

# Developing Leadership through Service-Learning

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*"Leadership and learning are indispensable to each other."*

— John F. Kennedy. Remarks prepared for delivery at the Trade Mart in Dallas, Texas. (November 22, 1963)

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Service-learning unites students' intellectual development with practical application to achieve understanding. It gives students the opportunity to see and help resolve challenges facing their communities, to move beyond self. In service-learning experiences, students apply leadership skills and academic learning in communication, goal setting, problem solving and decision making in a setting that enhances their work skills and their understanding of civic responsibility. Students experience success in contributing to the resolution of real community problems. Migrant students become, and see themselves as being, part of the solution to community challenges and viable in the decision making process of the community. Communities see migrant students performing as contributing members of their community, helping to reduce fear caused by lack of knowledge and understanding and racism caused by fear. As migrant students travel from community to community, service-learning pedagogy gives them a transportable skill.

## Facilitating Service-Learning

Involving students in the process of ownership of community service allows students to fully realize the intellectual and social benefits of the service. Sample procedures that successfully directed students in management tasks with Leaders in Service classroom/after school approach are included in this portion of the Guide. These procedures also provided a planning foundation for the service-learning leadership conference approach.

# **Checklist:**

## **Student Involvement**

- Identify meaningful tasks
  - Write out the steps to achieving the task and the expectations associated with completing the task. Give the responsibility a meaningful name, and hand the task over to a student.
- Be prepared for questions and provide the opportunity for the student(s) to adjust the task(s) and the procedure(s) to suit her, his or their needs. Usually the procedure becomes more defined and appropriate for other students to follow.
- Catch students doing things correctly and give praise.
- Ask for why a thing was done a certain way before criticizing how it was done.
- Practice coaching questions with the student. Help the student reflect on what experience, value, course, etc. resulted in the decision to take particular action.
- Compliment the student. Praise or suggest ways for improvement of the act.
- Guide students in reflection. At the end of each day, ask specific questions related to what the student learned, and how the student will apply that learning.
- Encourage students to keep journals.
- Provide access to a computer.
- Provide the opportunity for teamwork, creative problem solving, planning.
- Take your students with you to important meetings.
- Inform them of what happens in relationship to your organization and job - legislative issues, budget challenges, etc.
- Refer to the section of this guide on Planning Team Recruitment.
- Allow time for fun. Make fun.
- Laugh in the face of folly and make folly a learning tool.
- Trust your process. Trust the process the students demonstrate - they have learned from you.
- Encourage students to involve their parents.
- Have materials available in the primary language of the parent as well as English.
- Give all students the same materials. If the information is in English and in Spanish - give all students the English and Spanish versions.

## **Checklist:**

### **Service-Learning Management**

- Clear roles - Roles and responsibilities of students, staff, school, parents, community and organizations are clear and agreed to by all. There is initial and ongoing involvement of each group in setting the direction for, carrying out and evaluating the event.
- Students lead - Students take responsibility for development and management of the event. Student tasks involve real responsibility and trust and are clearly delineated.
- Clear goals - The service-learning event goals and outcomes are clearly defined in collaboration with those being served or their spokespeople. Outcomes are stated for the affective and cognitive domains. The goals are realistic to accomplish in the time available.
- Culturally appropriate - The event design is appropriate to developmental levels, gender, multi-cultural issues, and individual learning styles. There is a conscious awareness and responsiveness to the needs of the students and the community.
- Strong community spirit - The service-learning event will make a difference to the community. There is community support of the event. Appreciation of all people is fostered.
- Skilled facilitators - Adults facilitate the experience of knowledge, and remain flexible and committed as helpers and mentors. The facilitator supports the student in the process of evaluating choices and the student's implementation of that choice. Monitoring is done in the spirit of mentorship with skilled and appropriate feedback and intervention.
- Organizational commitment - Time and resources are dedicated to the event. It is approached with a commitment to the concept enduring and thriving.
- Strong educational connection - There are clear connections between the event and classroom/conference learning and work skills. Students learn about the policy dimensions of issues addressed in their service.
- Administratively sound - Risks and liabilities are assessed and addressed. Liability is clearly defined. The work the students will do does not displace any employee. The work the students will do complies with child and fair labor rules and regulations.
- Clear communication - Public relations, media coverage, information to parents and community clubs and organizations of the process and the positive impacts of the event is ongoing. Internal communications occur on a regular basis.

- ❑ Effective assessment and evaluation - There is a planned critical and thoughtful reflection and evaluation of the service-learning event. This includes the conditions that create the need for the service, the group dynamic, the effect of the service on the recipient of the service, the effect on the student and on the group, and the connections between the event and specific classroom/conference learning and work skills. Students identify how what they learned from the experience will translate to action.

