CREDIT

1. Independent Credit (on your own time)
2. Credit within a class, e.g., English, social studies, mathematics, science,family life, etc.
3. Credit for a separate youth or community awareness class

Grades K-2

Example A:

- Type of Service Activity: Recycling project and park beautification
- Agencies Involved: School and community organizations
- Facilitators: Teacher or teachers from K-2
- Description:

  Focus is on weekly activity to clean up neighborhood park near the school. Children learn to separate the materials to be recycled and to take them to a recycling center. They also plant small trees and plants to beautify the park. In the classroom, they work on vocabulary for recycling, read stories and news articles, introduce counting of plants and work on developing patterns for park development. They discuss the park and pond community and the importance of the trees and plants to the community. Courses involved are spelling, vocabulary, reading, math, science and environmental and social issues. Activities are integrated with the 5th grade by pairing K-12 graders with 5th-grade students for a scavenger hunt in the park to enhance cross-age tutoring, mentoring and discussions between students.

Example B:

- Type of Service Activity: Focus on at-risk children, building self-esteem
- Agencies Involved: School district, cooperation between elementary and secondary schools
- Facilitators: Teachers from K-2 and senior high schools
- Description:

  K-2 grade at-risk students who have social, emotional and serious academic needs are paired with local senior high school students. The ultimate goal is to improve self-esteem for all students involved. Students meet together for one-half hour Monday through Thursday for the entire school year. On Fridays, the senior high school students attend a seminar. Focus is on activities that build self-esteem, positive peer and inter-age relationships and improve communication skills and study habits for K-2 students.

Grades 3-4

Example A:

- Type of Service Activity: Assistance for the homeless
- Agencies Involved: School and community homeless shelter
- Facilitators: Teacher in cooperation with community personnel
- Description:

  Focus is in the classroom, integrating coursework with service activity. The students collect food and clothing for the hungry and homeless. The spirit of giving and volunteering is incorporated across all subject areas -- reading, writing, language, health, social studies, mathematics and art. Students help make decisions on how to help, like collecting food and clothing in the community, bringing old toys, saving pop tabs, visiting

homeless centers, helping each other with classroom work around homeless project. Coordinated with homeless shelter and community volunteer agencies.

Example B:
- Type of Service Activity: Cocurricular, reduce-reuse-recycle
- Agencies Involved: School and campfire organization
- Facilitators: Teacher in cooperation with troop leaders
- Description:

  Cocurricular organization sponsors active involvement of 3rd and 4th graders in recycling and environmental concerns. Activities involve adopt-a-neighborhood street or highway, clean up community open areas deliver recycleable materials to recycling station, make posters and decorate town and school recycling bins.

Grades 5-6

Example A:
- Type of Service Activity: Social studies, integrated writing themes
- Agencies Involved: School and community-based organizations
- Facilitators: Teacher in cooperation with community personnel
- Description:

  Emphasis is on social studies course studies, but integrated into writing theme (letters, journals, etc.). Students are challenged with deciding how to be a responsible participating citizen of the school, community, nation and world. Social studies reach beyond the classroom through community service activities like volunteer work, peer helpers in the school, etc.

  Issues to be considered include: How to volunteer in this community, what the needs are, how to develop a needs assessment, what other teachers and classes need volunteers, how the whole school community could use volunteer help. Also, what type of volunteer work could be coordinated in the larger community: What types of activities could the classes participate in that involve a volunteer effort for the nation? What would be appropriate volunteer activities in a global/world setting?

Example B:
- Type of Service Activity: Cocurricular, 4-H, youth leadership, drug and alcohol programs
- Agencies Involved: 4-H, youth development, and school
- Facilitators: Classroom teacher, 4-H youth leader
- Description:

  A few students attend a special training through 4-H during the summer to teach 5th and 6th graders to make wise decisions about the use of drugs and alcohol. The students are given the opportunity to develop leadership and presentation skills to work with the 5th- and 6th-grade classes. Drug and alcohol curriculum information is integrated into health and science

subject areas. An after-school club is developed to continue efforts for drug/alcohol awareness and prevention.

Grades 7-8

Example A:

- Type of Service Activity: Cross-age tutoring program
- Agencies Involved: Districtwide focus, all 7th- and 8th-grade students in cooperation with elementary schools
- Facilitators: 7th- and 8th-grade teachers, elementary teachers
- Description:

  In this districtwide approach, all 7th and 8th graders participate in cross-age tutoring one day a week for the entire year. Focus for tutoring is on working with math and reading skills of younger children. Training for tutoring is available through a local community-based volunteer agency. Teachers monitor tutoring activities through student journals and evaluation and attendance reports. A spring banquet and awards for tutors and younger children recognize the efforts of all participants. Elementary schools are within walking distance of the junior high school.

Example B:

- Type of Service Activity: Middle school youth service and youth leadership program
- Agencies Involved: 7th- and 8th-grade students, community education and drug education
- Facilitators: Grades 7 and 8 teachers, community education director, youth development coordinator
- Description:

  Students in grades 5-8 in the middle school participate in this totally volunteer program during the school day, after school or on weekends. Students select a project or activity and engage in that activity as time permits. The program coordinator provides inservice training and supervision as needed for the students. Goals are to teach sharing, caring, responsibility, self-confidence, personal growth, self-awareness and leadership skills. A wide variety of activities and projects are available for the students.

Grades 9-10

Example A:

- Type of Service Activity: Lab section of public health class
- Agencies Involved: School and community-based health organizations and facilities
- Facilitators: Cooperation between teacher and community-based personnel
- Description:

  Teachers and students develop actual real-life health volunteer activities for students during a required lab section of the public health course.

Students shadow public health workers in community-based organizations that serve the physically and mentally disabled, the elderly, patients in hospitals and other clinic settings, battered women's shelters, home-bound programs and emergency food/housing shelters. The focus is to volunteer and serve after completing the shadowing activity. Students volunteer for a semester during the course. As well as public health, the theme of service is introduced into science classes, language arts and mathematics. Credit is given in public health class only. All service activities are integrated into the public health learner outcomes for that subject area.

Example B:

- Type of Service Activity: Cocurricular club focuses on teens; activity is in the school
- Agencies Involved: School
- Facilitators: Youth development coordinator works with teachers
- Description:

  Through this club, classes are offered in teens' interests. Students can choose from a variety of activities offered after school, evenings and on Saturdays. Classes are offered in sports, recreation, hobbies, crafts, art, cooking, languages, computer, drama and more. Teens decide on what is needed and help design and carry out the programs.

Grades 11-12

Example A:

- Type of Service Activity: Social studies community service class
- Agencies Involved: School, 11th and 12th grades
- Facilitators: Teacher in cooperation with community personnel
- Description:

  Students are in the class two hours a day for five days a week. Students are in actual real-life community service activities four days a week, and on the fifth day they have a classroom seminar and activities that integrate the service learning experience into their academic learning. This class is in the social science department. The learner outcomes are directly related to one of the social sciences, e.g. economics, political science, sociology. Students keep a daily reflective journal. They also write an essay each week, applying particular psychological theories or sociological analyses, as well as a final research paper based on data from experts in the field, readings and their own observation and reflections.

Example B:

- Type of Service Activity: Independent credit, community service
- Agencies Involved: School-based and community-based agencies
- Facilitators: Teacher in cooperation with community personnel
- Description:

  This type of community service is totally student-driven with a teacher

or youth service coordinator approving a proposed project application or contract to complete a certain number of community service hours, stating desirable learner outcomes. Provision is made for student training and adequate supervision of student at the service site. Students determine the need, propose to address the need, and complete their own assessment of the service experience along with asking for outside performance evaluation.

As the grid and examples illustrate, there are many possible program model options for any grade level. Additionally, options are available for giving credit or no credit, depending on the decision of the school board and district.
(See Youth Development/Youth Service Legislation, Appendix C)

The examples given in this document represent only a few of the possible types of youth community activities. Each school district/community is unique, based on input from students and the current school/community needs. Structurally, the service learning program development process is similar, but the content and delivery system can be as creative as the students, teachers and communities involved. Generally, communities have similar needs, but they may approach those needs differently and with a different type of program model.

The program models and the examples listed are provided only to illustrate how some schools have approached the need for students to be involved in volunteer service learning activities. The possibilities for youth to be involved in meaningful services in schools and communities are endless. The most crucial piece is to have students serve as the centerpiece of the process. In school reform and restructuring, student-driven programs are an exciting and unexplored direction in developing sound educational programs for youth.

