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ABSTRACT
         This guide describes two initiatives linking the school with
the community: school-to-work and service learning. Section 1 provides a
history of community education and the opportunity it provides for local
citizens and community organizations to become active partners in addressing
educational and community concerns. Section 2 describes the impetuses for
school-to-work and service learning: Secretary's Commission on Achieving
Necessary Skills (SCANS) Report, and Alliance for Service Learning in
Education Reform (ASLER) standards. Section 3 describes the traditional model
of school-to-work and service learning. Section 4 lists common goals of
service learning and school-to-work. Tables highlight the common goals and
illustrate a comparison of the SCANS skills with service learning skills.
Section 5 describes the blended model; lists its benefits; and describes
conceptual and operational models for work-based service learning. Section 6
lists school- and work-based components and connecting activities. Section 7
discusses how to integrate service learning into school-to-work programs.
Section 8 is a compendium of activities arranged by career cluster for
student activities and opportunities to participate in blended service
learning and school-to-work/career/life initiatives. Section 9 lists
community individuals, organizations, and agencies who are potential
partners. Section 10 provides sample forms to implement the blended model.
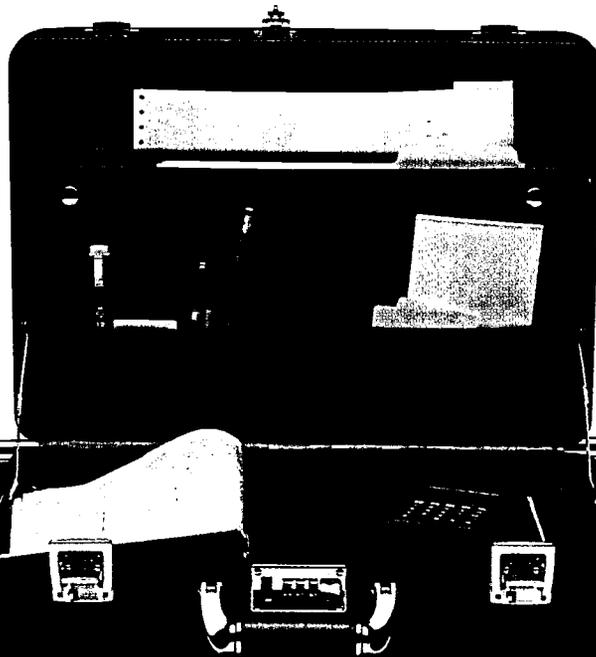Contain 33 references and a list of 16 national organizations. (YLB)

LINKING LEARNING WITH LIFE

School To Work To Life

Linking Service Learning And School-To-Work

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School To Work To Life

Linking Service Learning And School-To-Work

by Nancy Cassity Dunlap

Linking Learning With Life

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Introduction

A History

For nearly a century, educators have made attempts to recreate the School as a Social Center espoused by Dewey and some other of his contemporaries. Having long recognized the essential linkages between school and community, leaders have developed many variations on the Dewey model—Cooperative Extension, the Playground Movement, societies, the Lyceum, Chautauqua, neighborhood guilds, the Settlement Movement, the reform movements during the Great Depression (FERA and WPA), the Highlander School in Tennessee, and later the Foxfire School in North Georgia—culminating in the modern exponent of this movement: Community Education. This movement, whose contemporary birthplace is regarded as Flint, Michigan, has spread across the nation, filling the modern need to reconnect schools and communities. It is the culmination of the legacy of such early pioneers as John Dewey, Edward J. Ward, Clarence Arthur Perry, and Elsie Clapp.

"Many schools are like little islands set apart from the mainland of life by a deep moat of convention and tradition. Across this moat there is a drawbridge which is lowered at certain periods during the day in order that the part-time inhabitants may cross over to the island in the morning and back to the mainland at night. Why do these young people go out to the island? They go there to learn how to live on the mainland."

William G. Carr
Address to the National Congress of Parents and Teachers, 1942

[There is] something absent in the existing type of education, something defective in the service rendered by the school. Change the image of what constitutes citizenship and you change the image of what is the purpose of the school. Change this, and you change the picture of what the school should be doing and of how it should be doing it. . . .the demand that it shall assume a wider scope of activities

having an educative effect upon the adult members of the community. (Dewey, 1976, pp. 82-3)

Dewey emphasized four new demands made upon schools in order for them to meet contemporary needs; in so doing, he defined the emerging role of the School as a Social Center. They were 1) the need for social contacts, 2) the need for developing cultural values, 3) the need for training in technical arts and skills, and 4) the need for continuing education.

For five decades we coasted along, doing a decent job educating about 25% of our kids. The other 75% or so, those who did not complete high school, had options—the women could marry, and the men could go into the factories, the family farms, or the military.

Then came a dramatic event that would forever change public education. On October 11, 1957, our national pride took a round-house to the chin. The Soviet Union had launched a basketball-sized artificial satellite into space, and we were wounded. To meet the challenge, for the first time, we had millions of federal dollars pouring into the public schools for purposes of training prospective scientists and technicians; the emphasis was on math, science, and foreign language. This was followed in the Johnson administration by the War on Poverty, with entitlement programs that exist to this day. The money was welcomed; indeed, it was aggressively sought, but it came with strings. The funding was categorical; there was no opportunity for blending of funding streams. Funds could only be spent on designated programs, usually for a designated population, for a designated site, within a designated time period.

