High School Service-Learning in Arkansas:

A primer, toolkit, and resource directory

ARKANSAS DEPARTMENT OF HUMAN SERVICES | DIVISION OF COMMUNITY SERVICE & NONPROFIT SUPPORT

Spring 2016

Service-Learning in Arkansas

About This Toolkit

This toolkit was developed by the Arkansas Department of Human Services, Division of Community Service and Nonprofit Support (DCSNS). It is intended to be used as a primer to understand service-learning, and as a resource directory for schools, teachers, youth programs, and youth that are currently implementing, or would like to start, a service-learning program.

For specific rules and guidance from the Department of Education regarding Arkansas Act 648 of 1993 "Community Service Learning," please see *An Approach to Implementing Community Service Learning,* available from both the Arkansas State Board of Education and DCSNS. This toolkit is not intended to address specific guidelines related to Act 648 of 1993.

About the Division of Community Service and Nonprofit Support

(DCSNS)

The mission of the Arkansas Department of Human Services, Division of Community Service and Nonprofit Support is to strengthen community resources, volunteerism, and national service in Arkansas.

DCSNS offers a variety of trainings such as grant seeking and writing, fundraising, community collaboration, volunteer management, project planning, mentoring, leadership skills, diversity training, and much more.

For a detailed directory of services visit our website at:
www.humanservices.arkansas.gov/dcsns

Phone: (501) 682-7540

TDD: (501)6821605

http://www.facebook.com/ardcsns

Follow us @ARhumanservices

TABLE OF CONTENTS

PART I: Introduction

What is Service-Learning?.....1

Types of Service.....2

Impacts of Service-Learning 3

K-12 Standards for High Quality Service-Learning.....5

Service-Learning in Arkansas.....7

PART II: Tools For Service-Learning Implementation

Investigation

Researching and Identifying Community Need and Assets.....9

Researching Roots Causes and Setting a Baseline.....10

Reflection Ideas and Tools for Investigation.....11

Planning

Developing an Action Plan and Building Support.....12

Goal Setting and Measuring Progress.....13

Reflection Ideas and Tools for Planning.....14

Action

Putting Knowledge and Skills Into Practice.....15

Checklist for Implementing the Action Plan.....15

Reflection Ideas and Tools for Action.....16

Reflection

Connecting With What Was Learned.....17

Activities and Tools for Reflection.....18

Demonstration and Celebration

Sharing and Celebrating Results.....19

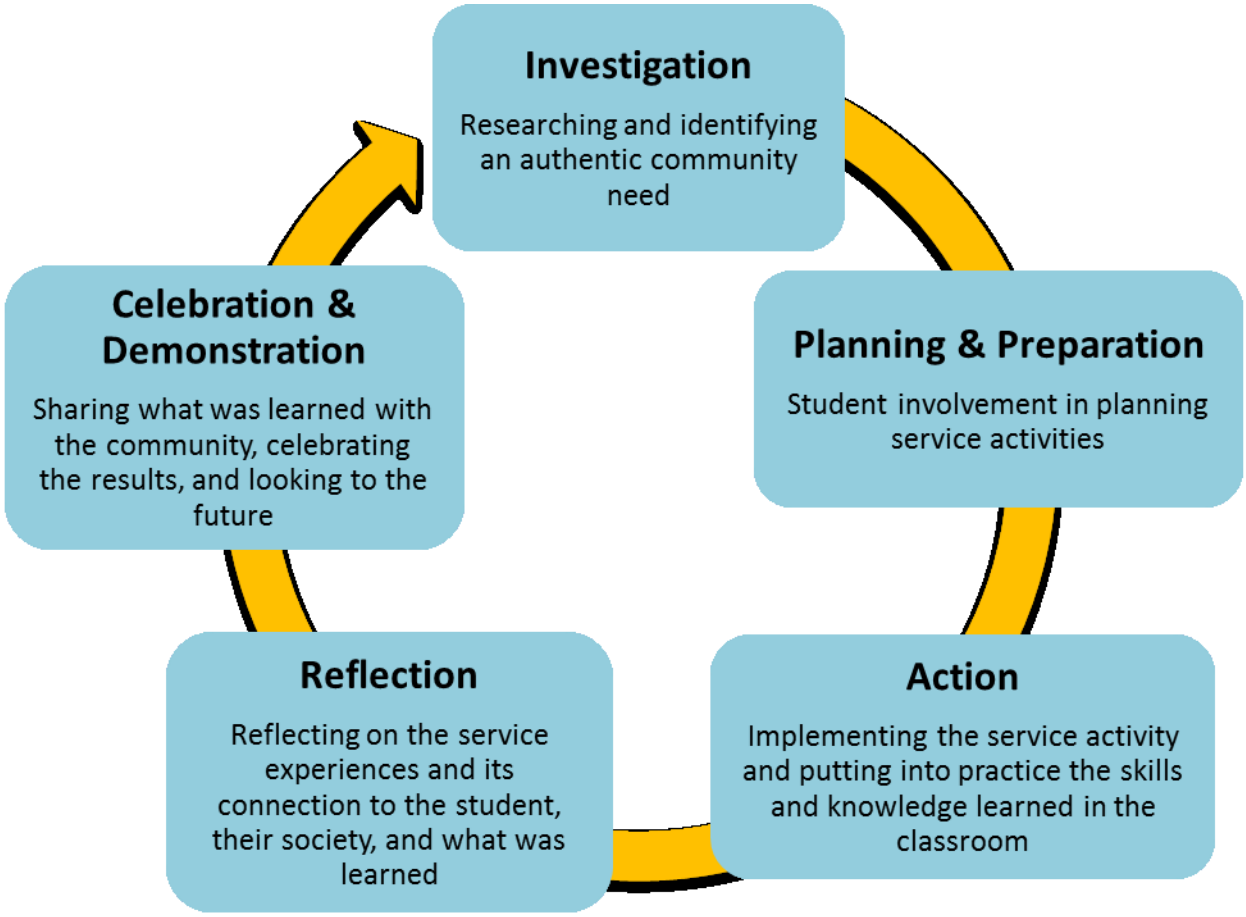
Reflection Ideas and Tools for Celebration.....20

PART III: Resource Directory.....21

What is Service-Learning?