EXAMPLES OF YOUTH SERVICE ACTIVITIES

The following projects are cited in the 1991 Youth Service Legislation:

- Human services for the elderly, including home care and related services
- Tutoring and mentoring
- Training for and providing emergency services
- Services at extended day programs
- Environmental services

Other projects could include:

- Big Buddies: Act as "big buddies" to children who are new to the school or community or who need support or guidance.
- Blood Drive: Help run blood drives for the Red Cross.
- Board Membership: Serve on school boards, community youth boards, and nonprofit and governmental advisory and decision-making boards.
- Building: Assist in building public facilities, parks, playgrounds, school materials or other structures. Put up snow fences, bleachers and other temporary structures. Rehabilitate housing with Habitat for Humanity.
- Child Care: Care for young children in child care centers, preschools and other facilities; organize activities for school age child care programs.
- Clothes Collection: Collect clothes, food, toys and other goods for food shelves and other organizations.
- Community Education Classes: Assist in classes for the public in subjects such as computers, art, performing arts, etc.
- Community History: Research oral history or other local history projects for communities. The researchers could also present the information to the community through books and videos or by acting out historical events.
- Cooking Meals: Cook meals at soup kitchens or for community dinners.
- Coordinating: Coordinate youth service projects or summer jobs programs.
- Crisis Centers: Support the staff of battered women's shelters and emergency shelters.
- Emergency Services: With appropriate training, give medical aid as emergency medical technician on volunteer ambulance services. Fight forest fires, build dikes and sandbag to prevent flooding.
- Environmental Cleanup: Clean up rivers, lakes, parks and roadsides and otherwise beautify the environment.
- Environmental Research: Conduct environmental research in such areas as acid rain and water quality.
- Fundraising: Raise funds for charities or to fund service projects.
- Gardening: Develop and help maintain community gardens.
- Health and Fitness: Work with younger children on health and fitness campaigns, including alcohol and drug prevention programs.

- Helping Persons with Disabilities: Provide personalized help for children and adults with disabilities.
- Home Bound: Regularly check in on home-bound people to make sure they are all right and run errands for them.
- Home Chores: Paint houses, check and/or replace smoke detectors, put up storm windows, rake leaves, move heavy items and do other work for senior citizens or disabled people who live alone.
- Homeless Children: Tutor homeless children to help them keep up with their schoolwork.
- Hot Lines: Staff youth hot lines or other public information lines.
- Hunger Projects: Work on hunger prevention campaigns.
- Meals on Wheels: Deliver meals on wheels or distribute government commodities, toys, or other goods to people in need.
- Mediators: Learn mediation skills and serve as mediators of conflicts at park and recreation centers or other youth centers.
- National or International Volunteers: Participate in a program that trains youth volunteers for national or international projects. Some Minnesota youth groups and colleges have developed connections for such projects.
- Paint-A-Thons or Other Fix-Up Projects: Organize large-scale community service projects, possibly with pledges to raise money for charity.
- Peer Helpers: After training in communications, referral and other necessary skills:
    - -orient new students to the school
    - -talk with troubled students on referral from the school counselor
    - -pair up as "big buddies" with special education students
    - -tutor peers who are having trouble with their classes
    - -listen to youth with personal problems; knowing when to refer
- Performing Arts: Become involved in community music, theater, dance, puppetry and other arts performances.
- Planting Trees: Plant trees, shrubs, flowers and other plants.
- Public Awareness: Convey information about health issues, current events, public safety, social and environmental issues, academic or other subjects to young people and to the public through the arts, videos, lectures, written works or experiential activities.
- Public Media: Produce newsletters, newspapers or cable TV programs, or contribute to other public information sources or community issues.
- Reading for the Blind: Read written materials for blind people; assist others with disabilities.
- Recreation Programs: Run recreation or outdoor education programs for younger youth.
- Recycling: Increase public awareness about and then collect and process recyclables.

- Research: Research information for nonprofit organizations or public agencies. Examples include surveying households about their solid waste disposal; counting wild birds; collecting local crime statistics; interviewing youth, senior, or other groups about their need for services.
- Safety Officers: Serve as school safety officers.
- Special Equipment: Construct special equipment such as wheelchair ramps for disabled people.
- Special Olympics: Run Special Olympics or other events for mentally or physically handicapped youth.
- Teaching or Lab Assistants: Work with teachers in particular areas of expertise.
- Tutoring: Work with teaching staff to help peers or younger students in need of extra tutoring in reading, mathematics or other subjects.
- Victim Aid: Follow through with crime or accident victims to assist with their recovery.
- Visit or Write Institutionalized People: Provide companionship for hospital patients, prisoners or residents in nursing homes, or institutions for the mentally or physically handicapped. Individual youth may pair up with individual people through Adopt-A-Grandparent or similar programs. Younger children may want to establish a pen pal relationship with the elderly.
- Visual Arts: Design posters for nonprofit organizations or for public information. Design parks or other public spaces. Paint murals in downtown areas. Create cards or gifts for senior citizens.
- Voter Education: Distribute voter registration information. Help register voters.
- Youth Agencies: Participate in service leadership activities in Camp Fire, YMCA, YWCA, 4-H, Boy Scouts, Girl Scouts, Junior Achievement, Jack and Jill, ethnic groups leadership and others.
- Youth Leadership: Organize and participate in youth leadership training events.
- Youth Sports: Coach younger athletes in their sport.

(Adapted from a Youth Service Project List proposed by the National Youth Leadership Council and suggestions from "Turning Point – Preparing American Youth for the 21st Century," 1989).

LINKING SERVICE WITH CURRICULUM OBJECTIVES

The examples and list of project ideas demonstrate endless ways to enrich classroom learning through service activities. It is very important to maintain the course content when integrating service learning activities. **Integrating service learning into the content of various courses means the teacher must look at the existing learning objectives of skill development, course content information (knowledge) and development of attitudes.**

If a teacher decides to integrate service learning into his or her class, the teacher must think of ways to teach the course that will allow the service learning experience to be most meaningful to the students in reaching the course outcomes. For example:

1) Can the course content, classroom instruction be used to address real community issues?

2) Can the skills learned in the classroom be helpful to people in the school and/or community?

3) Can the service learning experience be useful in helping the students understand the course content material better? Will the experience make the course content more relevant to real-life situations?

4) What materials, resources, time are needed to implement a service learning activity?

5) What community will be served -- school, local community, state, etc.?

The teacher will need to rethink the structure, content and current curriculum activities for the course and integrate service learning experiences where feasible and meaningful for the students in order to help students achieve the learner outcomes for the particular course.

Evaluation of the students will come from students demonstrating the student learner outcomes. Students need to reflect on the service learning experience to learn from that experience. Thus, it is important to establish as many different types of reflection opportunities as class time permits.

Reflection activities include

-journaling
-small group discussions
-role playing
-essays
-art illustrations
-demonstrations
-video tapes
-audio tapes
-portfolios
-slide shows

EXAMPLES OF SERVICE LEARNER OUTCOMES LINKED WITH SERVICE LEARNING

Course: Mathematics – junior high/elementary level

Service Learner Outcome: Use basic academic skills in real-life situations through service experience.

Service Activity: Provide cross-age tutoring (tutoring younger children in mathematics).

Students Will:

1) teach others by sharing communications skills through tutoring/coaching activities
2) demonstrate verbal and written communicationskills; speaking, listening, reading, and writing abilities
3) demonstrate basic mathematical skills; adding, subtracting, division, multiplication, fractions, formulation of problems, and problem-solving activities
4) assist Chapter I students, grades 2-4 with basic mathematics, through individualized tutoring, group activities, and field trips
5) assist Chapter I students in the development of math journals, math worksheets, and other required class activities.

Evaluation: Students will participate in weekly assessment and reflection of tutoring activities. Each student will maintain his or her own journal, write an essay at the end of the course, keep a portfolio of the Chapter 1 students' work and participate in class discussions about tutoring experiences.

Service learning can be a real asset to developing the whole child in each subject area as well as covering more material. Integrating several subject areas in a thematic approach around a service experience is a very positive addition to the curriculum, as stated in several of the examples listed.

Celebration: Teacher puts all student essays on an illustrated board. Students (tutors and tutees) have a pizza party together celebrating their successes.

Course: Whole Language – third-grade level

Service Learner Outcome: Expect knowledge to provide insight regarding larger global issues.

Service Activity: Reading different books on the theme of elephants. Writing letters to various environmental and wildlife preservation efforts in the United States and in Africa. Adopting an elephant at the zoo.

Students Will:

1) demonstrate understanding of diverse people, cultures, and develop awareness of community issues and proplems
2) be aware of efforts by community or worldly organizations to deal with issues and problems facing the extinction of the elephant
3) apply knowledge to understanding of issues of animal preservation for the good of all persons
4) develop reading and writing skills through a whole language, literature, thematic approach
5) adopt an elephant at the zoo, take the responsibility to raise donations to help the elephant survice. Visit the zoo and read about the history of the elephant at the zoo.

Evaluation: Students will participate in a class field trip to the zoo to formally adopt the elephant. They will receive certificates of adoption and an outline of the adoption requirements. The class will be evaluated as a whole on the completion of the adoption process. Students will work in teams on various adoption activities. The class will develop a group journal on the elephant theme, collecting pictures and articles and writing essays, poems, paragraphs and articles. They will write letters about the elephant and to community and world organizations on animal preservation.