As we flash forward to the end of a century and a millennium, we are faced with many of the same issues of the first half of this century but with vastly different demographics. As a nation, we cannot afford, economically, socially, culturally, democratically, or ethically, a dropout rate of 30%. The options that our young people had in 1950

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do not exist today. Even the women who marry join the work force; the factories of the industrial revolution are gone, replaced by high-technology industries that require thinking technicians rather than assembly line workers whose tasks are routine; the military requires a high school diploma and an entrance examination; and the number of family farms drops each year. Yet, we continue to provide schooling based on a factory model and an agrarian calendar, and we do not question the incongruence. According to the Business Council, says Bill Daggett (1995), at the turn of the century, agriculture dominated the economy (which was natural-resource-based), and agriculture employed 85% of the work force, mostly in unskilled jobs. By 1950, this had dropped to 15%, and presently fewer than 3% of the work force is involved in agriculture, and those workers must have high skills and competencies. Daggett maintains that today's curricula and assessments still mirror the model of the industrial society of the 1950s: Each subject is treated as independent of the others (and discreet skills taught within subjects), students are passive learners, and teachers are disseminators of knowledge.

In 1984, we began a new massive, comprehensive reform effort following *A Nation At Risk* (National Commission on Excellence in Education, 1983). But, like the reform efforts of the 1960s, we have become too "categorical" in our thinking and planning. With every new effort, we must have a different funding source, a unique administrative structure, but, ironically, often these programs are designed to address the same issues, particularly the delicate issues of poverty and disability. We must admonish ourselves to be consistent in our cry for articulation—by design, not by accident—of the diverse reform agendas. We must strive to create a **system** of education consisting not of discreet programs but of integral components that articulate totally and completely. As we envision this system, we must take care that it is responsive and that it recognizes the role of the community; that it is

a **system**

◆ in which every agency, institution, industry, business, organization, college, university, parent, and individual is a part;

◆ that recognizes that learning need not be confined to a classroom, from 8 to 3, from Monday through Friday, from August through June;

◆ that recognizes that education is a lifelong process; it is a journey, not a destination; and

◆ that acknowledges the essential link between quality of life in a community and economic development and education.

If quality of life is the fabric of a community, then surely economic development and education are the warp and weft of this complex tapestry.

As we craft our national, state, and local agendas for education, with curriculum frameworks, academic achievement standards, systemic initiatives for math and science, distance learning, technology, school-to-work, and service learning, we must develop them together, in concert with any and all reform initiatives, to avoid placing programmatic Band-Aids on systemic hemorrhages.

Lester Thurow (1996) maintains that we are headed into a period of "punctuated economic equilibrium" in which the old order dies out rapidly and is replaced by a (usually smaller) species. He contends that this is a period of desperation and gloom if one is a dinosaur, but if one is a mammal, it is a period of unparalleled opportunity. This, then, is truly a brave new world we are entering, an age of untold changes and challenges but also of opportunities. As we pass the torch, as each generation does for the next, we must take pains to ensure that our young people will be able to bear the burden. They must be technologically literate, they must be entrepreneurial, they must be bold, and they must be **ready.**

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School and Community Linkages

Community Education, with its focus on collaboration, on extending the resources and facilities by reaching out to the community and encouraging the community to reach to the schools, offers the opportunity for local citizens and community schools, agencies, and institutions to become active partners in addressing educational and community concerns.

Community education is about building capacity:

◆ in our kids,

◆ in our families,

◆ in our schools,

◆ in our communities,

◆ in our world,

culminating in the *Educative Community*.

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School-to-Work and Service Learning

Two of the more vital, exciting initiatives linking the school with the community are not new concepts; indeed, the ancestors of school-to-work and service learning may be traced to traditional vocational education and to community service, but with a new vitality and energy that bring the key stakeholders to the table—agencies, business and industry, the community, parents, and the students themselves—in new and dynamic ways, in self-determination that was not present in their antecedents.

The SCANS Report

When the Secretary's Commission on Achieving Necessary Skills (SCANS) published the results of its 1991 seminal study, the business community and the education community finally had the validation of what business expected students to know and be able to do to be successful in the workplace. Educators said, "Yes, we can do that." The result was that many states implemented the Tech Prep initiative to respond to these demands. This soon evolved into the school-to-work initiatives across the country.

The SCANS Report is broken down into a three-part foundation of skills and personal qualities with five areas of competencies. These are listed below.

Secretary's Commission on Achieving Necessary Skills (SCANS) Three-Part Foundation

I. Basic Skills:

◆ Reading. Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

◆ Writing. Communicates thoughts, ideas, information, and messages in writing and to create documents such as letters, directions, manuals, reports, graphs, and flow charts

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◆ Speaking. Organizes ideas and communicates verbally

◆ Listening. Receives, attends to, interprets, and responds to verbal messages and other cues

◆ Mathematics. Performs computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques. Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses the best alternative

II. Thinking Skills:

◆ Creative thinking. Generates new ideas

◆ Decision making. Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses the best alternative

◆ Problem solving. Recognizes problems and devises and implements a plan of action

◆ Knowing how to learn. Uses efficient learning techniques to acquire and apply new knowledge and skills

◆ Reasoning. Discovers a rule, theme, or principle underlying the relationship between two or more objects and applies it when solving a problem

III. Personal Qualities:

◆ Responsibility. Exerts a high level of effort and perseveres toward goal attainment

◆ Self-esteem. Believes in own self-worth and maintains a positive view of self

◆ Sociability. Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

◆ Self-management. Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

◆ Integrity/Honesty. Chooses ethical courses of action

Five Competencies

I. Resources.

Identifies organizes, plans, and allocates resources

◆ Time. Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules

◆ Money. Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

◆ Materials and facilities. Acquires, stores, allocates, and uses materials or space efficiently

◆ Human resources. Assesses skills and distributes work accordingly, evaluates performance, and provides feedback

II. Interpersonal

Works with others

◆ Participates as a member of a team. Contributes to group effort

◆ Teaches others new skills

◆ Serves clients/customers. Works to satisfy customers' expectations

◆ Exercises leadership. Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies

◆ Negotiates. Works toward agreements involving exchange of resources, resolves divergent interests