Most Americans are familiar with the idea of community service, or volunteering, as a way to contribute to the communities we are connected to. Service-learning takes the idea of community service one step further by connecting service with classroom learning. This paired approach provides an opportunity for students to put knowledge and skills they learn in the classroom into practice in the real world, while simultaneously making meaningful contributions to their communities.

Service-learning is not a "community project" completed by students it is an approach to learning and teaching grounded in skills acquisition, self-discovery, and community impact. The key to service-learning is providing structured time for students to reflect on the connections between what is being learned in the classroom and service activities. While service-learning has been applied to a variety of academic subjects from science and math to English and the arts, the approach can also be applied to learning outside of traditional classrooms through youth programs and extracurricular clubs. Service-learning across these diverse curriculums and places of learning typically has five components:



Service + Learning

Service is...	Learning is...	Service-Learning is...
Picking up trash along a river bank	Looking at water samples under a microscope	Taking samples from local water sources, analyzing the samples, and presenting scientific information to the local pollution control agency
Volunteering in an elementary class-room	Studying nutrition in a health class	Organizing a nutrition fair for an elementary school and teaching younger students about various food groups and the importance of eating healthy
Volunteering in a nursing home	Practicing interviewing skills in a language arts/ speech class	Interviewing residents of a nursing home for an oral history project, and donating the recordings and transcripts to a local or state museum
Tutoring English students	Studying different cultures in a world geography class	Participating in a global literacy campaign, such as In Our Global Village, where students from around the world write books about their local community, including interviews and photographs, and publish them on the project's website: www.inourvillage.org
Being a "buddy" to a new student	Learning to use new movie software in a computer ap-plications class	Creating a "Welcome to Our School" video for new students to take a virtual tour of the school and meet staff members

Adapted from *Service Learning: A practical framework for implementation in South Dakota's schools* (2012).

Types of Service

Utilizing different types of service activities, in combination with class-room learning, can provide a rich service-learning experience for students.

Direct Service gives students a hands-on, personal contact experience with the people who are directly impacted by the students' service. Examples of direct service include mentoring younger students and serving a meal at a soup kitchen.

Indirect Service does not necessarily put students in contact with the people they are serving. The focus of indirect service is bringing resources to a problem and building capacity to solve community issues. Examples of indirect service include collecting food or clothing for food pantries and shelters, planning a fundraiser for a local nonprofit, or organizing an environmental clean up project.

Advocacy is a type of activism on behalf of a specific cause or issue. Students can use their talents and voices to make the public aware of, and work to eliminate, a social issue that impacts the community. Examples of advocacy include conducting a public information campaign on drunk driving, working with elected officials to propose legislation on littering, and facilitating a forum where students can talk about their bullying experiences.

Impacts of Service-Learning

Evidence in the research

Studies of service-learning programs have indicated that service-learning has the potential to impact students in numerous ways, including personal and social development, academic achievement, citizenship, and career awareness.

Student participation in high quality service-learning has been linked to:

Academic Achievement

- Increased language arts and reading scores [1]
- Greater engagement in school[1, 3]
- Increased sense of educational accomplishment[1]
- Improved grade point average[2]
- Increased political knowledge[2]
- Improved attendance[2, 3]
- Increased confidence in public speaking[2]
- Increased hours spent doing homework[3]

Personal and Social Development

- Gains in self-confidence, self-efficacy, and resilience [4]
- Avoidance of "risk" behaviors such as smoking and alcohol use [4]
- Feelings of empowerment to take on leadership roles [5]
- Cultivation of greater acceptance for cultural diversity [2]

Citizenship

- Positive impacts on citizenship and civic responsibility [4]
- Growth in awareness of community needs [6]
- Growth in skills for service project planning and implementation [6]
- Greater knowledge about how the government works [6]
- Higher intentions to vote [7]

Career Awareness

- Greater awareness of career options [1, 3]
- Development of positive work skills and attitudes [1, 3]
- Stronger sets of job and career-related skills such as knowledge of how to plan activities, desire to pursue post-secondary education, and job interview skills [8]

[1] Weiler, Daniel, Lagoy, Crane &. Rovner. (1998). An Evaluation of K-12 Service Learning in California: Phase II Final Report. Emeryville, Calif. RPP International with the Search Institute

[2] Morgan, W. (1998). "Evaluation of school-based service learning in Indiana, 1997-1998." Report prepared for the Indiana Department of Education

[3] Melchoir, A & Balis, L. (2002). "Impact of service-learning on civic attitudes and behaviors on middle and high school youth: Findings from three national evaluations." *Service-learning: The essence of the pedagogy,* p 201-222. Greenwich, Conn.: Information Age Publishing.

[4] Billig, S.H. (2002). Support for K-12 service-learning practice: A brief review of the research. *Educational Horizons,* 80, 184-189

[5] Fruco, A.. (2002). "Is service –learning really better than community service? A study of high-school service learning program outcomes. " *Service -learning: the essence of the pedagogy,* p 23-50. Greenwich, Conn.: Information Age Publishing.

Impacts of Service-Learning

...Not just for students

Service-learning is a collaborative effort between students, schools, and communities. Because of this collaboration, the benefits of service-learning can carry over to schools and communities.