Celebration: A day with the elephant at the zoo, where the zoo will have an animal keeper let the students touch the elephant, help feed the elephant, and visit with the zoo keeper about the elephant. The group journal will be presented to the zoo for display for the day. Students will have a picnic lunch at the zoo sponsored by the donations they have raised in their elephant preservation efforts.

Course: Social Studies – senior high level

Service Learner Outcome: Express and improve personal skills, especially those required in a community service setting.

Service Activity: "Lab Activity" for Social Studies course. Twenty hours of community service in a home for the aging.

Students Will:

1) gain knowledge and understanding of the aging population through readings on aging and interviewing an elderly person and writing a short personal history of the person
2) care for others, enabling others to care for themselves
3) contribute to the accomplishment of team goals by working cooperatively with others (cooperation between student teams and with the elderly client)
4) manage, assess, and redirect own performance
5) improve communications skills with peers and the elders.

Evaluation: Students will participate in 20 hours of on-site activity with the elders in the home. These can be individual (one-on-one) or group activities. Students will document all activities in a personal journal; they will have weekly class discussions on the service learning activity. Students will write letters, poems, make greeting cards, make art projects or other kinds of projects to develop a gift for their group of elders. Students have the option to complete their session by making a video, have a demonstration or musical event for the elderly.

Celebration: Thank-you letters exchanged, a student musical is performed for the elderly, the elderly have the opportunity to say thank you, the home has a certificate of completion for the service activity, the students get a completed grade for the lab activity.

Course: Science - sixth-grade level

Service Learner Outcome: Demonstrate self-esteem, sense of personal worth, competence, and confidence.

Service Activity: Park beautification project, year-long project.

Students Will:

1) develop and feel worthwhile in the school and community; through group and individual involvement and decision making, will accept, like and understand self
2) recognize own growth, acknowledge unique skills, abilities, and gifts of self
3) maintain confidence and competence in science, personal life and social situations
4) share self with others through listening, supporting, or helping during the science project
5) improve science knowledge and skills in the areas of park design, flowers, trees, soils, weather, recycling, pesticides, flower arrangements, placement of trees, etc.

Evaluation: All students will succeed; all students will have the ability to choose part of the project; students will work in teams; students will be evaluated on a team basis; and students will self-evaluate their own progress and progress of the team project. The teacher is a facilitator in the process. Students will choose their own forms of evaluation tools to monitor their activities.

Celebration: The students have the option to plan and implement their own celebration. For example, they invite city council members, community members, business people, parents, and school personnel to their park celebration day to show the results of their work on the project. They have a fund raiser and provide refreshments during the celebration. Each student receives a park beautification certificate from the mayor. A plaque with the students names is built into the park identificaiton sign.

CONCLUSION

Limitless opportunities are available for young people to be involved in their schools and communities by volunteering for service learning activities. The possibilities are as great as the thoughtfulness and creativity of the youth and communities involved.

Important questions for anyone planning to start a community service program are:

1) What is the student likely to get out of it?

2) How will he/she be different as a result of having been a volunteer?

3) How will the community benefit?

The student, who is the primary actor, the one who serves and the one who learns, is also the primary beneficiary of service learning. Service learning nurtures wholistic development, producing behavioral, social and intellectual skills. As reflection on the service experience occurs, knowledge becomes more relevant. Facts become meaningful in relation to each person and to real-life situations of need.

"Service is not just another agenda item. Rather, it is an elegant way to integrate current educational and social reform recommendations. It is a powerful way to engage students in learning which centers around critical community concerns and recontextualizes the learning environment so the teacher becomes a facilitator of learning." (McPherson, 1989)

In summary, all persons involved in the service learning process benefit from the larger outcomes. The student benefits primarily from wholistic development, from growth toward responsible citizenship, and from quality of learning. The teacher benefits from a recontextualized classroom. The school benefits from a movement toward excellence in education and from enhanced community relationships. Genuine service to the the community meets human need and improves the quality of life. Youth are seen as making positive contributions to the school and community and are empowered toward fuller participation in life.

APPENDICES

ERIC Full Text Provided by ERIC

APPENDIX A

RECOMMENDED RESOURCES:

Resource Books:

Conrad, Dan & Hedin, Diane. (1987). Youth Service: A Guidebook For Developing and Operating Effective Programs. Washington, DC 20036: INDEPENDENT SECTOR, 1828 L Street NW.

Kendall, Jane (Editor). (1990). Combining Service and Learning: A Resource Book for Community and Public Service, Volume 2. Raleigh, NC 27609-7229: National Society for Internships and Experiential Education, 3509 Haworth Drive, Suite 207.

Kielsmeier, James C. & Willits, Rich. (1989). Growing Hope: A Source Book on Integrating Youth Service Into the School Curriculum, Pilot Edition. Roseville, MN 55113: National Youth Leadership Council, 1910 West County Road B.

Luce, Janet, et al (Editors). (1988). Service Learning: An Annotated Bibliography for Linking Public Service With the Curriculum. Raleigh, NC 27609: National Society for Internships and Experiential Education, 3509 Haworth Drive, Suite 207.

Wasson, Louise. (1987). Making a Difference: A Community Action Handbook for Young People. Seattle, Washington 98122: The Washington Leadership Institute, 310 Campion Tower, Seattle University, 914 East Jefferson.

Agencies:

Minnesota Department of Education
923 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
Mary Jo Richardson
612/296-1435

Minnesota Office on Volunteer Services
550 Rice Street
St. Paul, MN 55155
Laura Lee Geraghty and Paula Beugen
612/631-4731

National Youth Leadership Council
1910 West County Road B
Roseville, MN 55413
Jim Kielsmeier and Rich Cairn
612/631-3672

APPENDIX B

YOUTH DEVELOPMENT AND YOUTH SERVICE REPORT

Minnesota Department of Education
Community Education and Learner Services
December, 1991

During the 1990-91 school year, 303 districts participated in youth development/ youth service programs coordinated through community education. The 1991 Legislature combined the funding for these programs and stated that the revenue of 75 cents per capita for FY 1992 and 85 cents per capita in FY 1993 and thereafter may be used to "implement a youth development plan approved by the school board and provide a youth service program." The annual community education reports include the following information on youth development and youth service.

Youth Development:

Involving youth in decision making has been a major focus for youth development since the legislation went into effect in 1987.

This year, districts reported an increase of youth involvement in a variety of ways. Below is a comparison between the 1990-91 school year and the previous year. Districts were asked to check all the areas that applied.

*YOUTH INVOLVEMENT IN DECISIONMAKING ROLES—1991**

No. of School Districts	Youth Participation
138	Youth on Community Education Advisory Committee
167	Both youth and adults on task forces
63	Youth Community Councils
95	Youth on city, school or other community boards
30	Other committees

*Based on report received from 234 districts by September, 1991.

*YOUTH INVOLVEMENT IN DECISIONMAKING ROLES—1990**

No. of School Distriicts	Youth Participation
94	Youth on Community Education Advisory Committee
110	Both youth and adults on task forces
41	Youth Community Councils
66	Youth on city, school or other community boards
18	Other committees

*Based on reports received from 224 districts by September, 1990.

A second area, which has been emphasized since the beginning of the youth development movement, is collaboration with community groups, especially those organizations involved with youth.

This year's community education report also indicates continued growth in this area. The following tables show the types of groups with which the school districts are cooperating and the comparison between 1990 and 1991.

*NUMBER OF SCHOOL DISTRICTS COOPERATING WITH COMMUNITY GROUPS THROUGH YOUTH DEVELOPMENT – 1991**

41Y's	102 Social Service Agencies	148 Service Clubs, e.g., Kiwanis, Lions
105 Boy/Girl Scouts	141 Park and Recreation	54 Correction Agencies
23 Boys/GirlsClubs	139 Church/Religious Groups	66 Other
140 4H/Extension	124 Business Groups, Chambers of Commerce, etc.	

*Based on reports received from 234 districts by September, 1991.

*NUMBER OF SCHOOL DISTRICTS COOPERATING WITH COMMUNITY GROUPS THROUGH YOUTH DEVELOPMENT – 1990**

28 Y"s	84 Social Service Agencies	108 Service Clubs, e.g., Kiwanis, Lions
73 Boy/Girl Scouts	102 Park and Recreation	47 Correction Agencies
15 Boys/Girls Clubs	107 Church/Religious Groups	31 Other
113 4H/Extension	88 Business Groups, Chambers of Commerce, etc.	

*Based on reports received from 234 districts by September, 1990.

YOUTH SERVICE:

The legislation which authorizes youth service for those districts with youth development programs specifies that youth service programs must include:

1. preliminary training for pupil volunteers conducted, when possible, by organizations experienced in such training;

2. supervision of the pupil volunteers to ensure appropriate placement and adequate learning opportunity;

3. sufficient opportunity, in a positive setting for human development, for pupil volunteers to develop general skills in preparation for employment, to enhance self-esteem and self-worth, and to give genuine service to their

community; and

4. integration of academic learning with the service experience.

