

# Classroom/After School Model

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## Student Leadership Program Goals Supporting Service-Learning

- 1 . To create lifelong learning activities for migrant students through service-learning, technology, and other leadership skill building activities.
- 2 . To establish collaborative efforts among communities, families, and schools to promote and support migrant students in their development of leadership skills.
- 3 . To broaden access, awareness, and practice of leadership activities through the implementation of a communications network.

## Target Population

The program focused on high school migrant students who were identified by school contact persons as credit deficient and for whom the service-learning project involvement would provide an opportunity to accrue needed credit toward timely graduation from high school.

## Demographics

Rural high schools in Sunnyside, Mabton and Grandview, Washington, with high migrant student populations and in close proximity to the Student Leadership Program office were selected in order to contain travel costs. Thirty (30) high school students referred by school counselors participated in the program over a 12 month period of time.

## Learning and Service Hours

Over 2000 hours of service-learning were contributed to the community. Students participated in an average of 48 hours of leadership development specific curriculum activities, including specific conflict resolution training.

## Leaders in Service Summary

Leaders in Service operated within the school day and after school, in collaboration with Grandview, Mabton, and Sunnyside, Washington high schools and the local communities. Students were selected by their school counselors. Leaders in Service combined service-learning strategies and leadership development in curriculum aligned with Washington State Essential Academic Learning Requirements (EALRS). Students received work toward credit in school-to-work, independent study, or leadership classes. At least one class period per day was spent in service-learning at a local community organization. Once every three weeks students participated in a leadership development meeting where they engaged in a specific leadership development activity, reflected on their service-learning experience, set goals for their next three weeks of service-learning, and planned a service-learning event. Service-learning events included painting water boxes, which gained the group a "Make a Difference Day" state award, a park and bike path clean up, a food drive for a local non-profit and a day at an alzheimer's care center. The Leaders -in-service students involved an additional 25 high school students in these service-learning events. The success of Leaders in Service laid the foundation for infusing service-learning into the regional Student Leadership conference curricula.

## Collaborating Organizations

Washington State Service Corps - AmeriCorps • Grandview School District • Yakima Valley Farmworkers Clinic • Safeway Foods • Washington Mercy Corps • Points of Light Foundation • Dispute Resolution Center of Yakima and Kittitas Counties • Sunnyside Library • Sunnyside School District • Mabton School District • Yakima County Public Health and Safety Network • Mountain View Women's Health Clinic • Washington State Migrant Council • Mabton High School Physical Therapy • Sunnyside Community Hospital • Sunnyside Youth Coalition • National Center for Dispute Resolution • Washington Reading Corps - Artz-Fox Tutor Program • EPIC Child Care Grandview Health Care Center • Learning Land Express • Grandview Police Department • Sunnyside Irrigation District • Grandview Salvation Army Food Bank • Wal-Mart • Hillcrest Manor • Partnership For Rural Improvement • Sunnyview Park and Pathway Committee

## Funding

Washington State Office of the Superintendent of Public Instruction:

- Migrant Education Program, Title 1
- Learn and Serve America
- Points of Light Foundation
- Private Donations

## Leaders in Service – Implementing the Planning Process

**IDENTIFY THE CHALLENGE** - The Student Leadership Program research identified that over 4,800 migrant secondary school age children in Washington, are at high risk of not graduating from high school. Nationally fewer than 50% of migrant students graduate from high school. Approximately 2,085 high-school aged students in Washington did not even enroll in school during the 1998 - 1999 school year. The need to work to help support the family, social or cultural conflicts and stereotypes, language obstacles, discontinuity of education because of frequent moves, and interruptions in schooling contribute to the migrant student's inability to accrue credits to graduate at the targeted time and in the future to achieving requirements for the certificate of mastery and specific high school graduation requirements.

### **IDENTIFY THE CHALLENGE FROM MANY ANGLES**

- Migrant students need:
  - Communication skills.
  - Skills in order to make good choices, and be self-advocates in a culture different from their own.
  - Process skills to understand the expectations of students in the United States that help them to identify, research, analyze and synthesize information and reflect upon findings, and to help them understand how ideas, values, resources and culture influence people in decision and policy making.
  - Alternative ways to accrue credits toward graduation.
  - Opportunity to participate in community...
- Schools need:
  - Education related to the special needs and gifts of the students and their families.
  - Resources to help them address the special learning needs of their students.
  - Personnel trained in alternative education methods to address the challenges of a transient population including those of tolerance, language, culture, etc.
  - Models that can easily and cost effectively be adapted in the school's culture and implemented...