◆ Works with diversity. Works well with men and women from diverse backgrounds

III. Information

◆ Acquires and evaluates information

◆ Organizes and maintains information

◆ Interprets and communicates information

◆ Uses computers to process information

IV. Systems

◆ Understands systems. Knows how social, organizational, and technological systems work and operates effectively with them
◆ Monitors and corrects performance. Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance, and corrects malfunctions
◆ Improves or designs systems. Suggests modifications to existing systems and develops new or alternative systems to improve performance

V. Technology

◆ Selects technology. Chooses procedures, tools, or equipment including computers and related technologies
◆ Applies technology to task. Understands overall intent and proper procedures for setup and operation of equipment
◆ Maintains and troubleshoots equipment. Prevents, identifies, or solves problems with equipment, including computers and other technologies

The ASLER Standards

Service learning was formalized with the passing of The National and Community Service Act of 1990 (amended in 1993); this defined service learning as a teaching and learning methodology and was followed in 1995 by the development of standards by the Alliance for Service Learning in Education Reform (ASLER). ASLER developed and posited eleven standards to guide the development and implementation of service learning.

1. Effective service learning efforts strengthen service and academic learning.

2. Model service learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and rewards competence.
3. Preparation and reflection are essential elements in service learning.
4. Youth's efforts are recognized by those served, including their peers, the school, and the community.
5. Youth are involved in the planning.
6. The service students perform makes a meaningful contribution to the community.
7. Effective service learning integrates systematic formative and summative evaluation.
8. Service learning connects the school or sponsoring organization and its community in new and positive ways.
9. Service learning is understood and supported as an integral element in the life of a school or sponsoring organization and its community.
10. Skilled adult guidance and supervision are essential to the success of service learning.
11. Pre-service orientation and staff development that include the philosophy and methodology of service learning best ensure that program quality and continuity are maintained.

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The Traditional Model

In the traditional model, deliberate connections are developed for one specific purpose: The school-to-work coordinator would make the connection with the work site for a work-based experience in a school-to-work project designed to enhance the student's development of SCANS competencies or foundation skills. Powerful symbiotic relationships develop between business and industry and the schools because all partners benefit.

Likewise, the service learning coordinator would work with the student to assist him or her in establishing direct service, indirect service, or advocacy activities linked deliberately to the curriculum and to the principles of service learning—planning (preparation), serving, reflecting, and celebrating (recognition) and evaluating the results—thus linking the school with the community. Again, we see the emergence of a symbiotic relationship for the schools and the community, with measurable benefits for both.

School-to-Work

Classroom   Worksite

Service-Learning

Classroom   Community
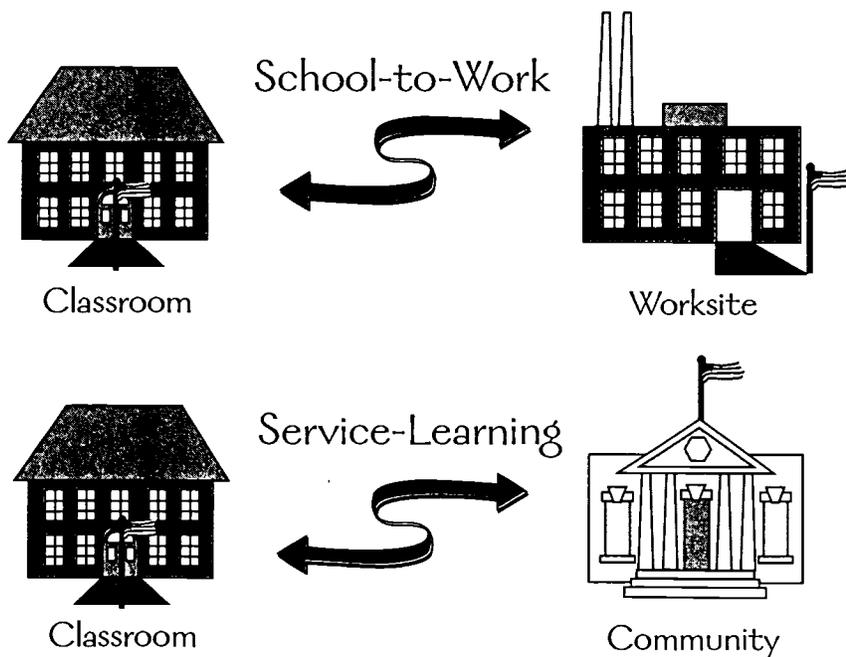
Common Goals

There are differences: Service learning is unpaid; school-to-work may be paid or unpaid; service learning is generally regarded as public/non-profit; school-to-work is thought to be a private-sector activity. However, the similarities far exceed the differences. Service learning and school-to-work:

◆ lead to a productive citizenry—preparation for further education, for work, and for life
◆ are experiential and conceptual
◆ provide opportunities for students to develop skills and competencies
◆ provide students with roles and role models in the community
◆ foster outreach from the school to the community
◆ provide relevance to the curriculum
◆ can be motivating experiences for students
◆ encourage the culture of the educative community
◆ see students actively engaged in the learning process and as determiners of their own learning
◆ fortify the curriculum and reinforce other reform initiatives
◆ reinforce the skills, knowledge, and competencies of the other
◆ engage students in real-world activities
◆ are self-directed and experiential

Just as service learning is not just community service, school-to-work is not just vocational education; both are much broader and involve all students in connecting community-based and/or work-based experiences to the school-based curriculum.

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Service learning is about connecting classroom to community.

◆ connecting schools to communities
◆ connecting schools to families
◆ connecting children to communities
◆ connecting schools to agencies

School-to-work is about connecting classroom to careers.

◆ connecting the curriculum to "real-world" applications
◆ connecting school to life to prepare for lifelong learning
◆ connecting schools and communities
◆ connecting classrooms with workplaces

The following tables highlight the common goals of the two initiatives.