Schools

A school culture of service-learning can contribute to:

- More dialogue about teaching and learning [1,6, 9]
- Greater mutual respect and positive relationships between teachers and students [1, 9]
- Improvement of overall school climate and greater feelings of connectedness to the school [1, 10]
- Decreased teacher turnover [1]
- Increased teacher collegiality [1]
- More engagement in ongoing reflection and analysis of how to improve educational services to students [9]

Communities

As a result of service-learning communities may find:

- Service-learning can lead to positive perceptions of schools and youth by community members [9]
- Youth are seen as valued resources and positive contributors to the community [9]
- The cultivation of a new generation of caring and experienced activists, volunteers, and citizens [10]
- Service-learning meets real needs in a community, bringing new energy, capacity, and creativity
- The building of new relationships, public support, and community engagement

[6] Melchoir, A. (1999). *Summary Report: National evaluation of Learn and Serve America.* Waltham, MA: Center for Human Resources, Brandies University

[7] Billig, S.H., Root, S., & Jesse, D. (2005). The impact of participation in service learning on high school students' civic engagement. *Circle Working paper 33.*

[8] Yamauchi, L., Billig, S. H., Meyer, S., & Hofschire, L. (2006). Student outcomes associated with service-learning in a culturally relevant high school program. *Journal of Prevention & Intervention in the Community,* 32(1), 149-164.

[9] Billig, S.H. & Conrad, J. (1997). *Annual Report: K-12 service-learning and educational reform in New Hampshire.* Denver; RMC Research Corporation

[10] Mohamed, I. A., & Wheeler, W. (2001). Broadening the Bounds of Youth Development: Youth as Engaged Citizens.

K-12 Service-Learning Standards

For Quality Practice

The National Youth Leadership Council has identified eight standards for high-quality K-12 service-learning programs. These standards were developed from 20 years of research and professional practice in collaboration with youth, teachers, schools, administrators, community organizations, and policy-makers to define the evidence-based elements of effective practice.

1 Meaningful Service

Service-learning actively engages participants in meaningful and personally relevant service activities.

Indicators:

- Service-learning experiences are appropriate to participant ages and developmental abilities.
- Service-learning addresses issues that are personally relevant to the participants.
- Service-learning provides participants with interesting and engaging service activities.
- Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
- Service-learning leads to attainable and visible outcomes that are valued by those being served.

2 Link to Curriculum

Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Indicators:

- Service-learning has clearly articulated learning goals.
- Service-learning is aligned with the academic and/or programmatic curriculum.
- Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
- Service-learning that takes place in schools is formally recognized in school board policies and student records.

3 Reflection

Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Indicators:

- Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
- Service-learning reflection occurs before, during, and after the service experience.
- Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
- Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
- Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

4 Diversity

Service-learning promotes understanding of diversity and mutual respect among all participants.

Indicators:

- Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
- Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making
- Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
- Service-learning encourages participants to recognize and overcome stereotypes.

5 Youth Voice

Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

Indicators:

- Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.
- Service-learning involves youth in the decision-making process throughout the service-learning experience
- Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas
- Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.
- Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.

6 Partnerships

Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

Indicators:

- Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.
- Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.
- Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.
- Service-learning partners collaboratively develop and implement action plans to meet specific goals.
- Service-learning partners share knowledge and understanding of school and community assets and needs and view each other as valued resources.

7 Progress Monitoring

Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals and uses results for improvement and sustainability.

Indicators:

- Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
- Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
- Service-learning participants use evidence to improve service learning experiences.
- Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

8 Duration and Intensity

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Indicators:

- Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.
- Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
- Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.

National Youth Leadership Council (2008). *K-12 Service-Learning Standards for Quality Practice.*

More information about the National Youth Leadership Council can be found at http://nylc.org

Additional resources from the National Youth Leadership Council regarding standards for quality practice can be found at http://nylc.org/standards/

Service-Learning in Arkansas

Flexibility in service-learning implementation allows Arkansas high schools to approach service-learning in diverse, unique ways. Below are some of the ways schools and school districts are incorporating service-learning into their curriculums and school culture.

Arkansas Act 648 of 1993

This legislation allows school districts to award students who participate in 75 hours of "Community Service Learning" at approved locations to receive 1 hour of credit towards graduation. Schools that offer this credit do so through a designated class, participation in an extracurricular club, or allowing students to complete the requirements independently.

More information about Act 648 of 1993 can be found at http://humanservices.arkansas.gov/dcsns/Pages/CommunityServiceLearning.aspx

Leadership and Service Learning

Leadership and Service learning emphasizes the importance of leadership skills, volunteerism, and professionalism in the development of personal qualities. Students in this course learn leadership skills, communication strategies, conflict resolution techniques, and responsible citizenship. Students put these skills into practice through researching, planning, and implementing community service projects.

EAST Initiative

Founded in 1996, EAST stands for Environmental and Spatial Technology. It is an innovative approach to combining the use of high-end technology with community service. Students in EAST lab learn to use sophisticated technology such as GIS mapping, 3D printing, and computer programing. These skills are put into practice by developing and implementing projects within the community. Currently, there are EAST Labs in 221 Arkansas schools.

More information about the EAST Initiative can be found at www.Eastinitiative.org

Integration with Academic Classes

Any academic class, from English and health to math and foreign languages can utilize service-learning as a way to meet curriculum learning standards and give students an opportunity to practice learned skills in the real world. There are numerous resources available on the Internet for ways to plan service projects that link to curriculum content and standards.

Extracurricular Clubs and Groups

In addition to completing service-learning in the classroom, students also engage in service-learning through extracurricular clubs and groups; some examples include Family, Career, and Community Leaders of America (FCCLA), National Honors Society (NHS), Future Business Leaders of America (FBLA), Beta Club, 4-H, or a school ambassador club.

Program Snapshots

East Lab at Har-Ber High School

EAST students are self-directed in learning technology, researching a community problem of interest, and developing a plan to address community needs. Har-Ber EAST students work together to host a community night with potential community partners from the area. Community organizations listen to students' ideas, and share their own perceptions of community issues. Students and community partners work together to select and implement a project that is meaningful to both the students and the organization.