- Communities need:
  - Education related to the special needs and gifts of the students and their families.
  - Personnel trained in methods to address the challenges of a transient population including those of tolerance, language, culture, inclusiveness, etc.
  - Models that can easily and cost effectively be adapted in the community's culture and implemented in order to attract and keep tax paying citizens.
  - Workers who have skills, commitment, aptitudes, knowledge and positive attitudes.
  - Ideas in which they can invest...

### **TURN THE CHALLENGE INTO AN OPPORTUNITY**

- Education related to the special needs and gifts of the students and their families.
- Migrant students have work skills and a good work ethic.
- Many families are hoping to "settle-out" in the United States and become a part of the community.
- More Washington schools are requiring some form of community service for high school graduation.
- Service-learning is a pedagogy by which school subject learning is experientially explored through service in the community.
- Service in the community reduces mutual fears and paves the way for contributing relationships.
- Service-learning is a transportable skill.

### **DEFINE THE OPPORTUNITY**

- Identify stake-holders -
  - Public School Employees - Rationale: The learning and the award toward credit happens here. Identify people in the position to award credit. School personnel want to see their students succeed, their schools succeed and to keep students in school - students are money. Educational Service District (ESD) staff is knowledgeable of funding, teaching, and other resources. Service-learning is a pedagogy that can positively permeate an education system once it gets going - students helping students, teachers experientially involving students in learning while addressing school and community challenges...

- Students - Rationale: Students recruit students, know what helps them to learn, know in what they will be interested, can take the plan to other schools when they move. If they stay in school, the school receives money - if they stay as positive contributing and achieving students, the investment is compounded.
- Community Members - school funding begins with the community and is enhanced by the community. Community investment in students creates a safer community environment and produces students investment in the community - the future workforce.
- Representatives from other state groups or organizations - this population is highly mobile.
- Talk with the identified people
  - Identified availability and limitations of Learn and Serve grant funds, AmeriCorps members, school credit requirements and scheduling.
  - Identified limitations of staff availability and awareness of the concept of service-learning in the schools and the communities.
  - Identified strong desire of people to do something if someone would take the lead.
- Bring people together
  - First meeting included representatives of the Educational Service District Migrant Education Regional Office, the local high school Federal Projects Director/ Curriculum Director, the local high school counselor, the Migrant Education Student Leadership Program Director, a service-learning zealot, and a local community service agency representative.

### **IDEATE WAYS TO IMPLEMENT THE OPPORTUNITY**

- The group participated in a facilitated meeting where they brainstormed and selected methods of program implementation:
  - Considering cost and management efficiency, stage one criteria included working with a school in close proximity to the Student Leadership Program office and with a single and established community based organization that could provide different service-learning experiences within the same administrative

structure. That agency would provide the information for community need.

- Considering the desire to have a broader impact and test efficiency of the program in other settings, stage two would build on the successful attributes and the suggestions of stage one and expand the program to at least one other high school.
- Staffing would come through the schools, AmeriCorps, VISTA and other similar programs.

### **SELECT THE METHODS**

- An action plan was developed
  - Research identified a need for rural health care professionals and for bilingual and bi-cultural providers, indicating a potential long term benefit to students
  - The Yakima Valley Farm Workers Clinic needed help in a number of areas that provided job skills, including working with technology, and needed technicians who were at least bilingual.
  - Grandview High School, located in the same community as the Student Leadership Program, elected to participate.
  - An AmeriCorps person was a preferable means to implement the opportunity. Teachers were already committed and cost of a teacher to implement the program was high.

### **IMPLEMENT**

- An AmeriCorps application was submitted and successful. The AmeriCorps person was selected and available to help evaluate the first six months of the pilot for the project (one school and one community partner) and plan and implement the second year of the project.

### **EVALUATE**

- Evaluations completed at the end of the first six months were used in constructing the program that operated for the remainder of the grant period.
- An action plan was developed in collaboration with three school districts and implemented for the second year following the same planning process detailed in this guide.