The 1991 legislation added a fifth requirement:

5. integration of youth community service with elementary and secondary curriculum.

The number of youth participating in youth community service increased by 17,000 youth over the previous year. There are now close to 57,000 youth involved in schoolbased youth service programs. The breakdown by age group is as follows:

1. 21,803 elementary age youth
2. 11,411 middle school youth
3. 10,064 junior high youth
4. 13,690 senior high youth

At the senior high level, 112 districts reported that they are offering credit for youth service and service learning during the 1990-91 school year. This compares with 49 districts the previous year.

This year, 54 of the 112 districts offer credit through special classes in community improvement or community youth service. The others integrate youth service in credit classes or offer independent credit.

In response to the question, "What further resources do you need to support youth service activities?" The highest number (151 districts) stated they would like additional youth service leadership programs; 144 wanted workshops for staff; 127 indicated the need for additional funding.

APPENDIX C

Updated August, 1991
Minnesota Department of Education

YOUTH DEVELOPMENT/YOUTH SERVICE LEGISLATION

COMMUNITY EDUCATION PROGRAMS M.S. 121.88

Subd. 8. YOUTH DEVELOPMENT PLANS. A district advisory council may prepare a youth development plan. The council is encouraged to use the state model plan developed under section 121.87, subdivision 1a, when developing the local plan. The school board may approve the youth development plan.

Subd. 9. YOUTH SERVICE PROGRAMS. A school board may offer, as part of a community education program, a youth service program for pupils to promote active citizenship and to address community needs through youth service. The school board may award up to one credit, or the equivalent, toward graduation for a pupil who completes the youth service requirements of the district. The community education advisory council shall design the program in cooperation with the district planning, evaluating and reporting committee and local organizations that train volunteers or need volunteers' services. Programs must include:

(1) preliminary training for pupil volunteers conducted, when possible, by organizations experienced in such training;

(2) supervision of the pupil volunteers to ensure appropriate placement and adequate learning opportunity;

(3) sufficient opportunity, in a positive setting for human development, for pupil volunteers to develop general skills in preparation for employment, to enhance self-esteem and self-worth, and to give genuine service to their community;

(4) integration of academic learning with the service experience; and

(5) integration of youth community service with elementary and secondary curriculum.

Youth service projects include, but are not limited to, the following:

(1) human services for the elderly, including home care and related services;

(2) tutoring and mentoring;

(3) training for and providing emergency services;

(4) services at extended day programs;

(5) environmental services.

The commissioner shall maintain a list of acceptable projects with a description of each project. A project that is not on the list must be approved by the commissioner.

A youth service project must have a community sponsor that may be a governmental unit or nonprofit organization. To assure that pupils provide additional services, each sponsor must assure that pupil services do not displace employees or reduce the workload of any employee.

The commissioner must assist districts in planning youth service programs, implementing programs, and developing recommendations for obtaining community sponsors.

M S 124.2713

Subdivision 1. **Total community education revenue.** Community education revenue equals the sum of a district's general community education revenue, and youth service program revenue.

Subd. 5. [YOUTH SERVICE REVENUE.] Youth service program revenue is available to a district that has implemented a youth development plan and a youth service program. Youth service revenue equals 75 cents for fiscal year 1992 and 85 cents for fiscal year 1993 and thereafter, times the greater of 1,335 or the population of the district.

Subd. 9 [USE OF YOUTH SERVICE REVENUE.] Youth service revenue may be used to implement a youth development plan approved by the school board and to provide a youth service program according to section 121.88, subdivision 9.

NOTE: **For questions about the Youth Development/Youth Service Program, contact Mary Jo Richardson (612-296-1435) or Joleen Durken (612-296-4080).**

Questions about the state youth service revenue should be directed to Greg Sogaard, 612-296-8130.

APPENDIX D

NATIONAL AND COMMUNITY SERVICE ACT OF 1990

TITLE I - NATIONAL AND COMMUNITY SERVICE STATE GRANT PROGRAM

Subtitle A - General Provisions

Sec. 101. Definitions.
Sec. 102. Authority to make State grants.

Subtitle B - School-Aged Service

DEFINITIONS:

SERVICE LEARNING. -- The term "service learning" means a method---

(A) under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community;

(B) that is integrated into the students' academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity;

(C) that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and

(D) that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

SERVICE OPPORTUNITIES. -- The term "service opportunity" means a program or project, including service learning programs or projects, that enables students or out-of-school youth to perform meaningful and constructive service in agencies, institutions, and situations where the application of human talent and dedication may help to meet human, educational, linguistic, and environmental community needs, especially those relating to poverty.

PART I -- GENERAL PROGRAM

SEC. 110. SHORT TITLE.

This subtitle may be cited as the "Serve-America: The Community Service, Schools and Service Learning Act of 1990".

SEC. 111. GENERAL AUTHORITY.

(a) IN GENERAL. -- The Commission, in consultation with the Secretary of Education, may make grants under section 102 to states or local applicants for

(1) planning and building State capacity (which may be accomplished through grants and contracts with qualified organizations) for implementing statewide, school-aged service learning programs, including--

(A) preservice and in-service training for teachers, supervisors, and personnel from community organizations in which service opportunities will be provided that will be conducted by qualified individuals or organizations that have experience in service learning programs;

(B) developing service learning curricula, including age-appropriate learning components for students to analyze and apply their service experiences;

(C) forming local partnerships to develop school-based community service programs in accordance with this sub-part;

(D) devising appropriate methods for research and evaluation of the educational value of youth service opportunities and the effect of youth service programs on communities;

(E) establishing effective outreach and dissemination to ensure the broadest possible involvement of nonprofit community-based organizations and youth-service agencies with demonstrated effectiveness in their communities; and

(F) integration of service learning into academic curricula;

(2) the implementation, operation, or expansion of statewide, school-based service learning programs through State distribution of Federal funds made available under this subtitle to projects and activities coordinated and operated by local partnerships among --

(A) local educational agencies; and

(B) one or more community partners that--

(i) shall include a public or private nonprofit organization that will make service opportunities available for participants, and that is representative of the community in which such services will be provided; and

(ii) may include a private nonprofit business opportunity or private elementary and secondary school;

(3) the implementation, operation, or expansion of community service programs for school dropouts, out-of-school youth, and other youth through the State distribution of Federal funds made available under this subtitle to projects and activities coordinated and operated by local partnerships among--

(A) one or more public or private nonprofit organizations that work with disadvantaged youth; and

(B) one or more community partners that shall include a public or private nonprofit organization that will make service opportunities available for participants;

(4) the implementation. operation, or expansion of programs involving adult volunteers in schools, or partnerships of schools and public or private organizations, to improve the education of at-risk students, school drop-outs, and out-of-school youth through State distribution of Federal funds made available under this part to projects and activities coordinated and operated by local partnerships among--

(A) local education agencies; and

(B) one or more public or private nonprofit organization or private for-profit business.

(b) DIRECT GRANTS. -- In any fiscal year in which a State does not participate in programs under this subtitle, the Commission may use the allotment of that State to make direct grants for the purposes described in subsection (a) to local applicants in that State. The Commission shall apply the criteria described in section 114 in evaluating such local applications.

SEC. 112. ALLOTMENTS.

(a) RESERVATIONS. -- Of the amounts appropriated to carry out this subtitle for any fiscal year, the Commission shall reserve not more than 1 percent for payments to Indian tribes, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands and Palau, until such time as the Compact of

Free Association is ratified, to be allotted in accordance with their respective needs.

(b) ALLOTMENT. -- The remainder of the sums appropriated to carry out this subtitle shall be allotted among the States as follows:

(1) From 50 percent of such remainder the Secretary shall allot to each State an amount which bears the same ratio to 50 percent of such remainder as the school-age population of the State bears to the school-age population of all States.

(2) From 50 percent of such remainder the Secretary shall allot to each State an amount which bears the ratio to 50 percent of such remainder as allocations to the State for the previous fiscal year under chapter 1 of title 1 of the Elementary and Secondary Education Act of 1965 bears to such allocations to all States.

(c) LIMITATION. -- For any period during which a State is carrying out planning activities under section 111(a)(1) prior to implementation under section 111(a)(2), a State may be paid not more than 25 percent of its allotment under this section.

(d) REALLOTMENT. -- The amount of any State's allotment for any fiscal year under this section that the Commission determines will not be required for that fiscal year shall be available for reallotment to other States as the Commission may determine appropriate.

(e) EXCEPTION. -- Notwithstanding this section, if less than $20,000,000 is made available in each fiscal year to carry out this subtitle, the Commission shall award grants to States on a competitive basis.

(f) DEFINITIONS. -- For purposes of this section:

(1) SCHOOL-AGE POPULATION. -- The term "school-age population" means the population aged 5 through 17, inclusive.

(2) STATE. -- The term "State" includes the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 113. STATE APPLICATION.