## Service-Learning Event Planning

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Investing in implementing a service-learning event — whether it be daily after-school involvement, a regularly scheduled event or a one time event — reaps the benefits of community recognition. These activities give students practical experience in applying their learning to benefit others and reflect on what that experience means. There will always be variables - surprises. Minimizing the opportunity for unnecessary surprises is helpful in creating the illusion of order and control that puts the service receivers and providers, and the school board, at ease with service-learning.

### ***Checklist:***

#### ***General Guidance***

- ❑ Involve the community, including representatives of schools, businesses, industries, service clubs, parents, students, faith communities, government. Use the diversity of your community in meaningful roles in planning. Can't say it enough.
- ❑ Remain flexible in your approach to working with service organizations. Some have well defined processes for involving groups of volunteers and some need you to organize the involvement. Involve selected service site(s) in the promotion of your event(s).
- ❑ Make your agendas, curriculum and service activities intentional and relevant. Emphasize meaningful involvement.
- ❑ Structure reflection at all levels - an item on all agendas.
- ❑ Create celebration that is inclusive.
- ❑ Create follow-up that enhances learning through practice, presentation and mentoring.

- Provide orientation and coaching. Include how to's for facilitation, group building, problem solving and logistics. Who is being served? Responsibilities? How to perform the service work.
- Leadership development and mentoring for students.
- Coaching and mentoring for adults.
- Structure the reflection at all levels to guard against reinforcing inaccurate information. Problem solve for specific situations. Provide on-going peer education. Clarifying values. Integrate information to life, community building.
- Celebrate success - Recognize the value and achievement of learning and of contributing to the community.

## ***Checklist:***

### ***Defining the Outcomes of the Service-Learning***

- Identify desired student academic outcomes that tie in with the academic curriculum.
- Identify desired student work skills outcomes.
- Identify the community outcomes you intend to achieve.
- Identify the community needs areas that have obvious alignment with the outcomes you have selected.

## ***Checklist:***

### ***Defining the Scope of the Service-Learning Event(s)***

- Define date and duration of service-learning event(s).
- Identify number of students and adults to be involved in the event(s).
- Identify geographic area targeted for service.
- Identify the number of different sites you will have.
- Identify leadership development and mentoring for the students.
- Identify coaching and mentoring for adults.

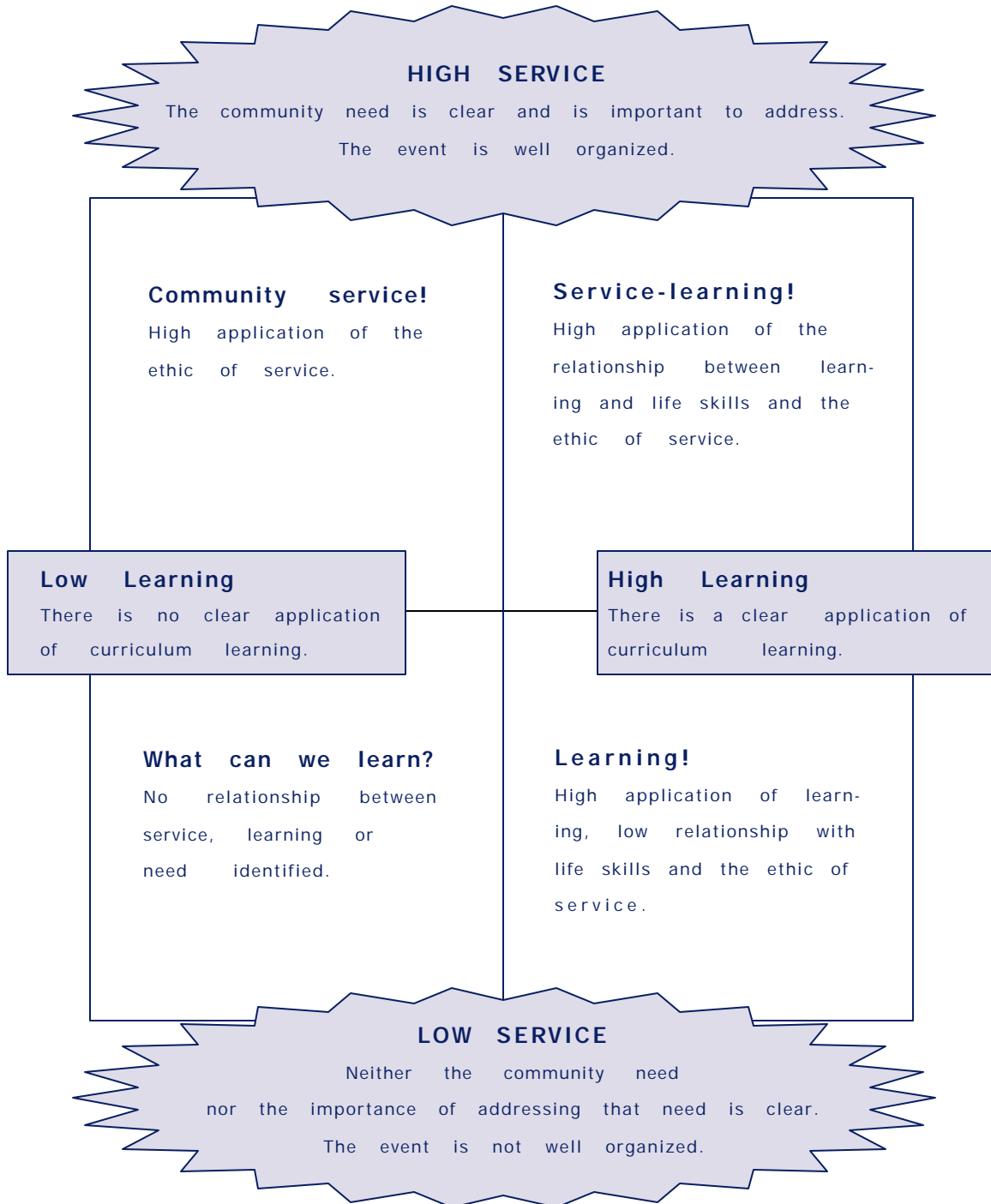
## Form: Service-Learning Planning Matrix