## Leaders in Service Learning Goals

**GOAL 1** - Students will develop skills in relationship building, increase their understanding of their potential as effective communicators, and will set goals to improve and apply their conflict resolution skills in problem solving situations.

**GOAL 2** - Students will attain work toward mastery of Washington State Essential Academic Learning Requirements:

- Communication 3 "The student uses communication strategies and skills to work effectively with others."
- Communication 4 "The student analyzes and evaluates the effectiveness of formal and informal communication."
- Health and Fitness 3 "The student analyzes and evaluates the impact of real-life influences on health."
- Social Studies 4 "The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement."

**GOAL 3** - Students will have strategies and tools to help them understand and effectively resolve some conflict situations.

## Leaders in Service Objectives

The Learn and Serve collaborative model, "Leaders in Service," realized the following objectives:

- To improve educational opportunities for migrant students through leadership development training, which improve migrant students' communication skills and self esteem, to provide them with tools to effectively identify, research, analyze, and synthesize information and reflect upon findings, and to understand how ideas, values, resources and culture influence people in decision and policy making.
- To design and establish a collaborative model in at least one high school of the state and to partner with at least one school, for cooperative training of 10 teachers, parents and administrators related to experiential student leadership/service-learning curriculum, local application, and specific mastery of Essential Academic Learning Requirements.
- To provide opportunity for 20 migrant students to attain needed Essential Academic Learning Requirements through community based service-learning experiences.
- To establish traditional and Student Leadership Program technology-based communication networks through development and distribution of newsletters, home pages, list serves and/or on-line discussion groups.

## Class Schedule

- For one class period each school day, migrant secondary students provided structured community service for which they received work toward credit for graduation from high school. Service was provided at a partner community based organization, including schools. The site provided supervision of specific tasks that were outlined by the site and aligned with specific learning by the program and a school representative. Every three weeks the students rotated to a different service-learning position or were given additional learning experiences within the same position. In this way job skills and work experience were varied and challenging.
- Every third week students met for two hours to reflect on their service experience, receive information about their next service site, participate in a leadership development curriculum activity, and plan an event for which they volunteered on a weekend.
- Every quarter students implemented at least three hours of service in a community service event that they planned.

## Curriculum

General areas of mastery to be attained by participants were identified by the planning team and refined to address specific student needs by the Student Leadership Program and partner school staff. Service-learning activities were based on essential academic learning requirements and were approved by the appropriate district authority to ensure credit or partial credit acquisition for the students. Curriculum and service-learning are appropriate and responsive to the language needs of participants. In order to have the Conflict Resolution curriculum activities be effective, a degree of trust had been established within the group with the first semester curriculum.

Curriculum Resources include:

- Washington State Migrant Education Student Leadership Program, Volume 1 and 2, To Give the Migrant Student a Piece of the American Dream, The Opportunity to Succeed! created by the Student Leadership Program.
- Face to Face – A Presenter’s Manual for a 6- hour course in Conflict Resolution and Communication Skills 2<sup>nd</sup> edition created by the National Association for Community Mediation.
- Face to Face – Resolving Conflict Without Giving In or Giving Up – Curriculum for AmeriCorps and the Corporation for National Service created by the National Association for Community Mediation.

# Roles and Responsibilities

## **STUDENT LEADERSHIP PROGRAM ROLE**

During the development of the Leaders in Service model, the Student Leadership Program (partial listing):

- Established partner relations and collaboratively defined the role of the Local Education Agency (LEA), SLP and other organizations,
- Facilitated model development,
- Provided staff development/technical assistance,
  - coordinated curriculum, which is infused with service-learning,
  - co-facilitated the development of local-level service-learning which was: project-oriented, experiential with an educational focus, aligned with Essential Academic Learning Requirements and the students' credit accrual needs, and addressed a defined local community need,
- Evaluated and disseminated the process and product.

## **DISTRICT ROLE**

- Assisted in the development of the Model,
- Provided staff and other resources for project implementation,
- Identified district Essential Academic Learning Requirements,
- Worked with students directly,
- Formulated a planning team,
- Granted credit for students participating in service-learning,
- Facilitated student participation in events,
- Served as liaison with parents,
- Assisted in identifying community representatives,
- Completed in-kind forms.