To be eligible to receive a grant under this subtitle, a State, acting through the State educational agency, shall prepare and submit to the Commission, an application at such time, in such manner, and containing such information as the Commission shall reasonably require, including a description of the manner in which--

(1) local applications will be ranked by the State according to the criteria described in section 114, and in a manner that ensures the equitable treatment of local applications submitted by both local educational agencies and community-based organizations;

(2) service programs within the State will be coordinated with each other and with other Federally assisted education programs, training programs, social service programs, and other appropriate programs that serve youth;

(3) cooperative efforts among local educational agencies, local government agencies, community-based agencies, businesses, and State agencies to develop and provide service opportunities, including those that involve the participation of urban, suburban, and rural youth working together, will be encouraged;

(4) economically and educationally disadvantaged youths, including individuals with disabilities, youth with limited basic skills or learning disabilities, youth in foster care who are becoming too old for foster care, youth of limited English proficiency, homeless youth and youth with disabilities, are assured of service opportunities;

(5) service programs that receive assistance under this subtitle will be evaluated;

(6) programs that receive assistance under this subtitle will serve urban and rural areas and only tribal areas that exist within such State;

(7) training and technical assistance will be provided to local grantees by qualified and experienced individuals employed by the State or through grant or contract with experienced content specialist and youth service resource organizations;

(8) non-Federal assistance will be used to expand service opportunities for students and out-of-school youth;

(9) information and outreach services will be disseminated and utilized to ensure the involvement of a broad range of organizations, particularly community-based organizations;

(10) the state will keep such records and provide such information to the Secretary as may be required for fiscal audits and program evaluation;

(11) the State will give special consideration to providing assistance to projects that will provide academic credit to participants; and

(12) the State will assure compliance with the specific requirements of this subtitle.

SEC. 114. LOCAL APPLICATIONS

(a) IN GENERAL. -- A partnership that desires to receive financial assistance under this subtitle shall prepare and submit to the State educational agency a proposal that meets the requirements of this section. Such proposal shall be submitted at such time, in such manner, and containing such information as the State educational agency may reasonably require .

(b) REQUIREMENTS OF PROPOSAL. -- A proposal submitted under subsection (a) shall--

(1) contain a written agreement, between the members of the local partnership, stating that the program was jointly developed by the parties and that the program will be jointly executed by the parties;

(2) establish and specify the membership and role of an advisory committee that shall consist of representatives of community-based agencies including community action agencies, service recipients, youth-serving agencies, youth, parents, teachers, administrators, agencies that serve older adults, school board members, labor and business;

(3) describe the goals of the program which shall include goals that are quantifiable, measurable, and demonstrate any benefits that flow from the program to the participants and the community;

(4) describe service opportunities to be provided under the program that shall include evidence that participants will make a sustained commitment to the service project;

(5) describe the manner in which the participants in the program will be recruited, including any special efforts that will be utilized to recruit out-of-school youth with the assistance of community-based agencies;

(6) describe the manner in which participants in the program were or will be involved in the design and operation of the program;

(7) describe the qualifications and responsibilities of the coordinator of the program assisted under this subtitle;

(8) describe preservice and inservice training for supervisors, teachers, and participants in the program;

(9) describe the manner in which exemplary service will be recognized;

(10) describe any potential resources that will permit continuation of the program; if needed, after the assistance received under this sublitle has ended;

(11) disclose whether the program plans include preventing and treating school-age drug and alcohol abuse and dependency; and

(12) contain assurances that, prior to the placement of a participant the program will consult with any local labor organization representing employees in the area who are engaged in the same or similar work as that proposed to be carried out by such program.

(c) SCHOOL-BASED AND COMMUNITY-BASED SERVICE LEARNING PROGRAM. -- If an applicant under this section intends to operate a program described in section 111(a)(2) or 111(a)(3) such applicant, in addition to providing the information described in subsection (b), shall provide additional information that shall include--

(1) an assurance that the applicant will develop an age-appropriate learning component for participants in the program that shall include a chance for participants to reflect on service experiences and expected learning outcomes;

(2) a disclosure of whether or not the participants will receive academic credit for participation in the program;

(3) the target levels of participants in the program and the target levels for the hours of service that such participants will provide individually and as a group;

(4) the proportion of expected participants in the program who are educationally or economically disadvantaged, including participants with disabilities;

(5) the ages or grade levels of expected participants in the program;

(6) other relevant demographic information concerning such expected participants; and

(7) assurances that participants in the program will be provided with information concerning VISTA, the Peace Corps (as established by the Peace Corps Act, 22 U.S.C. 2501 et seq.), chapter 30 of title 38, United States Code, chapter 106 of title 10, United States Code, full-time Youth Service Corps and National Service programs receiving assistance under this title, and other service options and their benefits (such as student loan deferment and forgiveness) as appropriate.

(d) PARTNERSHIP PROGRAM. -- If an applicant under this section intends to operate an adult role partnership program, under section 111(a)(4) such applicant, in addition to the information required to be included in the application under subsection (b), shall describe the students who are to be assisted through such program, including the ages and grade levels of such students.

SEC. 115. PRIORITY; PRIVATE SCHOOL PARTICIPATION.

(a) IN GENERAL. -- In providing assistance under this subtitle, the State educational agency, or the Commission if section 111(b) applies, shall give priority to applications that describe programs that--

(1) involve participants in the design and operation of the program;

(2) are in the greatest need of assistance, such as programs targeting low-income areas;

(3) involve students from both public and private elementary and secondary schools or individuals of different ages, races, sexes, ethnic groups, disabilities and economic backgrounds serving together;

(4) are integrated into the academic program; or

(5) involve a focus on substance abuse prevention or school drop-out prevention.

(b) ADULT VOCATIONAL AND PARTNERSHIP PROGRAM. -- In the case of an adult volunteer and partnership program as described in section 111(a)(4), the State education agency, or the Commission, if section 111(b) applies, shall give priority to applications that contain a description of programs--

(1) that involve older Americans or parents as adult volunteers;

(2) that involve a partnership between an educational institution and a private business in the community;

(3) that include a focus on substance abuse prevention, school drop-out prevention, or nutrition; or

(4) that will improve basic skills and reduce illiteracy.

(c) PARTICIPATION OF CHILDREN AND TEACHERS FROM PRIVATE SCHOOLS. --

(1) IN GENERAL. -- To the extent consistent with the number of children in the State or in the school district of the local educational agency involved who are enrolled in private nonprofit elementary and secondary schools, such State or agency shall (after consultation with appropriate private school representatives) make provision--

(A) for the inclusion of services and arrangements for the benefit of such children so as to assure the equitable participation of such children in the programs or projects implemented to carry out the purposes and provide the benefits described in this subtitle; and

(B) for the training of the teachers of such children so as to assure the equitable participation of such teachers in the programs or projects implemented to carry out the purposes and provide the benefits described in this subtitle.

(2) WAIVER. -- If a State or local educational agency or institution of higher education is prohibited by law from providing for the participation of children or teachers from private nonprofit schools as required by paragraph (1), or if the Secretary determines that a State or local educational agency substantially fails or is unwilling to provide for such participation on an equitable basis, the Secretary shall waive such requirements and shall arrange for the provision of services to such children and teachers. Such waivers shall be subject to consultation, withholding, notice, and judicial review requirements in accordance with section 1017 of the Elementary and Secondary Education Act of 1965.

SEC. 116. FEDERAL AND LOCAL CONTRIBUTIONS.

(a) FEDERAL SHARE.

(1) IN GENERAL. -- The Federal share of a grant or contract for a project under this subtitle may not exceed--

(A) 90 percent of the total cost of a project for the first year for which the project receives assistance under this subtitle;

(B) 80 percent of the total cost of a project for the second year for which the project receives assistance under this subtitle; and

(C) 70 percent of the total cost of a project for the third year for which the project receives assistance under this subtitle.

(2) CALCULATION. -- The State and local share of the costs of a project may be in cash or in kind fairly evaluated, including facilities, equipment, or services.

(b) WAIVER. -- The secretary may waive the requirements of subsection (a) with respect to any project in any fiscal year if the Secretary determines that such a waiver would be equitable due to a lack of available financial resources at the local level.

SEC. 117. USES OF FUNDS; LIMITATIONS.

(a) STATE USES OF FUNDS. -- The State educational agency may reserve, from funds made available to such agency under this subtitle--

(1) not more than 5 percent of such funds for administrative costs for any fiscal year;

(2) not more than 10 percent of such funds to build capacity through training, technical assistance, curriculum development, and coordination activities, described in section 111(a)(1);

(3) not less than 60 percent of such funds to carry out school-based service learning programs described in section 111(a)(2);

(4) not less than 15 percent of such funds to carry out community-based service programs described in section 111(a)(3); and

(5) not more than 10 percent of such funds to carry out adult volunteer and partnership programs described in section 111(a)(4).

(b) AUTHORIZED ACTIVITIES FOR LOCAL PROJECTS. --

(1) IN GENERAL. -- Local projects may use funds made available under this subtitle for the supervision ofparticipating students, program administration, training, reasonable transportation costs, insurance, and for other reasonable expenses.