Activity Title:			
Community problem the activity addresses:			
How will the service-learning address the problem? <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>			
What school subjects will be addressed? <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			
What will the student outcomes be? <ul style="list-style-type: none"> <li>• School subject related outcomes (cognitive and intellectual):                         <ol style="list-style-type: none"> <li>1 .</li> <li>2 .</li> </ol> </li> <li>• Personal growth outcomes (affective):                         <ol style="list-style-type: none"> <li>1 .</li> <li>2 .</li> </ol> </li> </ul>			
What will the community outcomes be? (Training and service effectiveness assessment.) <ol style="list-style-type: none"> <li>1 .</li> <li>2 .</li> <li>3 .</li> </ol>			
Supporting information: <ul style="list-style-type: none"> <li>• Briefly, how was the problem identified?</li> </ul>			
<ul style="list-style-type: none"> <li>• What is the extent of the problem in the community? Nationally? Internationally?</li> </ul>			
<ul style="list-style-type: none"> <li>• Why was this problem selected?</li> </ul>			
List Service tasks:	Knowledge, skills and experience students need to do the task	What students will learn while doing the tasks	Certificates or gear students need to do the task.
1 .			
2 .			
3 .			
4 .			
What reflection questions will help students understand the impact of their service, the learning from the service, and how they might apply what they learned by their involvement to their lives? <ol style="list-style-type: none"> <li>1 .</li> <li>2 .</li> <li>3 .</li> </ol>			
What closing and celebration is appropriate for the service?			
How will the event be assessed?			
What will be done to follow-up with the students related to continuing their involvement with the communities in which they live? To which they move?			

## Form: Rating Your Service-Learning Event(s) Matrix

Adapted from National Service Learning Initiative

Place your service learning event in the appropriate quadrant



# Identifying Service-Learning Site Partners

The chicken and egg effect often exists in selecting your service-learning project. Typically, learning outcomes drive site selection. Yet sometimes a site presents outstanding opportunity for learning outcomes. Remain flexible.

1. Identify potential service-learning site partners.
  - a. Schools.
  - b. Community organizations.
  - c. Service clubs.
  - d. Governmental agencies.
  - e. Non-profits.
  - f. Neighborhood organizations.
2. Contact potential partners
  - a. Discuss the scope of your service-learning event and invite them to be a service-learning site(s).
  - b. Establish their interest and glean organization information.
    - A clear and supported need.
    - Non-discrimination/equal opportunity.
    - Relates to student learning.
    - Supervision available.
    - Meaningful.
    - Within legal child-labor laws and maintenance of effort considerations.
    - Organization has liability insurance.
    - School to work opportunities available to students.
    - Interest in developing long-term mentoring relationship.
3. Review and rank order service-learning opportunities using your scope and outcomes criteria and "Rating Your Service-learning Event Matrix" as a guide.
4. Contact the agencies with which you most want to work.
  - a. Develop event goals, objectives and service outcomes with the service spokesperson. Have students identify goals and objectives in communication with the service population.
  - b. Develop service-site agreement.
  - c. Develop service-learning descriptions.
    - Define academic learning.
    - Define work skills learning.

**EXAMPLE PROCEDURE:  
Researching, Recruiting, and Documenting Service Sites**

Designed for student implementation of the task.

OVERVIEW: All Leaders in Service students, volunteers and staff share in the recruitment of potential service sites. Service sites are private or public organizations that are meeting identified community needs. A well documented, up to date, and easily used information system concerning service sites with service opportunities in the Leaders in Service community(ies) is essential to the smooth operation of the program.