## **COMMUNITY BASED ORGANIZATION/SERVICE SITE ROLE**

- Assisted in the development of the model,
- Provided orientation and ongoing supervision for the student,
- Provided ongoing appropriate training for the student,
- Served as a career mentor for the student,
- Completed evaluation reports as agreed.

## **SAMPLE PROCEDURE: A Note for Our Community Service Site Supervisors**

Thank you for agreeing to serve as a Site Supervisor for the Migrant Education Student Leadership Program Leaders in Service Project.

Your role in our partnership is very important. Supervisors are guides who provide leadership for developing professionals. They are mentors who influence personal and professional development because of their own experiences. They serve as role models and often actively participate in the personal and/or professional development of the student. They often become friends, confidants, teachers, counselors, advisors and colleagues. They have the opportunity to forge the community leaders of tomorrow.

Your student is receiving high school course credit for the service provided at your site. If at any time you need advice or want to share concerns, comments or commendations, please contact the Migrant Education Student Leadership Program.

Please remember that no employee must be displaced or replaced and all child labor laws must be observed in the placement of the student.

### **Recommendations for the Supervisor**

- Remember, in the students' eyes, you are an expert.
- Have high expectations of your students and give them meaningful work.
- Provide gentle guidance.
- Take the time to explain to the student why what they are doing is important to the organization, to the community.
- Work with your students to make realistic commitments.
- Your influence today will last throughout the student's lifetime.
- Create an environment that encourages questions. How shall we solve this problem? Help me think this through. What are your goals and strategies?
- Help reinforce the team spirit between you and the students.
- Try to empathize with your students' needs. Recognize that they are in school, often have jobs, and may have challenges with transportation.
- Remember that mistakes are invaluable to the growth process.
- Be patient and recognize that learning is a life long process.
- Be alert for what you can learn from the student – acknowledge what you learn.

- Help the student see/understand what he/she is learning and how that can be applied to their personal and professional lives.
- Make sure your guidance is feasible for the student.
- Maintain confidentiality and encourage the mutuality of that confidentiality.
- Ask questions, help the student understand why he did what he did and why it was or was not a beneficial way of accomplishing a task or relating to a customer.
- Vary the students' work. They are exploring careers.
- Participate in other Leaders in Service events and meetings – or just drop by to see us in action. It will be meaningful to your students.
- Students are not receiving monetary compensation for their work. Their work must not displace or replace paid employees. They do augment and supplement the work you do.
- Your ideas on how we can improve the project are important. Please let us know what they are.
- Enjoy your relationship with your student.

## Leaders in Service Program Structure

The Leaders in Service planning team instituted a three pronged program to provide a comprehensive service-learning experience for students:

### **COMPONENT 1**

#### **Community Service Experience**

*Students spent one class period/day for three weeks at a partner service site.*

- Students rotated to a different position with a partner service site every three weeks.
- Students experienced meaningful work in the areas of health, education, public safety, human need and/or children and families.
- The Project staff monitored students' time and performance on a weekly basis by communicating with the site designated supervisor and the student.

- Partner service sites included:
  - Yakima Valley Farm Workers Clinic Dental (Human Need)
  - Yakima Valley Farm Workers Clinic Medical Records (Human Need)
  - Yakima Valley Farm Workers Mountain View Clinic (Human Need)
  - Yakima Valley Farm Workers X-ray (Human Need)
  - Washington State Migrant Council Head Start - Alice Grant Center (Children, Youth and Families)
  - Grandview Health Care Center (Human Need)
  - Washington State Migrant Council Region X Head Start (Children, Youth and Families)
  - Mabton High School - Physical Therapy Assistance (Human Need)
  - Washington Reading Corps Tutor Program (Education)
  - Sunnyside Library (Education)
  - Hillcrest Manor (Human Need)
  - Latch Key Program (Children, Youth and Families)
  - Learning Land Express (Children, Youth and Families)

## **COMPONENT 2**

### **Tri-Weekly Meeting of Leaders in Service**

*Every third week students met for 120 minutes to reflect on their experience, develop a specific leadership skill, plan a leadership service-learning project, and prepare for their next three week service experience.*

- Example Meeting Agenda:
  1. Introductory Activity (5 minutes) - A team building activity designed to loosen up and prepare students for the meeting.

Learning Objectives: Students learn techniques for bringing groups together, introducing each other, developing relationships. Students develop communication and listening skills. Students learn techniques to manage stress and transitions.