(2) LIMITATION. -- Funds made available under this subtitle may not be used to pay any stipend, allowance, or other financial support to any participant, except reimbursement for transportation, meals, and other reasonable out-of-pocket expenses directly related to participation in a program assisted under this subtitle.

APPENDIX E

By
MARY CONWAY KOHLER
Director, National Commission on Resources for Youth
December 1, 1987

"Involving youth in decision making"

AT THE NATIONAL COMMISSION ON Resources for Youth we study hundreds of projects where youth contribute to their communities -- we call them Youth Participation Projects. In many we find that youth are used only as project peons, though they could easily be used as project chiefs. The disparity between their effectiveness in the two roles is a measure of the disparity between young adults as we do see them and young adults as we could see them.

In every community there is a natural match between the yearnings of the young for significant roles and meaning and the needs of the community. Indeed, teenagers are often the only people in town with the energy, time, courage, and idealism to tackle increasingly familiar problems such as dirty rivers, lonely or confined people, vanishing cultures, addicted teens, unloved children, and exploited consumers.

And the young benefit from this work: teenagers need to test their worth and to see that they can make a difference in the lives of other people. Volunteer programs not only offer settings in which young people can develop the strength and capabilities required for adulthood, but they are a direct route to maturity, provided that the volunteer placement is challenging and is considered of worth by the community. Treated as serfs, young people are likely to revert to the familiar childhood patterns: short attention span, indifference, and absenteeism. Used as decision makers in any community project, youth will respond as leaders. Why are we surprised?

Here are four constants we have found in the most successful of the 1,000 Youth Participation Projects in our files:

- The best programs always involve young people in planning and decision making.
- The best projects give them real responsibility for which they are held accountable.
- The work meets a genuine community need and involves working relationships with concerned adults.

- The program has a built-in learning component with time set aside for discussion of and reflection upon the experiences of the teenagers.

Studies of adolescent development make it possible to isolate some of the more important adolescent needs which can be affected by participation in volunteer programs. For instance, adolescents need to:

- Develop and test values through opportunities for commitment, reflection, and exposure to different points of view;
- Experiment with adult roles and explore adult possibilities in life-styles, careers, and philosophies;
- Be accepted as responsible members of a group;
- Test their competence in carrying responsibility for work which affects other people -- to succeed and even to fail, if need be, while they are still under the supervision of anunderstanding adult.

Too often, under the pressure of economics and inadequate leadership, the newly enlisted young volunteer is badly used. Take two contrasting cases, Roger and Janet:

Roger helps out in a day care center. Twice a week, he shows up at the center and is given his assignment for the afternoon. Sometimes, he watches the children on the playground; sometimes he serves the afternoon snack or cleans up after the arts and crafts period. His work frees the day care teachers for other activities but involves only a fraction of Roger's capabilities. Beneath his pleasantness, he is bored. Janet also works in a day care center, but under the condition that once a week, she will plan and carry out an activity with a small group of children. Janet has invented many games to teach the children: one to help them distinguish colors, another to help them understand height. Occasionally, she has taken them on "safaris" in a nearby park. In the process of her work, Janet has developed a strong attachment to Johnny, a three-year-old who rarely speaks. In a seminar where she meets with his teacher and other young people who also work in day care centers. Janet has discussed ways of helping Johnny.

In the second setting, the volunteer is asked to take responsibility for another person. Instead of depending upon the supervising adult to identify Johnny's problems, Janet is encouraged to explore the child's feelings and difficulties, and to devise her own methods for dealing with them.

A primary characteristic distinquishing youth participation from routine volunteer work is the accepting of responsibility for making decisions. Challenging young people to analyze social problems and suggesting solutions not only gives them a stake in the work and intensifies their commitment, it also acknowledges that they

are capable of intelligent and purposeful action. Young people need to know that this is expected of them. It helps them grow and satisfies their expanding need to be needed.

Decision making can enter the volunteer process at several points. Young people should be allowed to choose the kind of volunteer experience they want. To do this they must have solid information about the options available. Sometimes a catalogue of placements is maintained by a teacher, school counselor, or youth worker. Even better is the idea that young people themselves compile information on projects needing volunteers. For example, at The Switching Yard, a California youth program which places 500 volunteers a year, teenagers maintain a file about 100 possible placement sites. Three students "beat the bushes" to find these placements and help their peers to enlist in them. The files are kept well updated; when a student finished a placement, he writes a description of the work to guide the next volunteer.

The richest opportunities for decision making arise when young people themselves develop a project, without depending upon an agency to channel their efforts. Such projects are less common, but have a special air of excitement about them. For example, in New York City, a group of high school girls undertook to protect their peers from further experiences of unwed parenthood by initiating an information service on sexuality and birth control. These young women had to figure out how to get funding, how to win acceptance from the school system, and what to include in their program. Frequently, they called upon adults to help them. But it was the young people who determined what they needed and who would help.

Often adult help can be provided through a seminar, a setting where the young people evaluate their own response to what they are doing. Without a specific time for reflection, the experience may remain on the surface of the young person's life -- one experience among many, without special meaning or relevance. If led by sensitive adults, seminars can help students to identify the students' own needs and interests, as well as to reflect and gain perspective on the larger implications of their work. Seminars allow the students to examine the experience and supplement it with study of relevant subject matter. In addition, seminars which bring together young people from different volunteer projects can provide a forum where they can describe their own work and hear about the experiences of other people in other settings.

Since the young people are interested in career choices and have few realistic sources of information, this interchange may result in more knowledgeable decision making about jobs and education. Seminars may also provide training for particular on-the-job tasks. Young people are often assigned to menial work because they lack the skills that would qualify them for more interesting and challenging positions. The leader of a seminar may help students overcome these deficiencies, before placement. For example, young people at an archaeological dig might request specific training on excavation techniques, volunteers at a nursing home would

benefit from a seminar on the psychology of aging, and youth in a media center might spend a seminar learning to operate videotape equipment.

The quality of youth participation projects depends a lot upon the adult, who offers support to the students and provides a liaison to the work site. He or she must always be conscious of the quality of the experience from both the point of view of the student and of the community agency. Instead of organizing projects and assigning roles, the adult leader draws from the young people their own talents and helps them to assume the role of decision maker. It is essential that adults in youth participation programs create an environment of trust where young people are not afraid to assert themselves, to take chances, and even to fail. Most of all, these adults must communicate their faith that young people can act effectively.

Sometimes the adults who believe this most ferverently are themselves young. College students are able to help high school students organize programs that might, for example, benefit elementary school students. A wonderful example of this multi-level approach to volunteer work occurs in the Center for Educational Development at San Francisco State College. Here college students train and supervise high school students who work with younger children.

Finally, a youth participation program which is to have real benefit for young people must meet a genuine community need. Young people are justifiably impatient with made-up work whose ostensible purpose is to keep them out of mischief. Once there is acceptance of the fact that young people have the capabilities for responsible action, commitment, and concern, then the possibilities for volunteer work are limitless.

Volunteer work can be a good antidote for an epidemic of personal isolation and alienation which is spreading in our society. Emphasis on "individualized learning" and "getting one's own needs met" can be beneficial, but there should also be opportunity for work which benefits people other than oneself. In a recent essay in *Harper's* magazine, Peter Marin addressed these concerns. He argues that "human fulfillment hinges on more than our usual notions of private pleasure or self-actualization. Both of these in their richest form are impossible without communion and community, an acknowledgment of liability, and a significant role in both the polis and the moral world."

It is this significant role, so necessary for human wholeness, that is noticeably missing in the lives of many American young people. Youth participation places young people in a setting where their caring matters and their contribution is valued.

APPENDIX F

PRINCIPLES OF GOOD PRACTICE

For Combining Service and Learning

I. WINGSPREAD SPECIAL REPORT

A. Preamble

We are a nation founded upon active citizenship and participation in community life. We have always believed that individuals can and should serve.

It is crucial that service toward the common good be combined with reflective learning to ensure that service programs of high quality can be created and sustained over time, and to help individuals appreciate how service can be a significant and ongoing part of life. Service, combined with learning, adds value to each and transforms both.

Those who serve and those who are served are thus able to develop the informed judgment, imagination, and skills that lead to a greater capacity to contribute to the common good.

B. The Principles that follow are a statement of what we believe are essential components of good practice. We invite you to use them in the context of your particular needs and purposes.

1. An effective program engages people in responsible and challenging actions for the common good.

2. An effective program provides structured opportunities for people to reflect critically on their service experience.

3. An effective program articulates clear service and learning goals for everyone involved.

4. An effective program allows for those with needs to define those needs.

5. An effective program clarifies the responsibilities of each person and organization involved.

6. An effective program matches service providers and service needs through a process that recognizes changing circumstances.