Activity	Procedure	Team Leader
Recruiting	<input type="checkbox"/> Individual identifies a potential service site and makes note of agency/organization name, phone number, contact person and any other information available. Individual forwards information to Recruiter.	Everyone
Agency/Club Form completion	<input type="checkbox"/> Agencies are contacted. Agencies are given a brief explanation of Leaders in Service and are asked a series of questions elaborated on the "Civic Groups," or "Community Service Agencies" Forms. Form is completed and brought to the weekly strategic team meeting.	Recruiter
Review for partner site status	<input type="checkbox"/> Agency information is reviewed and site is evaluated for potential student service activity.	Strategic Team
Evaluate for service project status	<input type="checkbox"/> Site visit is planned and implemented to evaluate the feasibility of student involvement and to plan further coordinating action.	Recruiter
Agency/Organization file creation and maintenance	<input type="checkbox"/> Agency/Organization file is created and all information related to activity with that site is kept in the file.	Records Manager
Contact letter	<input type="checkbox"/> Agencies/Organizations not responding to phone calls receive a letter of introduction to the program, a brochure and contact information.	Recruiter
Agency/Organization database	<input type="checkbox"/> A database including the organization name and address, telephone, fax, e-mail, contact persons(s), program(s) in which students may participate, requirements for service participation, dates or frequency of service needed, etc. is created and maintained.	Records Manager
Information updates	<input type="checkbox"/> At minimum, an annual information update is established, preferably to occur during summer or early fall. A letter of thanks for participation is included as part of the information update procedure.  <input type="checkbox"/> Ongoing communications with sites identify changes in agency/organization information. This information is recorded and forwarded to the Records Manager who makes weekly updates in the information system.	Records Manager  Recruiter

## SAMPLE PROCEDURE: Community Contact

Designed for student implementation of the task.

OVERVIEW: Contact community agencies on a regular schedule (at least once a year) to establish their interest in participating with the program. Update contact information such as the name, address and phone number, e-mail and website information. Share an exciting success story of the program. Establish the agency's potential interest in participating as a site, a sponsor, or as a mentoring agency. This is important to public relations and the establishment of broader opportunities for students.

Activity	Procedure	Team Leader
<p>Community contact</p>	<p><input type="checkbox"/> Search the phone book and newspapers for community agencies that meet these needs:</p> <p>Education Public safety Human need Environment Children, youth and families</p> <p><input type="checkbox"/> Make a list of agencies and title it "Potential Service Sites." This list should have the agency names, numbers and addresses on it.</p> <p><input type="checkbox"/> Phone the sites and ask to speak to the director or personnel manager.</p> <p>Tell the contact person who you are and where you are from. Give her/him a brief summary of the program. Here is a Leaders in Service Project example:</p> <p><i>My name is _____ and I am with the Migrant Education Student Leadership Program. The mission of our program is "to give migrant students a piece of the American dream, the opportunity to succeed." We believe that through leadership training and opportunities, migrant students will discover that there is hope through education and citizenship. All of our students participate in a nationally recognized leadership curriculum.</i></p> <p><i>I am in the process of recruiting community agencies to become service sites for our program. This means that we will send students to your agency to assist with a project or an activity. Our students will receive credit towards graduation for participating in the program. The student is available to report to your agency every day at a pre-established time. After three weeks, a different student will rotate into your agency. Our students are strictly volunteers and are not to displace a paid employee. Every other month our students give back to our community by doing a community service event. Some examples are cleaning a park or spending time at a nursing home. We are the bridge between the schools and the community. Are you interested in participating? Could I ask you a few of questions?</i></p> <p><input type="checkbox"/> If they need volunteers, ask them the following questions: (Refer to the Community Based Agency Form)</p>	<p>Contact Team</p>

**SAMPLE PROCEDURE: Community Contact (Continued)**

	<ul style="list-style-type: none"> <li>• Is this agency profit or non-profit?</li> <li>• What is the agency's mission?</li> <li>• What kinds of things can a volunteer do in a 40-45 minute time period?</li> <li>• Can your agency use volunteers between the ages of 16-19?</li> <li>• Are there any requirements to be a volunteer at your agency?</li> <li>• How many volunteers can your agency use at one time?</li> <li>• What is the agency fax number and E-mail address?</li> <li>• What are the agency's hours?</li> <li>• What time of year is service needed most?</li> <li>• Who is the agency contact person? Alternate?</li> </ul> <p><input type="checkbox"/> Thank the person for his/her time. Offer to keep in touch with them once you have students lined up.</p> <p><input type="checkbox"/> Once you've established which agencies can and cannot use volunteers you can begin to call them back and set up appointments with them. At these appointments, complete a Service Site Position Description Form and fill in the Community Based Agency Form. Review the program summary and the program agreement with the site supervisor.</p>	
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**Form: Community Based Agency Description**