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Common Goals of These Initiatives

Service Learning

Provides opportunities for students to participate in learning activities within their community, using their academic and career competencies

Prepares students for a smooth transition into community life

Develops career awareness

Helps students plan for their future

Links interests with aptitudes for future success and happiness

Helps students learn to communicate with adults

School-to-Work/Career/Life

Helps students make tentative career choices and develop educational goals aimed at achieving career and personal satisfaction

Helps students move from dependency to independence

Stimulates career exploration activities

Helps students develop employability skills

Encourages and assists students with setting goals and planning careers

Provides information about employer needs and expectations

Adapted from Lancaster (SC) School District (Council of Chief State School Officers, 1997, p. 11.)

The School-to-Work Opportunities Act (1994) described three basic components: school-based learning, work-based learning, and connecting activities. But they can be much more. The following table illustrates a comparison of the SCANS skills with service learning skills.

A Comparison of Service Learning and SCANS Skills

Service Learning Skills	SCANS Skills
Students design and conduct needs assessment related to service learning.	Planning, interpreting, designing, information gathering, communicating, and organizing
Students set priorities for service.	Analysis and synthesis of information, categorizing, setting priorities, making decisions
Students plan service learning activities based on needs assessment priorities.	Devising plans, making decisions, relating, allocating time, graphing
Service learning teacher and students contact sites and develop service learning agreement.	Communicating, interpreting, understanding, applying knowledge and skills, organizing, negotiating
Students develop work plan.	Organizing, planning, projecting, predicting, flow-charting, allocating resources, distributing work, predicting impact, developing cost estimates
Students implement service learning plan.	Allocating responsibilities, following schedules, teaming, resolving diverse interests, understanding complex systems, self-monitoring, diagnosing deviations and malfunctions, persevering towards goal attainment, displaying sociability and friendliness, maintaining positive view of self, adapting, exerting self-control, choosing ethical courses of action, showing empathy, serving others, organizing and maintaining logs and files, improving systems, trouble-shooting, making reasoned judgments
Students write about and reflect upon what they see, do, and experience.	Communicating, reflecting, analyzing, assessing impact, assessing self, distinguishing trends
Students, teacher, community, parents celebrate experience and benefits to the community.	Appreciating self and others, reflecting, developing pride in self and community, confirming productive citizenship skills and attitudes

(From Carter & Winecoff, 1997, p. 9.)

The Blended Model

As these initiatives grew, independently of each other, each with its own advocates, supporters, and funding sources, they developed valuable bonds with the community or with business and industry, and sometimes, by accident or serendipity, with both. Carefully planned, however, synergy did happen, and, from time to time, marvelous results occurred when the community came together with the private sector to make magic for kids. Whether in Cambridge, Massachusetts, or Swansea, South Carolina, some powerful partnerships emerged.

What if we purposefully put the two initiatives together, blending the methodology of the one with the connecting activities of the other? We can devise a multidimensional model that provides for a work-based placement in the public or not-for-profit sector, where students can gain powerful work experience while contributing to the community. This has compelling implications for the rural areas. While there may be a dearth of industrial development, there will always be public agencies and/or not-for-profit community-based organizations that would embrace the possibilities.

The more schools are integrated into the life of the community, the more likely they are to communicate coordinated, positive messages to young people. In many neighborhoods, there are small community-based organizations that would love to cooperate with schools and share resources in providing after-school programs. In many cases, however, the schools want no part in sharing resources or anything else with outsiders. . . .the insularity of many large schools and school systems has become a major contributing cause of the alienation of young people. (Sullivan, 1995, p. 124)

School-to-work and service learning provide occasions to plan activities and opportunities that are coordinated and articulated for, with, and by youngsters. On the surface, these appear to be widely disparate initiatives with different funding streams, seemingly for different populations of students, but, planned carefully, this "blended approach" holds great promise. This blended approach also supports a myriad of other reform/transform initiatives such as character educa-

tion, Healthy Schools, intergenerational projects, technology initiatives, distance learning, America's Promise, Alliance for Youth, community schools, America Reads Challenge, Family Literacy, Safe & Drug-Free Schools, and curriculum frameworks, among others.

Benefits of a Blended Model

With the blending of service learning and school-to-work, we can address the old paradox between preparation for making a **living** and making a **life**. We can document the advantages of either service learning or school-to-work; the literature is rife with studies that support the advantages and benefits through historical, empirical, or case studies. But we can only imagine the enhancement of the force and power when the two are yoked. For example:

◆ Students benefit from rigorous curriculum.
◆ Schools benefit from students actively engaged in learning.
◆ Employers benefit with prepared employees.
◆ Communities benefit from a skilled work force; they can attract new development.
◆ The state benefits from an educated populace.
◆ Communities see kids doing good stuff.
◆ Image of the school improves.
◆ Student growth intellectually and personally is supported by their civic and social growth and in their preparation for a career and for life.
◆ Students can affect their world instead of their world only affecting them.
◆ Interaction with adults provides youngsters with realistic role models.
◆ Community becomes the classroom.
◆ Students develop workplace skills.
◆ Youngsters develop leadership skills.