Advisory Class at Berryville High School

This class is implemented through the guidance office at Berryville, under the umbrella of Act 648 of 1993. Students who sign up for Advisory must volunteer 75 hours at an approved community site. Many students serve as teacher's assistants and student mentors at the elementary, intermediate, and middle school. Students also develop community projects such as collection drives and fundraising for local organization.

Community Service Learning at Alma High School

Seniors at Alma High School who enroll in Community Service Learning volunteer four days a week mentoring and tutoring students at the local primary, intermediate, or junior high school. To assist in their placements students complete an orientation with the district's literacy and math specialists for techniques on interacting with, tutoring, and mentoring youth. These students also work together to plan and implement other community projects at local libraries, food pantries, and community centers.

Student Senate at Bryant High School

Juniors and seniors who participate in the Student Senate at Bryant High School are required to take the Leadership and Service-Learning class. In addition to learning leadership skills such as conflict resolution, team building, and project development, students in this class research, plan, and implement monthly school and community events. Additionally, Student Senate members plan and facilitate an annual Leadership Program with local 5th grade students.

Investigation

Researching and Identifying Community Needs and Assets

The investigation phase of service-learning allows students to research and analyze information from their community to pinpoint needs, identify resources, and brainstorm ways to make meaningful contributions. This first step ensures that youth are involved in project decision-making and an authentic community need is being met, creating a meaningful project for both students and the community. This process also teaches research, data collection, and analysis skills as investigation can range in skill level from library and online research to more in-depth community surveys and interviews.

- **Community mapping** is often a good place to start when seeking to understand a community's needs and identify existing resources. Define the parameters of the community you want to work within and have students walk through the community, observing the environment (Is the park littered? Is there a large population of stray animals?) and where resources exist in the community (Where are the hospitals, soup kitchens, recreation centers?). Use a note-taking worksheet to collect data or an online tool like Google My Maps to virtually map the community.
- **Review the newspaper** to cut out and discuss articles that relate to problems at the local, state, national, or global level.
- **Examine public documents** such as city or county needs assessments or statistics from the U.S. Census Bureau to understand priorities from a governmental or policy lens.
- **Survey community members** about their perceptions of community problems. Interview them personally or use social media to crowd source.
- **Invite a key informant to speak** to the class about issues they are knowledgeable in, or have students **interview community leaders.** These options could include a staff person at a community organization such as a foodbank, or someone with a broad sense of the community such as a United Way agent or local legislator.

> *"We learn about the history of the community, the needs of the past versus now, and learn about how the government works to help our community through different programs…When we look at any of the needs in our area, students almost always have to gather data and run some statistical analysis."*
>
> -Arkansas Community Service Learning Teacher

A combination of methods can be used to collect strong evidence of a community need and explore partnerships for collaboration. Once a community need has been identified, students can research deeper into the issue and explore possible solutions. Evidence collected during the investigation phase can be used to determine and set a baseline against which students can measure their impact, and understand how they are making a difference.

Understanding The Community Need

After identifying community needs and resources, guide students in understanding the identified need and exploring alternative solutions. It is important that students understand the issue from multiple perspectives, explore root causes, and gather information on the issue's history. The questions below may help guide research and discussion.

- What are the underlying causes of the issue in the community?
- How do various stakeholders in the community view the problem?
- What other perspectives might help provide insight into the issues?
- How does this issue affect other aspects of the community?
- How does it impact other issues or how might it affect things that are working well?
- Who has tried to address this issue in the past?
- What solutions have they tried?

Adapted from Service-Learning in Maine: A guide to implementing quality service-learning (2011).

Establishing A Baseline

During the investigation phase, document the current status of the problem by noting the frequency, intensity, or duration. Use this baseline to set goals for progress and measure your impact at the end of the project.

Baselines should be measurable and specific to the problem that you are seeking to address.

Examples:

- Our school has 50 pounds of trash every day and no recycling.
- The incidence of children at the homeless shelter with vitamin D deficiency is 50%.
- Almost all (90%) of the students at our school said they experienced bullying this year.
- Two senior citizens at the local independent living center know how to use email.

Find out more about baselines from Community Tool Box: http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/developing-baseline-measures/main

"I definitely think it [service-learning] has changed how I look at things. So like now, when I think about something I think about it in regards to how it can help other people."

- Arkansas High School Leadership and Service Learning Student

Reflection During Investigation

Reflection through all five phases of service-learning is an important component for making learning connections. Here are some ideas for generating reflection and discussion during the investigation phase.

- What were your perceptions of your community before researching community needs and assets? How has what you have learned changed your understanding of your community?
- What community need were you most surprised to learn about?
- In what ways do you contribute to community problems?
- What unique skills do you have that can help you be a part of the solution?
- What resources (both people and places) did you find within your community? In what ways could you collaborate?
- What would you like your community to look like in five years?

"I feel that students have their eyes opened to the reality of the world around them. Many students think everyone has enough money, food, clothes, etc., in our area …When they realize we have a big homeless community, or that those with disabilities don't have many resources… they begin to better understand our world, the need to help, and a desire to do so."

- Arkansas Community Service Learning Teacher

Tools for Investigation

- ✔ Generation On Community Mapping Activity
  http://www.generationon.org/files/flat-page/files/community_mapping_for_youth.pdf
- ✔ Worksheets and resources for community mapping, key informant interviews, and setting service-learning goals and indicators
  Roehlkepartain, E. C. *Service-Learning in Community-Based Organizations: A Practical Guide to Starting and Sustaining High-Quality Programs.* Scotts Valley, CA: Learn and Serve America's National Service-Learning Clearinghouse, 2009. http://wp.vcu.edu/vcuservicelearning/files/2012/02/community_based.pdf
- ✔ Lift: Raising the Bar for Service-Learning Practice
  Worksheets and resources for understanding assets and needs, mapping community resources, conducting a neighborhood needs assessment, and transforming needs into a community service projects.
  http://lift.nylc.org/pdf/MS_IdentifyingGenuineNeeds.pdf
- ✔ Exploring Your Community's Strengths and Hopes: A Step-by-Step Guide for Youth-Led Community Listening Projects by Search Institute and Interfaith Youth Core, 2009
  http://www.inspiredtoserve.org/sites/default/files/CommunityListening-InspiredToServe.pdf
- ✔ Community Toolbox
  Information about and resources for conducting needs assessments and identifying resources
  http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources

Planning

Developing an Action Plan and Building Support

Sustainable and meaningful projects are completed *with* communities, not simply *for* communities. This statement highlights the importance of collaboration between community partners, service-learning students, and teachers. Collaboration is especially important the planning phase in order to identify the nature of the service project to be completed, develop goals for both the project and student learning, build an action plan, and determine how to measure project success. Students should have a large voice in planning, with guidance from adults. The planning process can be a great way to teach organizational skills for projects or work and can relate to other aspects of students' lives.

> *"You learn you have to have a solid plan or it's not going to work out."*
>
> - Arkansas High School Leadership and Service Learning Student

- **Gaining Consensus.** Students, teachers, and community partners collaborate to gain consensus of what type of service project they would like to complete, based on researched needs from the investigative phase. Gaining consensus requires a balance between what the community needs, what resources are available, how much time can be committed, and what skills students need to learn and practice.
- **Goal Setting.** Service-learning should have a focus on student learning combined with the goal of addressing community needs. All stakeholders (community representatives, educators, and students) need to be clear about the project goals, understand their roles in the process, and be willing to fulfill those roles.
- **Action Plan.** A collaborative strategy for accomplishing the project should be designed based on data collected about the needs, priorities, and resources of the community, and the identified student learning and project goals. All stakeholders should be involved in detailing how service will be provided, persons responsible for each task, timeline of project, resources needed, and how project success will be measured. Thinking about how to measure project success during the planning phase will ensure that project benchmarks are developed early on and indicators of success are collected throughout the life of the project.
- **Administrative Tasks.** There are also additional administrative tasks to consider during the planning phase such as: scheduling, obtaining parental permission and involvement, administrator agreement for students' participation, arranging transportation, and managing risks. The Arkansas Department of Education and DCSNS address some of these administrative concerns in *An Approach to Implementing Community Service Learning Act 648 of 1993.*

Goal Setting

Goals for the project should focus on addressing both the community need and student learning .

1. **Service Goals:**

- Addressing community needs: What does this project need to accomplish to be successful and meaningful to the community partner?
- Addressing student needs: What does this project need to accomplish in order to be meaningful for students?

2. **Learning Goals:**

Student learning: What will students learn through this process?

- Academic Goals (skills, content, standards)
- Social Learning Goals (collaboration, problem solving, community knowledge)
- Personal Learning Goals (job skills, project management, responsibility)

Both service and learning goals can be defined collaboratively with teacher, community partner, and student input.

Measuring Progress

How will you know if learning goals are being met and how will overall project success be measured?

Measuring student learning (academic, social, and personal):

- Consider using a rubric to measure student learning and group problem solving skills.
- Peer, self, or community partner assessments can be used to assess students' learning and effectiveness in carrying out tasks.
- Student portfolios can be used to highlight student work completed in each phase of the service-learning cycle.

Changes that can be monitored:

- Changes in competence and skills
- Changes in participation and behavior
- Changes in understanding and knowledge

"[My service-learning experience] also really helps with speaking, because I know I really struggle with that. When I get in front of the class I get really nervous, it bothers me. But we have had to do it so often in Leadership and Service Learning that I don't really get that nervous anymore. It's nice not to be nervous in front people."

- Arkansas High School Leadership and Service Learning Student

Reflection During Planning

Ideas for generating reflection and discussion during planning.

- How did your class gain consensus when deciding on a project? What qualities of project options influenced your decision?
- What personal learning goals can you accomplish through this project?
- What went well during the planning phase? What would you do differently next time?
- How can you apply the techniques you learned while planning this project to other aspects of your life?
- How can you increase your leadership and the leadership of others in the class?
- How are your views about your community changing?

"[My service-learning experience] has come in handy, especially with group projects, I don't take charge I kind of let other people decide too, but ultimately if no one is ready to make a decision I feel confident enough in myself to step up."

-Arkansas High School Leadership and Service Learning Student

Tools for Planning

- ✔ Project Planning Tool from Generator School Network, National Youth Leadership Council.

  View projects from around the nation and use the interactive tool to plan projects, track goals, apply for grants, and assess projects.
  https://gsn.nylc.org/plan
- ✔ Service Project Toolkit from Oregon Volunteers!

  Contains resources and templates for project goal setting, budgeting and fundraising, media outreach, and building partnerships.
  http://www.oregonvolunteers.org/media/uploads/ServiceProjectToolkit.pdf
- ✔ Learn and Serve America-Clearinghouse K-12 Service learning Project Planning Toolkit

  https://gsn-newdemo2.s3.amazonaws.com/documents/1270/original/servicelearningtoolkit.pdf?1399058107
- ✔ Teaching Tolerance: A Step-By-Step Planning Sheet for Service-Learning Projects

  http://www.tolerance.org/sites/default/files/documents/OSRActS_L.pdf
- ✔ Service-Learning Toolbox from You for Youth.

  Contains checklists and resources for each phase of service project planning, includes resources for setting goals and student evaluation.
  https://y4y.ed.gov/tools/service-learning-toolbox
- ✔ Fundraising for Youth Service from The Hands On Network

  http://www.handsonnetwork.org/category/keywords/service-learning

Action

Putting Knowledge and Skills Into Practice

The Action Phase is the culmination of all that students have learned so far. This phase intertwines with planning, as students take steps to complete their project while continuing to monitor progress and make necessary revisions and adjustments to plans. All students should have a meaningful role to play when implementing the action plan.