ORGANIZATION INFORMATION	
Name :	Address:
Phone:	Fax:
E-mail:	Agency Hours:
Director:	Volunteer Hours needed:

**ORGANIZATION MISSION:**

Program Name: \_\_\_\_\_  
 Program Contact Person: \_\_\_\_\_  
 Service Description: \_\_\_\_\_

**PROGRAM ELIGIBILITY REQUIREMENTS:**

Age Limits: \_\_\_\_\_ Income: \_\_\_\_\_  
 Ability: \_\_\_\_\_ Gender: \_\_\_\_\_  
 Special Status: \_\_\_\_\_ License: \_\_\_\_\_

**COMMUNITY SERVICE OPPORTUNITIES FOR STUDENTS:**

Description of Service \_\_\_\_\_  
 \_\_\_\_\_ How Many Students Needed? \_\_\_\_\_  
 Short term project (few hours)  Long term project (credit)  
 Time of year service is needed \_\_\_\_\_  
 Materials Needed \_\_\_\_\_  
 Other: \_\_\_\_\_

The Leaders In Service Project is designed to help Migrant students develop training/increase academic skills through service in the local community. These credit deficient students will have the opportunity to earn school credits by giving to the community. Their volunteer time to the community is not to displace a paid employment position.

**Form: Prospective Service Site Position Description**

Position title: (Student \_\_\_\_\_ Volunteer) \_\_\_\_\_

Organization name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Supervisor/contact person name: \_\_\_\_\_

Alternate contact: \_\_\_\_\_

Position purpose: (What is the benefit this position offers to the community?)

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Outline of Student Responsibilities/Tasks and Outcomes/Goals:

Responsibility/Task	Outcome/Goal

Training/ Support plan (How will the student know what to do and how to do it?)

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Time commitment: Hrs. \_\_\_\_\_ Min. \_\_\_\_\_ Day(s): M T W Th F S Su

Appropriate attire: (All students must follow dress code designated by school district and/or uniform assigned by service site.)

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Qualifications to serve (Age, skill, etc.)

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Benefits to the student: \_\_\_\_\_

Proficiencies:

 Reading     Science     Arts     Writing     Communication  
 Mathematics     Social Studies     Health And Fitness

Work skills students will develop:

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Related career area(s):

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## Service-Learning Event Detail Planning

The planning has been thorough. Representatives of the inclusive community have set the standards, the goals and the outcomes for the service-learning program. Agencies are lined up and ready to support the service-learning selected event. If they were not selected as the site, they are watching to see the success of your endeavors and interested in participating as mentors and future event partners. Students have selected a community service and are ready to plan the event. Organizing and documenting details focuses group effort and enhances the probability of success.

### ***Checklist:***

#### ***Academic Learning***

(Curriculum Planning/Academic Subcommittee)

- Define learning outcomes in the cognitive and the affective domain — academic, service and personal.
- Align learning with Essential Academic Learning Requirements and identify work skills (SCANS).
- Develop reflection and self-assessment tools.
- Identify special curriculum activities required to prepare for the event.
- Identify school process and facilitate school award of work-toward-credit or other school based recognition for participation of students in the planning, implementation and/or evaluation of the event.

### ***Checklist:***

#### ***Assessment and Evaluation of Service***

(Curriculum Planning/Academic Subcommittee)

- Plan client evaluation of service
- Plan service agency evaluation of service
- Plan student evaluation of service-learning
- Plan staff evaluation of service-learning

## **Checklist:**

### **Staff and Student Orientation**

(Service-Learning Event Planning Subcommittee)

- Prepare overview agenda, including logistics, times, goals, objectives, outcomes, reflection questions and academic learnings.
- Confirm and re-confirm meeting place(s).
- Prepare and distribute supplies boxes and list of what should be in the boxes.
- Prepare and distribute team lists.

## **Checklist:**

### **Event Logistics**

(Service-Learning Event Planning Subcommittee)

- Develop a logistics check sheet
- Identify student roles and responsibilities
  - Meaningful involvement. "Lead" students for functions
  - Assign names to responsibilities
- Identify staff roles and responsibilities
  - Meaningful involvement
  - Assign names to responsibilities
- Identify school roles and responsibilities
  - Assign names to responsibilities
- Identify parent roles and responsibilities
  - Assign names to responsibilities
  - Include supervisory responsibility
- Identify community roles and responsibilities
  - Assign names to responsibilities
- Identify service site roles and responsibilities
  - Assign names to responsibilities

## **Checklist:** **Safety**

(Service-Learning Event Planning Subcommittee)