Conceptual Model for Work-Based Service Learning

While allowing for the traditional independent service learning or school-to-work approaches, the real power is in the connectivity. Andrew Furco (October 1996; Fall 1996) contends that uniting service

School-Based
Learning

Work-Based
Learning

Community-Based
Learning

Work-Based
Service-Learning

Lifelong Learning
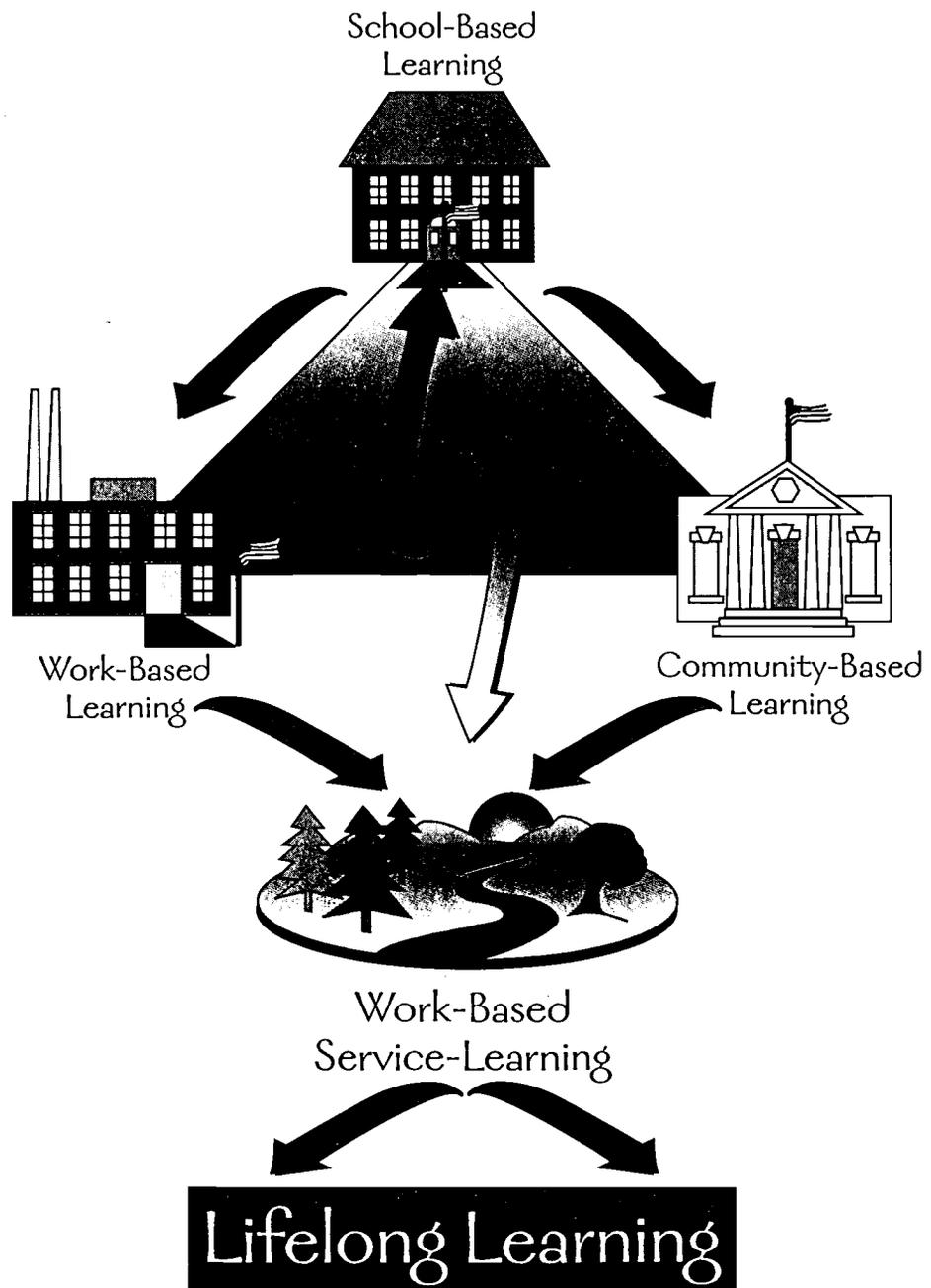
learning and school-to-work brings together disparate groups of students who may not, under usual circumstances, have opportunities to interact. Also, the synergy and power of the nexus of the work-based and community-based components may be channeled to help the student, the school, the workplace, and the community. The public and private sectors, coming together for the general good, can affect the quality of life in that community by pooling the resources and talents of young people and providing them with meaningful work-based service learning that, in turn, may affect all dimensions of that community—civic, cultural, religious, social, health, educational, recreational, and the like. The student develops skills and competencies that will not only be useful and marketable in the workplace, but also for postsecondary education, for citizenship, for community membership, and for lifelong learning.

Adria Steinberg (1998) also recognized the power of linking the two initiatives:

Anyone who has worked or lived with adolescents knows that underlying much of what they do or say is their struggle to answer such fundamental questions as: "Who am I?" "What am I good at?" "Where am I going?" "Do I belong or 'fit' anywhere?" "Does anything I do matter?" Adolescents search for ways to feel valued and central. If their school and home lives do not offer them that opportunity, they are likely to find alternate routes, some of which may not be healthy for them or their community. (pp. 41-2)

She refers to a student at Cambridge Rindge and Latin High School in Cambridge, Massachusetts, who wants his school to help him to do well **and** do good.

Some states have acknowledged the link between service learning and school-to-work, and two have codified the linkages: Minnesota's Youth Works Act (1993) encouraged connections in state programs, and South Carolina's School-to-Work Transition Act (1994) included service learning as not only a teaching/learning strategy or methodol-

ogy, but also as a work-based placement for students to develop workplace skills, competencies, and attitudes in a state that contains areas of geographic, socioeconomic, and cultural isolation. Service learning as a work-based placement, along with shadowing, mentors, internships, cooperative education, and youth apprenticeship, has been codified into law. This has been enormously effective in rural areas where there is relatively little industry and poor, if any, public transportation. In fact, this has proved to be so successful that service learning has outpaced all other work-based placement opportunities, and youngsters, the schools, the communities, and the employers are the beneficiaries. And the parents are delighted. In the words of Hamilton and Hamilton (1994), the students are gaining "experience that is like work, even though it is unpaid" (p. 3).