This phase can be used to guide students in carrying out tasks, collecting evidence, analyzing progress, making adjustments, and developing critical skills in problem solving and decision-making. Depending on the type of project to be completed, this phase may also include a training period facilitated by the community organization or classroom teacher. The training session can also be a good time to anticipate the types of problems that may occur and how they will be addressed.

The Action Phase is an ideal time to make the public aware of partnerships between schools and community organizations, as well as highlight the work students have put into the project so far. If appropriate for your event, consider using a variety of media sources to get the word out about the project. This could include writing a blog to highlight project planning and activities, sharing stories, pictures, and videos on social media, or putting out a press release to invite film and print media to your event. Remember to obtain student/parent permission for taking photos, and check with the community organization to ensure that photo or video is allowed on site.

Checklist for Implementing the Action Plan*

- ☐ Students know what is expected of them and possess the necessary skills
- ☐ All students have meaningful roles to play
- ☐ Students know how to perform tasks well collaboratively
- ☐ The community partner is on board with all activities
- ☐ Students have engaged in troubleshooting conversations (what to do if…)
- ☐ Transportation has been arranged as needed
- ☐ All safety and other risk protections are in place
- ☐ Any necessary parent permission forms have been collected
- ☐ Permission for pictures and publications have been obtained
- ☐ The media have been informed and invited as appropriate
- ☐ Reflection activities to take place during service have been planned
- ☐ Intentional links to curriculum have been made
- ☐ Administrators are aware of and support the Action Plan.

* From K-12 Service-Learning Project Toolkit. Denver: RMC Research for Learn and Serve America's National Service-Learning Clearinghouse, (2009).

Reflection During Action

As with every phase of service-learning, the action phase should also contain a reflection component. Reflection activities can be facilitated on-site, during or after the service event. Consider collaborating with community partners to facilitate activities, as they may be able to offer a different perspective for student reflection.

Reflection during the Action Phase can focus on:

- Links between academic learning and service
- How students feel about service and their abilities to make a difference
- Unexpected problems that occurred, how students adjusted, and what could be done differently next time
- How perceptions and understanding of the community need has changed and evolved as students were immersed in the project

"I have never been looked up to so much, it's a new feeling."

–Arkansas High School Community Service Learning Student

"This class has made me realize I like teaching and I really like 3rd grade and I could do it everyday."

- Arkansas High School Community Service Learning Student

Tools for Action

- ✔ Tips for including students with disabilities, working with "at risk" students, and fostering student civic engagement: Arizona K-12 Service-Learning Manual
  www.learnandservearizona.com/AZ_K12_SandL_Manual.pdf
- ✔ Toolkit for planning, assessing service learning project quality, reflection resources, and complete curriculum guides on topics like poverty, homelessness, and aging-from Chicago Public Schools
  www.servicelearning.cps.k12.il.us/curriculum.html
- ✔ Resources for working with the media and day-of event checklists, tips, and templates. Service Project Toolkit from Oregon Volunteers!
  http://www.oregonvolunteers.org/media/uploads/ServiceProjectToolkit.pdf
- ✔ Sample press release, talent releases, and transportation release from the South Dakota Department of Education Service Learning Toolkit
  https://doe.sd.gov/octe/servicelearning.aspx

Reflection

Connecting With What Was Learned

Reflection is the process that guides students in making connections between their service experience and learning. Reflection should be done throughout all phases of service-learning, but it also it has its own phase following the actual service project, or "action phase." Reflection is a conscious examination of what was learned or experienced and involves observation, asking questions, and adding new meaning to the experience. This makes it an expansion of what was learned, not simply a review of what was accomplished.

Reflection is a process that allows for*:

- Ongoing education and learning experiences
- Development of critical thinking skills
- Discussion, exploration, and resolution of difficult or challenging circumstances
- Understanding the larger scope of issues and impact of service
- Self-examination and thoughtfulness
- Thinking about the future
- Problem-solving with peers
- Team and community building
- Reality checks on inaccurate assumptions and biases

*from Service-Learning Northwest, *Reflection by Design*

Varying the Reflection Approach

High-quality reflection moves away from simple summaries of the service activity and how participants felt about the experience towards activities that encourage analysis, problem solving, comprehension, evaluation, and inference. Reflection can be facilitated through a variety of methods and varying the reflection approach throughout all five phases will ensure that students are continually engaged in the process.

- Reflection activities can be completed individually, in small groups, or as a whole class.
- Reflection activities can vary in length, from a few minutes to semester-long.
- Offer reflection activities that incorporate multiple intelligences (linguistic, logical-mathematic, spatial, kinesthetic, musical, interpersonal, intrapersonal, and naturalist) and that use verbal, nonverbal, and written methods.

Activities for Reflection

At a glance, below are examples of diverse types of activities for facilitating reflection:

- Journaling
- Scrapbooking
- Student presentations
- Video compilations of student thoughts on the project and what was learned throughout the process
- Writing letters to yourself or a community member
- Conducting peer interviews
- Writing poem or song
- Creating a skit based on project experiences
- Creating a TV or radio commercial on your project
- Attending community events related to the project topic

"[Service-learning] has made me more open to going and trying different things."

- Arkansas High School Community Service Learning Student

"I am happier for helping other people, I'm gaining a new appreciation for myself."