- Student to adult ratio
- First aid kits
- First aid certified staff/students
- Emergency protocol
- Communication protocol
- Injury transportation
- Route to nearest emergency facility
- Lost student/staff process
- Absentee student/staff protocol
- Sick student/staff protocol
- Nurturing plan

## **Checklist:** **Transportation**

(Transportation Subcommittee)

- Drive the route.
  - Where are the sites?
    - Location safety considerations
    - Note awkward entry or challenging stops for school buses, vans, etc.
    - Record distance and time variables in getting to and from the site at the event times
    - Write everything down and give appropriate information to drivers, adults and a lead student
- Draw maps for drivers. Include written directions with defined landmarks
- Have a phone number for emergencies (directions or breakdowns)
- Check driver licenses and insurance
- Assign two adults to accompany each student group of 12 students to site(s)

## ***Checklist: Celebration***

(Public Relations Subcommittee)

- Small group reflection logistics plan
- Large group reflection logistics plan
- Awards plan
- Certificate plan
- Logistics
  - Microphone
  - Music
- Food

## ***Checklist: Public Relations***

(Public Relations Subcommittee)

- Identify and request donated materials
  - Event
  - Celebration
- Develop media communication tools
  - Newspapers
  - Radio
  - Television
  - Community publications
  - The service organization's newsletter
- Arrange for videotaping and/or photographs
- Arrange for T-shirts
- Arrange promotional signs for event location(s)

## ***Checklist:***

### ***Finance Related Functions***

(Fiscal Subcommittee)

- Contact local businesses for donations
- Personal contact plan for local funding
  - Target
  - Wal-Mart
  - K-Mart
  - Bi-Mart
  - Parent-owned shops & businesses
  - Clubs & fraternal organizations
- Check into affiliations with national programs
  - Points of Light Foundation
  - Make a Difference Day
  - Prudential Spirit of Community
  - National Day of Service
- Develop, communicate and maintain a system of accounting for receipts, disbursements, reimbursements, in-kind donations including materials, supplies, and time
- Maintain process for disbursement authorization
- Facilitate thank you letters and reporting of use of funds

## ***Checklist:***

### ***Follow-up***

(Career Opportunities, Curriculum/Academic, Evaluation, and Public Relations Subcommittees)

- Contact person plan
- Follow-up procedures
- Letters to students
- Letters to facilitators
- Letters to contributors
- Letters to partners
- Letters to service recipients

# Service-Learning Event Explanation

A written summary of the service-learning activity gives students participating in the event direction, expectations and information to which they can refer for course credit or service experience verification. The summary is put in the student's portfolio. It gives staff information from which to draw reflective learning questions.

## Checklist:

### **Student Service-Learning Summary**

- Event name
- Event date
- Event service-learning hours
- Service-learning site name
  - Organization background - history and mission
  - Service target (example: human need, safety, educational, environmental, economic, etc.)
  - Population site served
  - Specific community need(s) that the site addresses
- Service event specifics
  - Service target (example: human need, safety, educational, environmental, economic, etc.)
  - Population on which this service will have an impact (elderly, young, tourists, poor, etc.)
  - Specific community need(s) that will be addressed (eliminating gang signs by painting over graffiti, yard work to help seniors stay in their own homes, building housing for low income, helping people learn to read, etc.)
- Interesting facts related to the service and/or the service population
- Career areas that address this need
- Student learning outcomes
  - Subject areas
  - Personal growth outcomes
  - Work skills
  - Civic responsibility skills
- Community outcomes
  - Positive impact for the community
- Service event specifics
  - How many will go where to do what
  - How will it be done
  - What is the timing for the service
  - What tools are needed
  - What clothing is appropriate
  - What else should the student bring (sunscreen, water)
  - Safety protocol
  - Emergency telephone
  - Receiving gifts, food, etc. from clients
  - Entering client's houses
  - Off limits activities (power tools, leaving the site, etc)
- Reflection questions

**Form: Service-Learning Event Information Summary**

Name of event: \_\_\_\_\_

Event date(s): \_\_\_\_\_

Total days: \_\_\_\_\_

Leadership development date(s)/hours \_\_\_\_\_

Service-learning activity date(s)/ hours \_\_\_\_\_

Student participation:

Required at all sessions

Partial participation allowed (describe) \_\_\_\_\_

Service organization name: \_\_\_\_\_

Emergency phone number: \_\_\_\_\_

Contact person's name: \_\_\_\_\_

Service geographic area: \_\_\_\_\_

Organization mission: \_\_\_\_\_

Service organization description:

Types of clients served: \_\_\_\_\_

Need(s) addressed: \_\_\_\_\_

Type of service(s) provided: \_\_\_\_\_

Service-learning event summary:

Students provide the following service: \_\_\_\_\_

Academic skills students will learn/use include: \_\_\_\_\_

Work skills students will learn/use include: \_\_\_\_\_

Other information: \_\_\_\_\_



# Service-Learning Agreements

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*"A persons' word is honor, signature is memory."*

—J.C.J. Eastwood

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Written agreements clarify verbal communication and give written memory to an event. Some people may never need to look at an agreement again – others are thankful for the reminder. For students, the process of written confirmation is a step toward functioning in the world of work. It is better to err on the side of over information.