Operational Model for Work-Based Service Learning

For many of our young people, particularly those most at risk, the issues of access, equity, and options are critical ones. These youngsters, often disengaged from the various systems, have few advocates and few entry points that they are aware of. They generally come from families that, too, have been disenfranchised from the education establishment. These young people are more likely to drop out, have babies, and often get into serious trouble. The data from the *Kids Count Data Book* (1997) are compelling: While nationally we have improved a bit in some indicators (infant mortality, child death rate, dropout rate, percent of teens not in school or working), we have worsened since 1984 in percentage of low birth-rate babies (7%); teen deaths by accident, homicide, and suicide (10%); teen birth rate (23%); juvenile violent crime arrest rate (70%); and percent of families with children headed by single parent (18%). These data indicate a need to provide real opportunities for aspiration for young people, not just vague, empty promises and an uncertain future at low-wage, low-skill, low-hope jobs.

The real power in the integration, then, is to allow opportunities in smaller, often rural, communities for all young people to develop appropriate skills required for the workplace, for continuing education, and for life. While many traditional work-based placements may not be available, the community-based organizations or the service agencies could provide not only the workplace skills, but also the skills, knowledge, and attitudes inherent in service learning activities. What vitality is in this! Imagine the capacity, the energy, the leverage implicit and explicit in the blending of these two dynamic initiatives! Thus we will have yet another strategy for reengaging the school with the community.

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School-to-Work Components

All work-site experiences should include a combination of school-based, work-based, and connecting activities.

School-Based Components:

◆ include career awareness in grades K-5
◆ provide career exploration in grades 6-8
◆ include career preparation in grades 9-12
◆ offer students the opportunity to develop a major and alternate career plan in grade 6
◆ enable students to revise and develop a 6- to 8-year career plan in grade 8
◆ increase students' expectations
◆ provide a rigorous and relevant academic curriculum that connects to work, to postsecondary education, and to life
◆ integrate academic and occupational education that relates to a career major
◆ provide support services for students who are behind their age peers
◆ lead to high school completers (diplomas), postsecondary education (degrees) and lifelong learning with appropriate credentials
◆ place students into jobs, post-high school adult apprenticeships, and/or higher education

Work-Based Components:

◆ include work experience such as youth apprenticeship or work-based service learning
◆ establish an agreement between schools and employers to provide a structure for rigorous and relevant work-site training
◆ provide trained work-site mentors for students
◆ establish and provide instruction in general workplace competencies
◆ include instruction in all aspects of the industry

- offer a range of work-based experiences, such as shadowing, mentoring, internships, service learning
- lead to portable educational credentials and may include employer-recognized skill certificates

Connecting Activities:

- establish regional and local partnerships
- provide school site mentors to assist students and serve as liaisons with parents, educators, employers, and other partners
- develop school-based and work-based competencies to be mastered with assistance from employers and educators
- integrate academic and occupational education to connect school-based and work-based learning
- train teachers, counselors, administrators, and mentors
- provide assistance for graduates in connecting to educational and career goals
- link educational programs with employer strategies to upgrade current work force
- provide assistance in assessing programs of school-to-work activities
- include students, parents, educators, employers, and community agency representatives in school-to-work experiences and provide opportunities for students to connect school-based and work-based learning

Source: School-to-Work Opportunities Act of 1994 (PL 103-239) and the South Carolina School-to-Work Transition Act of 1994.

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Integrating Service Learning Into the School-to-Work Program

To fully produce the blended model, it is important to integrate the components of the service learning framework into the school-to-work program.

Preparation consists of the learning activities that take place prior to the service itself. Before their service, students must understand what is expected of them, as well as what they can expect from the service project. Preparation components include the following:

◆ identifying and analyzing the problem
◆ selecting and planning the project
◆ relating plans to school-to-work connecting activities
◆ training and orientation

Action is the service itself and needs to meet certain criteria. It must:

◆ be meaningful
◆ have academic integrity
◆ have adequate supervision
◆ be developmentally appropriate
◆ be in concert with school-to-work components
◆ provide for student ownership

Reflection enables students to think critically about their work-based service learning experiences. When students reflect on their experiences, they think about them, write about them, share them with others, relate them to future career plans, and learn from them. The reflection time is a structured opportunity for students to learn from their experiences. They can reflect through:

◆ discussion   ◆ reading   ◆ writing   ◆ projects

Celebration is the component of service learning that recognizes students for their contributions and provides closure to an ongoing activity. Society needs to let young people know that their contributions are valued. This component can be implemented through:

◆ school assemblies
◆ special media coverage
◆ certificates
◆ celebration with service recipients

Sources: Pocket Guide to Service Learning, National Dropout Prevention Center, (1995), and SC Department of Education, Division of Collaboration.

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Opportunities for Service Learning/ School-to-Work Activities

Contained herein is a compendium of activities arranged by career cluster for student activities and opportunities to participate in blended service learning and school-to-work/career/life initiatives. While not an exhaustive list, it may serve as a starting point for schools and communities wanting to establish such projects.