- 2 . Full Value Agreement ( 5 minutes) - In the initial meeting, students establish group norms - how they will treat themselves, each other and those with whom they come in contact throughout the project. In subsequent meetings students reflect on their agreement and engage in structured peer problem solving related challenges that may have emerged in fulfilling their Agreement. Discussions related to performance of basic expectations at the site occur here.

Learning Objectives: Students develop an understanding of a process used to generate ideas. Students practice effective listening strategies. Students develop communication skills specifically related to their dependence and interdependence. Students develop listening and conflict resolution skills. Students become aware of how their actions and reactions affect their work environment. Students become aware of how their rights and responsibilities balance with the rights and responsibilities of others.

- 3 . Agenda Review and Amendment (2 minutes) - Designed to identify student generated topics, and program generated items to be addressed in the meeting.

Learning Objectives: Students develop organizational and issues identification skills.

- 4 . Service Learning Experience Guided Reflection (10 minutes) - Designed to review student journal writing and provide structure to relating how performance, effort, decisions and attitude affect career and educational opportunities.

Learning Objectives - Students write to summarize information and to describe their experience. Students communicate significant learning, observations, and thoughts from their written journals. Students learn techniques to better understand their experience, make connections between what they are learning at their site, what they learn in school, and the connections of school to work.

5 . Leadership Development Activity (30 minutes)

Designed to increase students' skills to understand their potential, make decisions, set goals, problem solve. Activities are selected from the award winning Student Leadership Program Curriculum.

Learning Objectives: Students work as a team. Students analyze and evaluate choices, the impact of decisions, and set goals and problem solve. Students develop their knowledge and skills in reading, writing, listening, and communication.

6 . New Site Assignment Discussion (20 - 30 minutes)

Designed to prepare students for their next site assignment. Students read position descriptions and work in small groups to prepare themselves for their service.

Learning Objective: Students read to understand, build vocabulary, comprehend important ideas and details, learn new information, perform a task. Students communicate to share information, problem solve and plan.

7 . Program Planning (20 - 30 minutes)

Designed to involve students in using problem solving and action planning skills to plan and evaluate service events. In collaboration with the community, students develop and implement service events.

Learning Objectives: Students understand the rights and responsibilities of citizenship and the principles of democratic civic involvement. Students communicate ideas clearly and effectively, work effectively with others and analyze and evaluate the effectiveness of their planning and communication.

8 . Meeting Evaluation (10 minutes)

Students analyze the meeting and write to evaluate.

Learning Objective: Students think critically and make recommendations for organizational improvement and improvement of their participation.

### COMPONENT 3

#### Leadership Development and Community Action

*Every nine weeks students from participating schools come together to complete a community service project in one of the school's communities (rotating from school to school).*

- Leaders in Service Students take a major role in planning the service event.
- Community members, parents and school faculty and staff are given clear roles by the students and participate as appropriate.
- Evaluation, celebration, and reflection occur.

Learning Objectives: Students understand problem solving and program planning processes including: group dynamics, choice making, goal setting, action planning and evaluation. For each specific event, learning objectives related to the event are developed – for instance a park pick up included learning goals related to the impact of litter on the environment, etc.





## Form: Community Service Based Agencies

Grandview  Mabton  Sunnyside

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

ORGANIZATION'S MISSION:
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Program Name: \_\_\_\_\_

Program Contact Person: \_\_\_\_\_

Service Description: \_\_\_\_\_

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**PROGRAM ELIGIBILITY REQUIREMENTS:**

Age Limits \_\_\_\_\_ Income \_\_\_\_\_

Ability \_\_\_\_\_ Gender \_\_\_\_\_

Special Status \_\_\_\_\_ License \_\_\_\_\_

**COMMUNITY SERVICE OPPORTUNITIES FOR STUDENTS:**

Description of Service: \_\_\_\_\_

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How Many Students Needed? \_\_\_\_\_

Short term project (few hours)  Long term project (credit)

Time of Year Service is Needed \_\_\_\_\_

Needed Materials \_\_\_\_\_

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.