-Arkansas High School Community Service Learning Student

Tools for Reflection

- ✔ Service-Learning Reflection Activities by Type and length from Generation On
  http://www.handsonnetwork.org/files/resources/service-learning_reflection_activities.pdf
- ✔ Tried and True Teaching Methods to Enhance Students' Service-Learning Experience. Compiled by Professor Diane Sloan, Miami Dade College. Provides a resource of diverse reflection activities.
  http://www.usf.edu/engagement/documents/s-l-reflection-activities.pdf
- ✔ Service Reflection Toolkit from Northwest Service Academy. Provides ideas for reflection activities broken into length of time to complete, tips for facilitating, and service-oriented quotes.
  http://www.nationalservice.gov/sites/default/files/resource/reflectiontoolkit.pdf
- ✔ Reflection: K-12 Service Learning from RMC Research Corporation. Provides a scholarly overview of research related to the stages of the reflection process, outcomes of reflection, best practices for reflection, and example activities.
  http://www.nationalservice.gov/sites/default/files/resource/reflectionk-12.pdf
- ✔ Reflection by Design from Service-Learning Northwest. A toolkit for facilitating interactive reflection activities throughout the cycle of service learning.
  http://www.nationalservice.gov/sites/default/files/resource/reflectionbydesign.pdf

Demonstration and Celebration

Sharing and Celebrating Results

The final phase of the service-learning cycle provides an opportunity for students to show others how they impacted the community, how they have changed as a result of their service-learning activities, and provide a sense of closure for the project. It also provides further opportunity to garner community support and strengthen partnerships between the community, students, and the school. The celebration should acknowledge the accomplishments of everyone involved in the project.

Who's Invited?

The celebration does not have to be expensive or elaborate, and can take place at the school or a location that is meaningful to the project work. It also does not have to be large, but should include everyone who had a hand in completing the project. Opening up the event to a larger audience can help build program support and awareness of students abilities and accomplishments. You can incorporate teachers and school administrators, students, parents, community members, and local businesses and government leaders.

Event Program

- Content of the celebration can vary, to include a presentation of the project work, a performance, certificates of accomplishment, and time for students and guests to meet, talk, eat, and have fun.
- Consider displaying examples of students' work and photos that illustrate all the phases of the service-learning cycle, inside the classroom and out.
- The event can provide a time to address how the accomplishments of the project will be sustained, and for community members, students, and community organizations to brainstorm future projects together.

Scholarships and Local Awards

The celebration can be an ideal time to nominate students for local awards or scholarships pertaining to community service. The Arkansas Department of Human Services, Division of Community Service and Nonprofit Support accepts nominees for their annual Community Service Award presented in partnership with the Arkansas Governor's Office. This award has a category for youth, individual, corporate, and community nominees and takes places yearly in June. See the link in the tool box on the next page for more information about this award and how to submit a nomination.

The President's Volunteer Service Award recognizes citizens of all ages who complete a certain amount of volunteer hours over a specified time period. Organizations can apply to become certifying organizations that nominate and certify awardees.

Reflection During Celebration

The celebration provides a final opportunity for students to reflect about the entire service-learning process. This could also be a good time to include an evaluation of the service-learning program and/or overall process. If completing a final reflection activity at the celebration, invite community partners, parents, and administrators to join in on reflection activities.

- How has the service-learning process changed your perceptions or ways of thinking?
- Is it necessary for this project to be sustainable? If so, how can both students and the community stay involved?
- How can future projects build upon what was accomplished?

"There is a big difference in the number and severity of discipline issues for the advisory class students and the students they mentor. One student told me, 'This class is what keeps me in school.' "

-Arkansas Community Service Learning Teacher

Tools for Celebration and Demonstration

- ✔ Arkansas Community Service Awards, Arkansas DHS Division of Community Service and Nonprofit Support
  http://humanservices.arkansas.gov/dcsns/Pages/CommunityServiceAwards.aspx
- ✔ President's Volunteer Service Award
  http://www.presidentialserviceawards.gov/the-award
- ✔ Creative Ways to Demonstrate Impact and Learning, from *Service-Learning in Community-Based Organizations: A Practical Guide to Starting and Sustaining High-Quality Programs.* Scotts Valley, CA: Learn and Serve America's National Service-Learning Clearinghouse, 2009.
  http://inspiredtoserve.org/sites/default/files/CreativeWaystoDemonstrate.pdf
- ✔ Worksheet for planning demonstration and celebration event from RMC Research Corporation. K-12 Service-Learning Project Planning Toolkit.
  https://gsn-newdemo2.s3.amazonaws.com/documents/1270/original/servicelearningtoolkit.pdf?1399058107
- ✔ "Anatomy of a Project" From Edutopia
  A short video that walks through components of one classroom's project, ending with a community demonstration event.
  http://www.edutopia.org/stw-maine-project-based-learning-kinetic-art-video

Resource Directory

Resources for K-12 Service-Learning

✔ **Character.org**
http://character.org/
A nonprofit that works with schools and organizations to develop a cultures where young people develop academically and ethically. In addition to professional development trainings and webinars, the service-learning section has project ideas, promising practices, and additional resources.

✔ **Community Service Learning Program (Act 648), An Approach to Implementing Community Service Learning**
http://humanservices.arkansas.gov/dcsns/Pages/CommunityServiceLearning.aspx
http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/community-service-learning
Specific to Arkansas, more information about Act 648 of 1993 and Department of Education guidelines.

✔ **Edutopia**
http://www.edutopia.org/
An online community for sharing, learning, and adopting strategies that work in education. Focuses strategies such as project-based learning, comprehensive assessment, social & emotional learning, and technology integration.

✔ **Generator School Network**
https://gsn.nylc.org/
An online community of youth and adults, with thousands of resources to learn, plan, and connect with service-learning. Home to the Generator, and online project planning tool, and the National Service Learning Clearing House, the nation's largest library of service-learning research, data, tools, and materials.

✔ **K-12 Service Learning Project Planning Toolkit, National Service-Learning Clearinghouse**
https://gsn-newdemo2.s3.amazonaws.com/documents/1270/original/servicelearningtoolkit.pdf?1399058107
Tools, resources, and worksheets for planning service-learning projects and all phases of the service-learning cycle.

✔ **Lift: Raising the Bar for Service-Learning Practice**
http://lift.nylc.org
A multimedia resource from the National Youth Leadership Council for incorporating best practices into your service learning program. Contains videos and interviews, model projects, articles, and planning tools.