Business/Marketing/Management

◆ Community-based organizations (CBO's)—business skills
◆ United Way—small business skills
◆ Public service projects—marketing skills
◆ Market research on health, environmental, social issues
◆ Charity-supported thrift stores—marketing plan, management plan, bookkeeping, retail
◆ Secretarial services for the elderly
◆ School-based business to support a designated service learning activity
◆ Assistance to small business associations with business plans; assist with a small business incubator
◆ Alliance with American Association of Retired Persons (AARP) Financial Service to provide basic accounting services for elderly

Engineering and Science Related

◆ Health and Environmental agencies—air and water quality testing
◆ Conservation agencies—examine the effects of nuclear waste, landfills
◆ Design for a playground; coordinate with construction students to build it
◆ Assessment of homes for heat/air loss
◆ Home radon and/or carbon dioxide tests for poor/elderly
◆ Inspections for lead pollution in homes with young children

Health Occupations

◆ Talent and skills for cooperating agencies:
  Hospitals
  Senior centers
  Adult day care
  Convalescent homes
  Health clinics
  Alzheimer's respite programs
  Home health agencies
  Rehabilitation Centers
  United Way agencies (Cancer Society, Alzheimer's Association,
     Heart Association, etc.)
  Substance abuse agencies
◆ Teaching swimming, life saving, CPR
◆ Developing plans to decrease teen pregnancy, substance abuse
◆ Organizing a Meals on Wheels project

Community and Consumer Service

◆ Talents and skills for:
  Social service agencies
  Child care facilities
  Child protection and advocacy agencies
  Domestic violence agencies
◆ Soup kitchens—planning, preparing, and serving
◆ Food banks—establishing, maintaining, delivering
◆ Law enforcement—neighborhood watch, Kobans (community
  policing programs), youth sports
◆ Volunteer in legal aid
◆ Teaching conflict resolution
◆ Peer mediation programs
◆ After-school enrichment program for young children
◆ Community crime prevention program

- ◆ Cosmetology services for nursing home residents
- ◆ Diversity-awareness project for young children
- ◆ Intergenerational activities for seniors and children
- ◆ Culinary program in a senior center and/or a day-care or Head Start center

Arts, Media, Communication

- ◆ Media productions for community-based organizations
- ◆ Translation services for non-English speaking citizens
- ◆ Developing and maintaining help lines
- ◆ Creating oral histories
- ◆ Production of a local historical play
- ◆ Docents in museum
- ◆ "Public Art" program
- ◆ Graphics assistance for schools
- ◆ Media presentation to promote local tourism
- ◆ Publishing a community newspaper
- ◆ Teaching a child or adult to read
- ◆ Developing Web pages for community-based organizations

Agriculture, Forestry, and Natural Resources

- ◆ Building a community park
- ◆ Developing a community recycling project
- ◆ Adopt-a-highway/lake/beach
- ◆ Animal protection and/or advocacy
- ◆ Building and maintaining a public greenhouse
- ◆ Creating a community garden
- ◆ Lawn care for the elderly
- ◆ Community composting project
- ◆ Developing and maintaining a wildlife habitat
- ◆ Developing and operating a community-based worm farm
- ◆ Grooming, training, and exercising dogs and cats from animal

shelter and taking them to nursing homes and children's wards for "pet therapy"

Construction

◆ Honing construction skills with Habitat for Humanity
◆ Building hardscapes for parks, public spaces
◆ Developing "clean-up, fix-up" homes program for poor and/or elderly
◆ Building playground equipment designed by "Engineers" (above)
◆ Constructing wheelchair ramps for the disabled
◆ Developing a "build-a-birdhouse" project for highway beautification

Service Technician

◆ Appliance repair for poor and/or elderly
◆ Providing and maintaining "assistive technology" for those in need
◆ Technology assistance programs to maintain connectivity for those in need
◆ Developing and maintaining a local transportation system (This is a challenge!)

Manufacturing and Production Related

◆ Assisting in developing a sheltered workshop
◆ School-based enterprise that involves manufacturing and production to provide a product to assist elderly, poor, or disabled citizens
◆ Student-run businesses can make, manufacture, market, and sell numerous products and services: video production, graphic design, technology, heirloom seeds and plants. (The potential is limitless.)

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Potential Partners

What follows is a listing of individuals, organizations, and agencies found in communities throughout the nation. Opportunities to incorporate the blended model abound when partnerships are established with these entities.

Local Organizations
- Service Learning Coordinator (school- or district-based)
- Tech Prep and/or School-to-Work coordinator
- Chamber of Commerce
- Farm Bureau
- Local economic development authority
- School district business/education partnership coordinator
- Head Start
- United Way

Public Agencies
- Social Services
- Health
- Mental Health
- Juvenile Services
- Law enforcement
- AmeriCorps
- Job Service
- Substance Abuse
- State Department of Education
- Family Court

Non-profit
- Junior League
- Urban League
- NAACP
- YMCA/YWCA
- Boys and Girls Clubs
- Big Brothers/Sisters
- Scouts
- Human relations councils
- Community-based organizations (literacy, child advocacy)

Civic
- Rotary, Lions, Kiwanis, Zonta, Civitan, Jaycees

Religious

- ◆ Churches and Synagogues
- ◆ Youth groups
- ◆ Council of Churches
- ◆ Salvation Army

Business

- ◆ Business and industry
- ◆ Chambers of Commerce
- ◆ Professional associations
- ◆ Merchants associations
- ◆ Junior Achievement
- ◆ Private Industry Councils

Higher Education

- ◆ Colleges and universities
- ◆ Cooperative Extension
- ◆ Community colleges

Arts and Cultural

- ◆ Galleries and Museums
- ◆ Performance halls
- ◆ Libraries
- ◆ Community theater
- ◆ Arts organizations

Recreational

- ◆ Parks
- ◆ Sports
- ◆ 4-H Clubs
- ◆ Nature/marine/wildlife organizations

Social

- ◆ Fraternities and sororities
- ◆ Dance clubs

Health

- ◆ Healthy Schools
- ◆ Hospitals
- ◆ Medical support groups
- ◆ Professional associations

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Sample Forms

There are certain forms needed to successfully and responsibly implement this blended model. The following are suggested forms found useful by the South Carolina Department of Education, Division of Collaboration.