## School and Event Coordinating Agency Agreement

The school agreement clearly defines the role of the school in the service-learning event. It identifies how students will accrue work toward credit or school graduation requirements, summarizes liability for the student within the normal range of guidance, outlines the role the school will play in recruiting and compensating staff involvement in the event, etc. This form is not necessary for a school based event, but the identified roles should be identified within the school.

## Form: School and Event Coordinating Agency Agreement

School name: \_\_\_\_\_ School address: \_\_\_\_\_  
 Phone number: \_\_\_\_\_ Supervising Teachers: \_\_\_\_\_

**School district will:**

- Serve as sponsor for student participation in the service-learning event
- Form a planning team:
  - Assist in the development of the service-learning event
  - Assist in identifying community partnerships
  - Assist in the evaluation of the service-learning event
- Provide staff and other resources for event implementation
- Complete in-kind forms
- Facilitate securing other appropriate documentation
- Identify students and facilitate student involvement in the event. Students participating in the event will be considered as participating in a school-sponsored event
- Identify student Essential Academic Learning Requirements needs
- Participate in mutually scheduled event meetings
- Grant credit toward graduation for students' documented participation in the event
- Notify the event staff if a student has moved or is expelled
- Dismiss students from class for scheduled meetings for the event
- Excuse students for approved service events
- Take disciplinary action when necessary

**Event Coordinating Agent will:**

- Establish partner relations and collaboratively define the role of the Local Education Agency (LEA), Student Leadership Program (SLP) and other organizations
- Facilitate event development; provide staff development/technical assistance
- Coordinate event curriculum, which is infused with leadership and service-learning
- Co-facilitate the development of local level service-learning opportunities that are: project-oriented, experiential with an educational focus, aligned with Essential Academic Learning Requirements and the students' credit accrual needs, and that address a defined local community need
- Evaluate and disseminate the event process and product
- Monitor student time and attendance on site; facilitate student evaluations
- Serve as a liaison with the site, the student and the designated school person
- Provide event information, and hold regularly scheduled meetings with the students

**Liability (Insurance/Worker's Compensation)**

Students involved in work-based learning may need to be covered by Worker's Compensation Insurance. Each district or college needs to ensure that unpaid students are covered by Worker's Compensation. A clear statement about who covers Worker's Compensation for the students should be included in the contract.

In 1994 the Washington State Legislature passed a statute which provides a mechanism for employers to provide industrial insurance to student volunteers enrolled in kindergarten through grade twelve in public schools who are participating as a volunteer under a program authorized by a public school. The regulation that implements this law can be found in Washington Administrative Code (WAC) 296-17-925. This insurance (Department of Labor and Industries Application for Optional Coverage form) pays only for approved medical care costs that result from an injury or illness that occurred because of the student's volunteer activities. It is not intended to provide immunity from a liability claim by the student against an employer. (Liability insurance is provided by the employer's private insurance carrier.) For more information, contact the local office of the Washington Department of Labor and Industries.

It is essential that work-based learning personnel know state, district or college insurance policies for both liability and Worker's Compensation. Resources are: school safety officer, business manager, administrative office, personnel or human relations department, school/college insurance agent and/or risk manager.

Questions each work-based learning coordinator should be able to answer include:

If a student is injured at the work-based learning site, what procedures need to be followed?

If a student causes harm to another employee or customer, what procedures need to be followed and what happens?

If a student causes damage to equipment, what happens?

School Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Service-Learning Event  
 Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## The Comprehensive Service-Learning Agreement

The agreement is signed by the site, school, event coordinating agency, parent and student. It is important that the form be available in the parents' primary language(s). The form helps to avoid challenges like parents or students thinking that there will be payment or an agreement for employment for the service-learning, sites giving students inappropriate tasks, etc. This agreement may cover such details as:

- Permission for the student to be on the service location grounds.
- Summary of tasks to be accomplished and the related learning.
- Summary of instruction that will be provided for the student to accomplish the tasks.
- An attachment that includes the detail of the service-learning responsibilities, work skills and supervisor/facilitator name and emergency phone number.
- A description of the intent of the service-learning.
- An understanding that: (a) the student will be involved in meaningful community service experience and have opportunities to practice leadership skills, and (b) the student will receive opportunities for instruction and training for the service provided, as well as for the vocational and social skills related to the position.
- A summary of the student recognition or credit for work toward graduation the school will give the student for successful participation in the service-learning.
- A summary of the student's agreement to take responsibility for her or his participation in the service-learning by living up to the professional expectations of the site, participating in project meetings and events, arranging transportation to and from the site, maintaining a journal about the experience, and respecting the confidentiality of the sites' customers.
- A summary of the consequences of the student not living up to the agreement.
- A summary of the Parent's or Guardian's understanding that the event is a school approved instructional program and that their son/daughter will not be paid for the time they are involved in project activities.
- Parent acknowledgment of permission for the student to enter the agreement and that the parent will support the student in living up to the event expectations.
- Parent acknowledgment of the consequences of the Student not meeting the agreement.
- An agreement of all parties to abide by the guidelines developed by the U.S. Dept. of Labor and the U.S. Department of Education for non-paid instruction sites, that includes:
  - The student participating in this community service experience is an individual for whom competitive employment at or above the minimum wage level is not immediately obtainable in this organization.
  - The student does not displace regular employees, but may work under their close supervision/observation.

# Form: Comprehensive Project Participation Agreement

School \_\_\_\_\_ District \_\_\_\_\_ name(s): \_\_\_\_\_

Site \_\_\_\_\_ School \_\_\_\_\_ Student \_\_\_\_\_ Parent \_\_\_\_\_

\_\_\_\_\_ (Site) agrees to collaborate as a community service partner "Site" in the service-learning event.

According to this agreement, the Site will permit \_\_\_\_\_ (Student), to enter their work site to assist in providing meaningful community service while receiving instruction and training in the following position(s): \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

The duties, responsibilities, and job skills the student will be gaining are outlined in the position description(s) attached to this agreement. Also listed on the position description is the name and phone number of the student's site supervisor.

The intent of community service-learning is to develop students' leadership skills, to provide the opportunity for them to make connections between what they are learning in school and what they will need to know in different career areas, to assist them in attaining mastery of Washington State Essential Academic Learning Requirements, and to engender a sense of community investment.

By this agreement, the site will provide the student with meaningful community service experience and opportunities to practice leadership skills. The site also agrees to ensure that the student receives opportunities for instruction and training for the service provided as well as for the vocational and social skills related to the position.

The partner high school (School)\_\_\_\_\_ will sponsor the student's participation in the project and will grant the student recognition or credit for work toward graduation.

The service-learning event coordinating organization will serve as a bridge between the site and the school, will facilitate the student/site relationship as requested, and will provide a process for student time and attendance records. The school and the Migrant Education Student Leadership Program will provide the student leadership training.

The student agrees to take responsibility for participation in the project by meeting professional expectations of the site, participating in project meetings and events, arranging transportation to and from the site, maintaining a journal about the project experience, and respecting the confidentiality of the sites' customers.

The parent or guardian understands that the project is a school approved instructional program and that their son/daughter will not be paid for the time they are involved in project activities. The parent grants permission for the student to enter this agreement and will support him/her in meeting project expectations. The parent or guardian understands that a possible consequence of the student not meeting the agreement may be removal from the project and a less than satisfactory class grade.

All parties agree to abide by the guidelines developed by the U.S. Dept. of Labor and the U.S. Department of Education for non-paid instruction sites, that includes the following: The student participating in this community service experience is an individual for whom competitive employment at or above the minimum wage level is not immediately obtainable in this organization. The student does not displace regular employees, but may work under their close supervision/observation.

Site  
Signature: \_\_\_\_\_ Position: \_\_\_\_\_ date: \_\_\_\_\_

Student  
Signature: \_\_\_\_\_ date: \_\_\_\_\_

Parent  
Signature: \_\_\_\_\_ date: \_\_\_\_\_

School  
Signature: \_\_\_\_\_ Position: \_\_\_\_\_ date: \_\_\_\_\_

Event Coordinator  
Signature: \_\_\_\_\_ Position: \_\_\_\_\_ date: \_\_\_\_\_

# of attached Position Description pages: \_\_\_\_\_

## The Student Commitment Agreement

This agreement helps students understand the importance of participation in the actual event. Having the parent sign the agreement serves several purposes. It lets the parents know that there is a service event, that their participation is appreciated, and that the program recognizes parent authority and responsibility. It gives students a means to validate their plan to participate, and recognition of the importance of their participation. Schools may require a release form signed by the parent that would take the place of this agreement. Parents are important to student participation.

### **Form: Student Agreement**

I \_\_\_\_\_ (student name) \_\_\_\_\_, recognize the importance of my service to the community and commit to attend and participate in the \_\_\_\_\_ (Date) \_\_\_\_\_ community service-learning event at \_\_\_\_\_ (location) \_\_\_\_\_.

This event was planned by \_\_\_\_\_ (name of your school or community group volunteers) and its students.

Student      Signature      \_\_\_\_\_      Date      \_\_\_\_\_

Parent      Signature      \_\_\_\_\_      Date      \_\_\_\_\_