7. An effective program expects genuine, active, and sustained organizational commitment.

8. An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.

9. An effective program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.

10. An effective program is committed to program participation by and with diverse populations.

(Honnet, Ellen Porter & Poulsen, Susan J. (1989). Wingspread Special Report. The Johnson Foundation. Published as Principles of good practice in combining service and learning. In Kendall, Jane C. (Ed), Combining Service and Learning: A Resource Book for Community and Public Service, Vol. I, (pp. 37-55). Raleigh, NC 27609: National Society for Internships and Experiential Education, 3509 Haworth Drive, Suite 207.)

II. NATIONAL PERSPECTIVE ON YOUTH SERVICE AMERICA

The most effective programs in our emerging national system of youth service share certain common principles. These principles distinguish them from traditional volunteerism and public service work or training programs.

- Service is the central mission of a youth service program.

- Both communities and participating young people view the service projects as needed by, and of real value to, the community.

- Young people are viewed as a vital resource which can help meet pressing human and environmental needs in communities across the nation.

- Community service is recognized as a powerful form of citizenship education that imbues young people with an ethic of social responsibility carried into adulthood.

- Projects and programs are carefully structured and require certain minimum hours of service for a sustained period. Young people are organized in well-planned and well-supervised groups.

- A plan for meeting the developmental needs of young participants -- for self-esteem, education and basic skills, employability, leadership, and a sense of caring for others is integrated into the delivery of service, along with a reflective component about the service experience.

- Appropriate incentives and rewards -- such as public recognition, school and college credits, scholarships, stipends or salaries -- are utilized to encourage the participation of young people and to emphasize the value our society places upon the ethic of service.

- Program design provides for adequate training of participants and the staff of community agencies and organizations in which the participants will serve. Rigorous evaluation of programs is taken seriously.

- Programs inculcate a sense of community responsibility and the values of citizenship. Young people are involved in appropriate ways in program design and redirection.

- Programs and projects respond to local needs, are best planned and administered at the state and local levels, and are an integral part of community and school policy affecting youth, human services, and the environment.

(National Perspective on Youth Service America. (1990). Washington, DC 20004: Youth Service America, 1319 F Street Northwest, Suite 900.)

III. COMMUNITY SERVICE: LEARNING BY DOING.

A statement of the Council of Chief State School Officers.

"Key Principles For Effective School-Based Community Service"

School-based community service programs are part of the education strategy of learning by doing. They also benefit the community by providing needed services. To be effective, programs should include the following elements:

- School-based community service programs should be open to all students, regardless of academic background or physical ability.

- School-based community service should be well connected to the student's academic and vocational study, and the concept of service should be integrated into the kindergarten through grade 12 curricula.

- School-based community service programs should include a) training for teachers, students, and placement supervisors; and b) collaboration on service project activities with existing youth serving and community-based organizations and where possible with colleges and universities.

- School-based community service programs should provide for a structured period for reflection after the service experience, when the students can think, talk, and/or write about what they saw and did.

- Students should take an active part in the development of the service project and have responsibility for affecting the direction of the project.

(Community Service: Learning by Doing. A Statement of the Council of Chief State School Officers. (1989, November). (p. 2.). Washington, DC 200011511: Council of Chief State School Officers, 379 Hall of the States, 400 North Capitol Street, N.W.)

IV. ALL THE DIFFERENCE; YOUTH SERVICE IN MINNESOTA.

"What makes a program effective?

Effective service programs:

- Place students in new roles in which they are transformed from service recipients to service-providers and become directly engaged in significant tasks that improve the lives of others. The power of this shift in roles reflected in the words of one teenage volunteer who overcame doubts about her capacity to meet a particular challenge by reassuring herself that, "as I step through the door, I am transformed from student to person."

- Meet genuine needs through engaging youth in tasks that both they and the community view as important and worthwhile.

- Have real consequences in that others are dependent on their actions.

- Present challenging tasks that stretch and strengthen participants' skills, knowledge, intellect and values, and that expand the breadth and depth of their experiences and associations.

- Include responsibility to make decisions, to be "in charge" and have an authentic sense of ownership of their efforts.

- Promote systematic reflection, encourage participants to think, discuss, and write about what they are doing, to share their problems and successe with others and gain ideas for improving their efforts.

(Conrad, Dan. (c. 1988). All the Difference: Youth Service in Minnesota. A supplemental guide to accompany video by same title. St. Paul, MN 55101: MN Department of Education, Community Education Section, Youth Development Initiative, 550 Cedar St.)

V. PRINCIPLES FOR INITIATING A SERVICE PROGRAM.

First, a service program begins with clearly stated educational objectives.

Second, a service program should be carefully introduced and creatively promoted.

Third, service activity should be directed not just to the community but also toward the school itself.

Fourth, a service program should be something more than preparation for a career.

Fifth, students should not only go out to serve they also should be asked to write about their experience and, if possible, discuss with others the lessons they have learned.

(Boyer, Ernest L. (1987). Foreword. In Harrison, Charles H. Student Service: The New Carnegie Unit. A Carnegie Foundation Special Report. Princeton, NJ 08510: The Carnegie Foundation for the Advancement of Teaching, 5 Ivy Lane.)

APPENDIX G

By
JOE NATHAN
In Education Week - April 25, 1990

" Toward a vision of students as 'citizens' "

Whenever the conversation turns to "restructuring" schools, I think of my former student David, an angry, violent teenager from a troubled inner-city family. Our public schools are encountering more and more young people like him. And unless plans for change include a new and more positive view of them – a concept of these youngsters as involved citizens – reforms will have much less impact.

For quite a while, it was not easy to like David. He had transferred to the school where I taught after being expelled from a large, traditional high school.

David's final problems at his former school began when a teacher told him to remove the hat he was wearing in the hall. Smiling, David replied that his girlfriend had given him the hat for his birthday and that he was "just trying to get to class on time, like you always tell me." The teacher reminded David of the rule against hats and insisted he remove it. When David ignored the teacher, the latter walked to his side and said, "Take that hat off or I'll knock it off." David smiled. The teacher pushed off the hat, and David slammed him to the floor.

David was suspended, found guilty of assault, sentenced to several hundred hours of community service, and told to find another school in the district.

He picked ours – a K-12 alternative school where the faculty didn't care if he wore a hat. We were more concerned about the fact that he was 15 and could barely read or write. David learned that it did not matter how many classes he took: He wouldn't graduate until he could demonstrate specified skills and knowledge.

Graduation requirements also included service to the school and community. David enrolled in a course where students learned about consumer rights and responsibilities, and worked on problems referred to them by adults. Over several years, they tackled approximately 500 cases and successfully resolved over 80 percent of them.

Education, we felt, should not be aimed merely at preparing young people to find jobs. Dissatisfied with the commonly accepted metaphor of students as "workers,"

we based our efforts on a vision of them as "citizens" who should be able to serve their community actively and responsibly. If current calls for reform are to succeed, they must build in the premise that, while part of good citizenship is holding a job, learning the skills one needs to produce a more just world and believing that one can make a difference are equally important decisions.

The course David took was inspired by experience with and research about the value of combining classroom work and community service. Learning by doing, of course, is not a new idea. John Dewey, for example, urged such an approach. In this generation, the Georgia educator Eliot Wigginton has shown how it can be done in his Foxfire program and in his extraordinary book, *Sometimes a Shining Moment.*

This progressive tradition begins with certain assumptions: Young people learn more when they are actively involved: They can influence the lives of other people positively; they should be viewed as resources for, rather than simply recipients of service. We also believed that youngsters would learn to be good citizens the same way they learned to add numbers or shoot a basketball – by practicing.

Community service did not mean merely collecting cans for a food shelf at Christmas, or assisting at a day-care center. We tried to link schoolwork and service so that youngsters saw connections between academics and the world beyond school.

Activities such as the following were typical:

- Elementary students designed and built a playground for the school. Among their committees was one that made 26 phone calls before locating a company that would donate sand. Former students still remember the day, more than 15 years ago, when 6 trucks arrived with sand.

- Science students studied principles of ecology and tried to reduce smelly emissions from factories near the school. In what became a three-year project, they conducted research, testified at a state legislative hearing, and dealt with reporters and pollution-control officials. Ultimately, they were successful.

- English students analyzed ways television commercials tried to sell products, and then wrote a students' guide to advertising.

- Youngsters in peer-counseling classes helped address the needs of several potentially suicidal students and dramatically reduced fighting by showing their classmates better ways to resolve disagreements.

Other schools have created similar courses – where service is a part of the academic curriculum, not just an after-school or student-council project.

When teachers who offer such courses get together, however, as they did recently at the Wingspread Conference Center, they realize that, in most cases, they were not taught this approach in college. Many learned to design these courses on their own or from other gifted teachers.

Most colleges make opportunities for service available to their students. But how many colleges actually model this way of learning? How many offer courses in which students not only – for example – read American history but also conduct research and publish books or magazines, as the Foxfire students do? How many prepare or encourage prospective teachers to combine academics and service?