## Checklist:

### Site Visit Check Sheet

- Pick up time sheets
  - Make sure that the supervisor has initialed all entries
  - Replace the time sheet with a new one
  
- Meet with supervisor
  - Discuss the student performance
  - Discuss successes and challenges
  - Discuss student's attendance
  - Inform supervisors of when I will be observing the students
  - If appropriate, discuss how service recipients feel about the student and the service they receive
  
- Meet with students
  - Discuss student's work experience, including interaction with clients, community members, their supervisor, co-workers, etc.
  - Discuss what they have learned
  - Discuss student's attendance
  - Discuss successes and challenges
  - Ask students what they have learned since joining the site, specifically what skills they have learned or enhanced
  - Ask students what would make their experience better
  
- Observe students while they are working
  - Take notes on what the students are doing
  - Take pictures of the students while they are working
  - Have the students show me their tasks and work stations and check on health and safety issues.

**Form: In-Kind Contribution**

To our Partners: Your contribution is very valuable to the continuation of this project and to the advancement of service learning. Please take a minute to record your generous donation and identify a cash value. SLP will collect these forms on the last day of March, June, September and December. Your assistance is necessary and appreciated.

Organization: \_\_\_\_\_ Date: \_\_\_\_\_

Person completing the form: \_\_\_\_\_

Date(s) of Service or Contribution	Type of Goods or Services Provided	Value of Goods or Services Provided	Known Value ✓	Estimated Value ✓

Signature of person completing form: \_\_\_\_\_

Date: \_\_\_\_\_

**Form: Leaders in Service Student Activity Log**

Student Name:

School:

Grade:

Date:	Activity <i>(taken from tri-weekly meeting notes and journal pages)</i>

**Form: Event Checklist - Information and Materials**

Event Name:	Assigned To	Completed
<b><u>PLANNING</u></b>		
Planning meetings - students		
Planning meetings		
Partners/site activity plan detail		
<b>FORMAT AND COMPLETE AGENDA</b>		
Activities description		
EALR'S (Essential Academic Learning Requirements)		
Plan for intro speaker		
Entertainment		
<b><u>LOGISTICS</u></b>		
Make flyers and sufficient copies		
Distribute flyers		
Write letters to media/newspapers		
Call radio stations/ written or FAX		
Parent involvement/call parents/write letters		
Volunteer involvement call/write letters		
Parent and volunteer sign in form		
Plan transportation		
Evaluation forms		
Reflection forms/questions		
Celebration (decorations, food drink)		
Photos (camera film)		
Thank you notes		
Newspaper clippings		
<b><u>STUDENTS</u></b>		
Student recruitment		
Student agreements at sites		
Parent Permission Form		
Student Sign In Sheet		
Certificates of completion		
<b><u>OTHER</u></b>		



## **Form: Service Event Commitment Contract**

I, \_\_\_\_\_ (student name) \_\_\_\_\_ commit to attend and participate in the \_\_\_\_\_ (date) community service event at \_\_\_\_\_ (agency/ site name and address/ location, phone number) \_\_\_\_\_. I will follow my group's "Full Value Agreement", abide by the rules of the service project and observe confidentiality of information related to any service clients or customers that I meet in the course of the project.

This event was planned by the Leaders in Service student volunteers and is sponsored by the Washington State Migrant Education Student Leadership Program.

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

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

Service Project Facilitator      Signature \_\_\_\_\_      Date \_\_\_\_\_

**Form: Student Entry Interview**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Please complete the following statements:

1 . My academic goal for my participation in the Leaders In Service Project is:

2 . My career goal related to my participation in the Leaders In Service Project is:

3 . When I leave this project I would like to be saying:

4 . The area of academics that I need the most help in is:

5 . The one thing I hope I do not have to do in this project is:

6 . Other information you want to share with us:

**Form: Student Exit Interview**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Please complete the following statements:

- 1. In my academic work, the Leaders In Service Project helped me:
  
- 2. In striving to attain my career goal, the Leaders In Service Project helped me:
  
- 3. The things I would tell another student about the Leaders In Service Project are:
  
- 4. The area of academics that I need the most help in is:
  
- 5. One thing I wish you would change about the Leaders In Service Project is:

Would you like to participate as a volunteer in future community service projects?  
 YES       N O

Would you like to be informed of service learning opportunities in other communities?  
 YES       N O

Please give us your current address and phone number:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Please share any other comments you have:

## Sample: Donation Request Letter

Date:

Dear Community Member,

I'd like to bring your attention to an opportunity to help secondary school students in our community to learn leadership and civic responsibility.