Memorandum of Agreement: This agreement forms the basis for the student's work-based and school-based education program. At a minimum, the following components should be included in the memorandum of agreement:

◆ intent of the program
◆ duties of the various parties
◆ competencies to be taught and assessed at the school level
◆ competencies to be taught and assessed at the employer level
◆ the time frame of the experience
◆ signatures of the student, school representative(s), employer, and the student's parent(s) or legal guardian(s)
◆ written permission of the student's parent(s) or legal guardian(s) for the student to engage in the work-based service learning experience
◆ emergency information

Emergency Information Form: This form should include, at a minimum, the following:

◆ student's name
◆ student's social security number
◆ appropriate medical information about the student
◆ insurance coverage for the student
◆ names of parent(s) or legal guardian(s)
◆ their phone numbers (work and home)
◆ their home address
◆ their work addresses
◆ emergency contacts (names and phone numbers)
◆ signature of parent(s) and/or guardian(s)

Credentials: Award recognition may provide increased motivation for students and employers.

Evaluation: Work-site evaluation of the student's performance will be conducted by the employer. School personnel will monitor the progress of the student learner.

Insurance coverage: School districts, students, and parents must complete forms documenting appropriate insurance coverage. All state and federal child labor laws must be followed for student learners under the age of 18.

Employment Commitment: Usually, no commitment of full-time employment is expected on the part of employer or the student.

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Conclusion

The future community school will be a school with doors open to the entire community. This school will reach out to places that feed the soul and enrich the human spirit—to the colleges and universities, to the libraries, to the art galleries, to the museums, to the theaters, and to places it can now go to electronically—to the parks and rivers and mountains and seashores—as well as to the workplace. The classroom will become the city, the town, and the countryside. It will extend the hand of partnership, because the need is great, because resources are few, because our young people deserve it, and because it takes a community to educate.

Thus will we build bright new bridges, not woefully obsolete drawbridges, to the future, where the schools exist as an integral part of the community they serve, where students do not have to cross to the island to learn how to live on the mainland.

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National Organizations

◆ American Youth Policy Forum, 1836 Jefferson Place, NW, Washington, DC 20036; (202) 775-9731; Email: aypf@aypf.org; Web: http://www.aypf.org

◆ Association for Experiential Education, 2305 Canyon Boulevard, Suite 100, Boulder, CO 80302; 303-440-8844; Email: info@aee.org; Web: http://www.aee.org

◆ Corporation for National Service, 1201 New York Ave., NW, Washington, DC 20525; (202) 606-5000; Web: http://www.nationalservice.org or http://www.cns.gov

◆ Council of Chief State School Officers, One Massachusetts Avenue, Washington, DC 20001-1431; (202) 408-5505; Web: http://www.ccsso.org

◆ National Association of Partners in Education, Inc., 901 North Pitt St., Alexandria, VA 22314; (703) 836-4880; Email: NAPEhq@NAPEhq.org; Web: http://www.partnersineducation.org

◆ National Center on Education and the Economy, 700 11th St., NW, Washington, DC 20001; (716) 758-0861; Web: http://www.ncee.org

◆ National Community Education Association, 3929 Old Lee Highway, Suite 91-A, Fairfax, VA 22030-2401; (703) 359-8973; Web: http://www.ncea.com

◆ National Dropout Prevention Center, Clemson University, 209 Martin St., Clemson, SC 29634-0726, (864) 656-2599; Email: ndpc@clemson.edu; Web: http://www.dropoutprevention.org

◆ National School-to-Work Learning and Information Center, 400 Virginia Ave., Room 210, Washington, DC 20024; (800) 251-7236; Email: stw-lc@ed.gov; Web: http://www.stw.ed.gov

◆ National Service-Learning Cooperative Clearinghouse, University of Minnesota, 1954 Buford Ave., R-460, St. Paul, MN 55108, (800) 808-7378; Email: serve@tc.umn.edu;
Web: http://www.nicsl.coled.umn.edu

◆ National Society for Experiential Education, 3509 Haworth Dr., Suite 207, Raleigh, NC 27609-7229; (919) 787-3263; Email: info@nsee.org; Web: http://www.nsee.org

◆ National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113; (612) 631-3672; Email: nylcusa@aol.com;
Web: http://www.nylc.org

◆ Quest International, PO Box 4850, Newark, OH 43058-4850; (800) 446-2700; Web: http://www.quest.edu

◆ South Carolina Department of Education, Division of Collaboration, 1429 Senate Street, Columbia, SC 29201; (803) 734-8071;
Web: http://www.state.sc.us/sde

◆ Youth Service America, 1319 F St. NW, Suite 900, Washington, DC 20004; (202) 296-2992; Web: http://www.servenet.org

◆ Southern Regional Education Board, 592 10th St. N.W., Atlanta, GA 30318-5790; (404) 875-9211; Web: http://www.sreb.org

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About the Author

Nancy Cassity Dunlap, Ph.D., developed and heads the Division of Collaboration in the South Carolina Department of Education. This Division attempts to model a collaborative organization by demonstrating the power of the consolidation of those programs, activities, or initiatives that, either by tradition or statute, have some external or outreach component, but are integral to the public schools. These initiatives comprise all adult and vocational programs (including Family Literacy, EvenStart, welfare reform, Tech Prep/School-to-Work, High Schools that Work), dropout prevention, alternative schools, homework centers, service learning, intergenerational programs, Healthy Schools (CDC Infrastructure), rural education, before- and after-school programs (SSBG Block Grant), character education, Downtown as a Classroom, Young African-American Males Action Team, volunteer programs, parenting programs, business/education partnerships, interagency collaboration, and community education. With her team, she has effectively demonstrated capacity building and the blending of funding streams. All Division activities and enterprises are articulated to and congruent with all education reform initiatives and are integral to the mission of the division and the agency, which believes that "it takes a community to educate."

Dr. Dunlap has been a teacher and administrator in K-12 and higher education. She is committed to lifelong learning and doggedly fosters community involvement in schools.

Reader, writer, dancer, and gardener, she and her blues-guitarist, English-professor husband craft detective stories, write bad poetry (or good country music lyrics), and collect books in their spare time.

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