In a recent research summary on the impact of youth service programs, the investigators Dan Conrad and Diane Hedin found that more than 70 percent of students in such courses preferred them to traditional classes. Participating students also had stronger problem-solving skills than a control group.

The most effective programs share five characteristics:

- Projects address a real need.
- Students' work is integrated into a course, so that they do improve academic skills; their project helps strengthen reading, writing, research, and other elements of the discipline in which they are working.
- They have an opportunity to reflect on what they have learned; they learn to analyze problems, consider possible solutions, try one of them, evaluate the results, and then try again.
- Educators have a collaborative relationship with students. This doesn't mean students run the class; teachers have a clear idea of the course's goals and most of the strategies to be used. But they encourage students to produce solutions to problems.
- The project has a tangible product – for example, a booklet, videotape, or filmstrip – that students can look at, take away, and come back to years later as a reminder of what they accomplished.

With the Congress discussing proposals for national service programs and President Bush including young people in his "thousand points of light," youth-service efforts are in the news these days. And many observers are concerned about the attitudes of American young people. A survey conducted last year by the civil-liberties organization People for the American Way asked 1,000 teenagers to rank important life goals. Seventy-one percent named a satisfying career and 68 percent a good family life as very important goals. But only 24 percent rated community service so highly.

Well-designed programs can transform these attitudes. David was not a good citizen when he entered our school. But he was an active member of our consumer-action course, and he had many ideas about how to solve problems – some sneaky, some illegal, some both creative and legitimate. Gradually, he learned how to use small-claims courts and other legal strategies. His reading, writing, and math improved significantly.

Six months after David entered the school, a local newspaper did a story about the class. David was one of the students selected by his peers to be interviewed and photographed.

Weeks later, David came to me. "I often thought that I might have my name in the newspaper." he said.

"I even thought I might have my picture in the paper. But I never thought it would be for something good."

Joe Nathan, a former public-school teacher and administrator, is senior fellow at the University of Minnesota's Humphrey Institute of Public Affairs. He coordinated the National Governor's Association project, Time for Results.

APPENDIX H

By
JOE NATHAN
In Saint Paul Pioneer Press - May 11, 1992

"University's new policy gives credit for some service courses"

Some of our most creative and effective teachers won an important victory last month.

After meeting with a number of thoughtful Minnesota teachers, the University of Minnesota's Twin Cities Admission Office changed its mind – and policy – toward social-studies courses that combine classroom work and service to others.

The 1989 policy said that such courses would not count toward the university's social-studies entrance requirements. The new university policy, shared with high school counselors, allows both academic courses that include community-service and separate-community service courses that clearly combine learning from one or more of the social sciences with experiential learning.

Community-service courses that stress hands-on experience with little emphasis on social science and academic skills will not count.

The change came because such veteran teachers as Craig Sheets of Rochester John Marshall, Don Zwach of Waseca High School, Dan Conrad of Hopkins and Linda Bauer of Hill City asked the university staff to meet with them. These youth-service advocates agreed on the importance of academics, pointing out that many students are motivated by "real world" experiences, which help them remember academic lessons. Says Zwach: "I've never had motivation problems in the community-service and leadership class." Sheets stresses that academic lessons are vital in community-studies class. During the 1990-91 school year, more than 57,000 Minnesota youth participated in school-based service programs, according to Mary Jo Richardson of the Minnesota Department of Education.

The university's change in policy began with Conrad, a Hopkins High School teacher. For almost 20 years, Conrad has taught courses that help students learn to think about such issues as poverty and aging and to solve problems and serve others.

Part of the time, Conrad's students read, write and study in a high-school classroom. Part of the time, their classroom is the world outside: nursing homes, soup kitchens, food shelves and day-care centers.

But a few weeks later, the university rejected his course as one of the social-studies courses it requires for admission. Conrad says he thought "it must be the age-old problem of determining how one learns best: sitting in a classroom and reading, or learning through experience."

Conrad appealed. There was some publicity, and the university accepted his course. But similar courses were not approved.

Then, university staff agreed to meet with the teachers. Margaret Gardner, a university admissions associate, and Harry Boyte, director of Project Public Life at the Humphrey Institute, co-chaired the revision committee.

For a copy of the revised policy, contact Gardner at the University of Minnesota Admissions Office, 240 Williamson Hall, Minneapolis, Minn. 55455.

APPENDIX I

Editorial
In Saint Paul Pioneer Press
August 7, 1992

"Community service benefits students, too"

Should community service be required to get a high school diploma?

The state of Maryland says yes. Over strong opposition, Maryland last week became the first state to make community service a high school graduation requirement – in this case, 75 hours of it.

Learning to be a good citizen, to care about others, to help solve societal problems is as important, we believe, as learning the basics of reading, writing, mathematics and science. Such service should be a part of every student's education. However, mandating a specific number of hours may not be the best approach.

In Minnesota, for example, service is encouraged through voluntary programs offered in schools. Just over 300 districts in the state exercise a special levy to administer service programs. About 57,000 of Minnesota's 720,000 school students participated in those programs last year.

As part of the outcome-based education (OBE) approach now being designed in Minnesota, community service is expected to be an important component. The idea is to integrate volunteerism and service throughout the curriculum so that students can demonstrate their abilities – not just put in a proscribed number of hours at the task.

That kind of model makes sense. When students graduate, they need to have thought critically about issues, applied academics to problems, demonstrated that they have worked on homelessness or with the elderly or on issues that affect them and their peers. That is what OBE is about – measuring results no matter how many or how few hours it takes.

Critics of Maryland's mandatory service requirement include 22 of 24 school districts in Maryland and many teacher associations, who argue that the plan dilutes teaching time and places additional state mandates on systems already

overburdened with requirements. Some even argued that mandated service is a form of involuntary servitude, something akin to a forced work program. That's ridiculous.

Others say that this is a nice idea, but that schools are not the place to carry it out. Volunteering and community service, they say, is something that ought to come from other segments of the community – from home, church and neighborhood – not from the educational system.

Truth is, there is no such thing as having too many chances to help people and neighborhoods in need. School-related service does not take away from what others are already doing. It merely adds youthful energy to the huge demands out there.

What better place to emphasize service than as a part of being a well-educated person? For example, field trip time can include service; elective courses can weave in volunteering. Students can experiment with different career options; they can find lifelong opportunities for community service; they can apply academic skills
by coordinating volunteer work with classwork; they can build pride in their own neighborhoods through cleanup efforts; they can help bridge generational gaps.

The opportunities to design creative, innovative and educational experiences are endless. So are the community needs.

Community service also helps young people feel more connected to their city and their neighborhoods. Social scientists confirm that a sense of belonging is ciritical to building self-esteem and responsibility.

Anything that can be done – in school or outside of it– that can help young people feel less alienated as an excellent investment in America's future.

APPENDIX J

From *The Generator*, Spring, 1992
Rich Cairn, Editor

Following is an analysis of specific ways service learning addresses "Criteria for Outcome-Based Education" Identified by the Network for Outcome-Based Education (Outcomes, Spring, 1991).

• Opportunity:
By giving students concrete experience in which they apply their concepts and skills to help alleviate real-life problems, service learning contributes to graduation outcomes so students can gain, "The knowledge, competencies, and orientations needed by positive contributing adults in an increasingly complex, changing world."

• Relevance:
Because working to address real-world issues requires a variety of information and approaches, service learning enhances learning across disciplines. For example, students who take on complex issues such as hunger or environmental protection soon discover they need good communications, writing, critical thinking and social interaction skills as well as specific social or hard scientific information to accomplish their goals.

• Hands-on, indiviudalized learning:
As an integrative, experiential educational strategy, service learning appeals to students who crave relevance and action. Service-based curricula can serve as an alternative for students who dislike text- or lecture-based learning and an extension for students who quickly master lessons and seek more.

• Cooperation and contribution (ethics):
The desire to serve others is a deeply rooted universal value that can also serve as a powerful intrinisic motivation for students to excel. Most students will push themselves harder to learn when they know someone counts on them than when their only motivation is academic advancement. This is particularly true if the person being served is someone such as a younger tutee.

• Higher-order thinking skills:
The need for real-world solutions to complex problems requires levels of synthesis, adaptability and creativity rare in the classroom. This powerfully stimulates the development of students' abilities to analyze, organize and order thoughts, understand contexts for ideas, etc.

• **Pride:**
Service learning programs, especially those that address immediate needs of the school, such as tutoring or peer helping, help build a supportive climate for high-quality staff and student preformance. Students share the responsibility for establishing and maintaining a climate of learning.

• **Active, participatory learning:**
In service learning, teachers help students address issues that are important to teachers and students alike. Vision and leadership thrive when teachers and students can tap these deep internal motivations and values. Students become partners in making positive change rather than its objects.

Finally, service learning links many key educational excellence initiatives, which is important to the success of any innovation. Service learning focuses on the basic purpose of education, i.e., helping young people to succeed and contribute, and movilizes the most critical resourcce in the learning process – the students themselves.

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