Migrant Education Student Leadership Leaders In Service students will be participating in a leadership through service-learning event next month.

**Who:** High School students from Grandview, Mabton and Sunnyside.

**What:** Student Leadership Conference focused on communications - including conflict resolution, decision making, goal setting, problem solving, futuring and action planning.

**When:**

**Where:**

We are expecting 50 students to participate. Your help to secure the following is necessary and appreciated:

Finger foods

Beverages

Door prizes- T-shirts, gift certificates, baseball caps, etc.

Binders

Career information

Mentors

Inspirational speakers

Any way you can assist us will be greatly appreciated. You will receive recognition at the event. The students in your community will acknowledge you as a leader willing to invest in youth.

Please feel free to contact me at:

Thank you for your consideration.

Sincerely,

**SAMPLE PROCEDURE:**

**Procedure: Program Schedules and Calendars.**

(Designed for student management)

OVERVIEW: Coordinating staff and event schedules becomes critical in a high involvement program. As the program grows, with volunteer involvement, a visible schedule is essential to the smooth flow of the project operation.

<b>ACTIVITY</b>	<b>PROCEDURE</b>	<b>CONTACT</b>
Schedules for LIS meetings and events  Individual schedules	A master schedule of LIS meetings and events will be kept in a central location.  Individual schedules will be coordinated at weekly meetings. Staff share individual schedules at weekly staff meetings. Staff days off or out of the office are posted on the central calendar. Events planning is shared at staff meeting, and those requested to be placed on the central calendar are posted.	

**SAMPLE PROCEDURE:**

**Procedure: Incoming Communications and Messages**

(Designed for student management)

Overview: Migrant Education Student Leadership Program provides reception for the Leaders In Service Project. A system of communications to ease the flow of information for the program is essential to consumer (student and community) satisfaction.

ACTIVITY	PROCEDURE	CONTACT
a) Incoming Phone Calls	<p>a) Leaders in service phone calls are received at the SLP switchboard. Callers requesting to speak to a specific individual are referred to that individual. If that person is not available, or if the phone call is general in nature (directed to the Leaders In Service Project, or AmeriCorps), calls will be referred as follows:</p> <ol style="list-style-type: none"> <li>1) _____, and if she/he is not available,</li> <li>2) _____, and if she/he is not available,</li> <li>3) _____, and if she/he is not available,</li> <li>4) Forward message to #1.</li> </ol>	
b) Activity Logs	<p>b) An activity log of phone conversations, including the person, their phone number, and general information will be kept and reviewed at weekly strategic team meetings.</p>	
c) Mail	<p>c1) Mail addressed to the Leaders In Service Project or the Learn and Serve Program will be forwarded to _____ for distribution, including:</p> <ul style="list-style-type: none"> <li>Service site information</li> <li>Student and AmeriCorps information</li> <li>General program information, evaluation and _____.</li> </ul> <p>c2) Mail addressed to a specific recipient will be forwarded to the addressee.</p> <p>c3) A binder of incoming and outgoing mail, with a chronological log of the mail is kept. It is the responsibility of all staff to place mail related to project activity in the binder and log the appropriate information and general correspondence.</p>	

**SAMPLE PROCEDURE:**

**Procedure: Research, Recruiting and Documentation of Service Sites**

(Designed for student management)

OVERVIEW: All Leaders in Service staff and participants 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 communities is essential to the smooth operation of the program.

<b>ACTIVITY</b>	<b>PROCEDURE</b>	<b>CONTACT</b>
a) Recruiting	a) 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 Amber.	
b) Agency/Club Form Completion	b) 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" form. Form is completed and brought to the weekly Strategic Team meeting.	
c) Review for partner site status	c) Agency information is reviewed and site is evaluated for potential student service activity.	
d) Evaluation for service project status	d) Site visit is planned and implemented to evaluate the feasibility of student involvement and to plan further coordinating action.	
e) Agency/Organization file creation and maintenance	e) Agency/Organization file is created and all information related to activity with that site is kept in the file.	
f) Contact letter	f) Agencies/Organizations not responding to phone calls receive a letter of introduction to the program, a brochure and an invitation to contact LIS about our program.	