✔ **National Geographic Publication, Service-Learning Toolkit**
http://education.nationalgeographic.org/media/service-learning-toolkit/
Inspired by Nobel Peace Prize Laureate Malala Yousafzai and her remarkable work as a leading global activist for girls' education, this toolkit draws on the National Geographic documentary *He Named Me Malala.* The toolkit is offered in sections for educators, families, community organizations to plan, develop and implement service-learning projects. The site also contains a student workbook.

✔ **National Youth Leadership Council (NYLC)**
http://nylc.org
Working to create a more just, sustainable and peaceful world with young people, their schools, and their communities through service-learning. The NYLC provides programs and service to develop young leaders, support educators, and advance the field of service-learning.

- ✔ **Service-Learning in Community-Based Organizations: A Practical Guide to Starting and Sustaining High-quality Programs, National Service-Learning Clearinghouse**

http://www.communityservicelearning.ca/en/documents/Service-LearninginCommunity-BasedOrganizationsToolkit2009.pdf
Tools, tips, worksheets, and resources from a community organization perspective to utilizes the skills of youth through service-learning.

- ✔ **The Growing Together Network**

http://www.partnershipsmakeadifference.org/
Resources such as networking, training, and lesson models for service –learning and project-based learning.

- ✔ **YMCA Publication, Engaging Teens with Their Community**

http://www.ymca.net/sites/default/files/service-learning-resources/service-learning-resource.pdf
This publication by the YMCA is a resource and toolkit for implementing service-learning.

- ✔ **Youth.gov**

http://youth.gov/youth-topics/service-learning
Dedicated to helping create, maintain, and strengthen effective youth programs. Includes a special topic on service-learning with tools, guides, and resources.

Resources for Youth Service

- ✔ **Dosomething.org**

https://www.dosomething.org/us
A site for young people to become engaged in a global movement for social change, Do Something features activist campaigns, blogs, and scholarships to help young people connect with social issues and get motivated to do something.

- ✔ **generationOn**

http://www.generationon.org/
A Points of Light's youth service enterprise, generationOn inspires, equips and mobilizes youth to take action through generationOn service clubs, schools, youth organizations, campaigns and youth leadership initiatives. They also provide tools and resources to kids, teens, families, educators and organizations to help kids change the world and themselves through service.

- ✔ **Hands On Network**

http://www.handsonnetwork.org/
An online community that equips and mobilizes people to take action in their communities. Contains an online library of resources and tools, online learning courses, training programs, and networking opportunities.

- ✔ **Inspired to Service, An Online Toolkit for Youth-Led Interfaith Action**

http://www.inspiredtoserve.org/
Tools, resources, ideas, and support for building positive relationships across faiths, generations, cultures, sectors, and the community through youth-led service-learning.

- ✔ **Oregon Volunteers! Service Project Toolkit**

http://www.oregonvolunteers.org/media/uploads/ServiceProjectToolkit.pdf
Resources and tools for developing community service projects, building partnerships, managing volunteers, budgeting and fundraising, and working with the media

- ✔ **You for Youth, U.S. Department of Education**

https://y4y.ed.gov/

An online community for youth-focused professionals with tools, trainings, and resources related to creating engaging afterschool programing. Includes topics like project-based learning, civic engagement, strengthening partnerships, and parent engagement.

- ✔ **Youth Service America**

http://ysa.org/

Resources for participating in large- scale youth service campaigns, funding and grants opportunities, training resources, and award recognition

Community Building Resources

- ✔ **Community Tool Box**

http://ctb.ku.edu/en

The Community Tool Box is a free, online resource for those working to build healthier communities and bring about social change. It offers materials for learning and tools for implementation for community assessments, planning, interventions, evaluation, advocacy and more.

- ✔ **Innovation Center for Community & Youth Development and National 4-H Council Publication, Building Community: A Tool Kit for Youth & Adults in Charting Assets and Creating Change.**

http://www.theinnovationcenter.org/files/BuildingCommunity_ToolKit.pdf

Activities, tools, and resources for building youth-adult partnerships, charting community assets, and project visioning, planning, and sustainability.

- ✔ **United We Serve, Corporation for National and Community Service**

http://www.serve.gov/

Resources, toolkits and initiatives for uniting citizens in service to positively change communities.

Resources for Civic Engagement, Philanthropy, and Justice

- ✔ **Learning to Give**

http://www.learningtogive.org/

A resource of 1,700 K-12 lesson plans to inspire student philanthropy and giving.

- ✔ **Social Justice Toolbox**

http://www.socialjusticetoolbox.com/

An online resource of activities and facilitation guides for social justice and diversity trainings.

- ✔ **Teaching Tolerance, Southern Poverty Law Center**

http://www.tolerance.org

K-12 Classroom lessons, activities, and support for learning about diversity, equity, cultural awareness and social justice

- ✔ **Playspent.org**

www.playspent.org

Play Spent is an online simulation and social media game that challenges players to “live” for 1 month without breaking the bank. This simulation requires players to think about and make difficult decisions that are often faced by those who live in poverty.

A Note of Gratitude

For service-learning instructors and students

The quotes and program snap shots used in this publication were collected from electronic surveys, interviews with faculty members, and student focus groups from 21 different high schools service-learning programs throughout Arkansas.

We would like to thank the instructors and students for taking the time to share about the service-learning programs at their school and their experiences with service.

ARKANSAS DEPARTMENT OF HUMAN SERVICES | DIVISION OF COMMUNITY SERVICE & NONPROFIT SUPPORT

The mission of the Arkansas Department of Human Services, Division of Community Service and Nonprofit Support is to strengthen community resources, volunteerism, and national service in Arkansas.

For additional information:

Donaghey Plaza South

PO Box 1437, Slot S230

Little Rock, Arkansas

72203-1437

Phone:(501) 682-7540

TDD: (501) 682-1605

www.humanservices.arkansas.gov/dcsns