**SAMPLE PROCEDURE**

**Procedure: Research, Recruiting and Documentation of Service Sites (Continued)**

<b>ACTIVITY</b>	<b>PROCEDURE</b>	<b>CONTACT</b>
g) Agency/ Organization data base	g) A data base including the organization name, address, telephone, fax, E-mail, contact person(s), program(s) in which students may participate, requirements for service participation, dates or frequency of service needed, etc. is to be created and maintained.	
h) Information updates	h1) A schedule of at least annual information update is established; preferably to occur during the summer and early fall. A letter of thanks for participation is included as a part of the information update procedure.  h2) Ongoing communications with sites identify changes in agency/organization information. This information is recorded and forwarded to Amber who makes weekly updates in the information system.	

# SAMPLE PROCEDURE

## Procedure: Community Contact

(Designed for student management)

OVERVIEW: First impressions are important. Sometimes it is easier to work from a written script. When more than one person is contacting agencies, it is good to have a consistent message - everyone hears the same thing about who we are and what we need.

ACTIVITY	PROCEDURE	CONTACT
<p>Community Contact</p>	<p>Search the phone book and newspapers for community agencies that meet these needs: Education, Public Safety, Human needs, Environment, Children, Youth, and Families.</p> <p>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>Phone the sites and ask to speak to the owner or personnel manager.</p> <p>Tell the site who you are and where you are from. Give her/him a brief summary of the Leaders in Service Project. Here is an example:</p> <p><i>My name is _____ and I am with the Migrant Education Student Leadership Program. I am in the process of recruiting community agencies to become service sites for our upcoming Upper Columbia Regional conference. 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. After the three weeks is over more students will rotate into your agency. Our students are strictly volunteers and are not to displace a paid position. Every other month our students give back to our community by doing an event. Some examples would be cleaning a park or spending time at a nursing home. Our goal is to create a manual that details the procedures used to put together this program and pass it on to the schools. Until then, we are the bridge between the schools and the community. If you are interested in participating, I would like to ask you a series of questions:</i></p>	

**SAMPLE PROCEDURE**

Procedure: **Community Contact (Continued)**

<b>ACTIVITY</b>	<b>PROCEDURE</b>	<b>CONTACT</b>
	<p>If they need volunteers, ask them the following questions: (Refer to the Community Based Agency Form)</p> <p>Is the agency for profit or non-profit?</p> <p>What is the agency's mission?</p> <p>What kinds of things can a volunteer do in a 40-45 minute time period?</p> <p>Can your agency use volunteers between the ages of 16-19?</p> <p>Are there any requirements to be a volunteer at your agency?</p> <p>How many volunteers can your agency use at one time?</p> <p>What is the agency fax number and E-mail address?</p> <p>What are the agency's hours?</p> <p>What time of year is service needed most?</p> <p>Who is the agency contact person?</p> <p>Alternate?</p> <p>Thank the supervisor for his/her time and let him know you will keep in touch with them, once you have students lined up.</p> <p>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, you are to develop 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>	

**SAMPLE PROCEDURE:**

**Procedure: Forms and General Information**

(Designed for student management)

OVERVIEW: For a team to effectively work together and independently to achieve a goal it is helpful to have uniform information that is organized and available in identified and easily accessed locations.

FORM	PROCEDURE	LOCATION
Community Service Agency	When you take a form, complete it with all the required information. When the form is complete, put it in the Records Manager's in-box for review. The records manager will file the completed forms in the Leaders In Service Notebook under Community Resources. The completed forms will be accessible at all times in the notebook.	In the file cabinet under Community Resources, there's a folder called Community Service Agency. There are copies and an original in this folder.
Activity Log	Keep an accurate record of information and activity on a daily basis. You will fill out date, activity/content reference, who and other. When you have a completed form you will find the tab with your name on it and place the completed form just behind the tab. You should keep it in order by date. Take an empty form after you have filed the completed form to continue logging your daily activities.	In the Leaders In Service Notebook. Empty forms will be right behind Activity Log tab.
LIS Brochure	Information - - only	In the file cabinet under Learn and Serve Project, there's a folder named LIS Brochure, which will contain the original and copies of the brochure.
Contribution Form	Record services provided by a person, organization or group that has provided service. Return completed forms to Records Manager for filing purposes.	In the file cabinet, the folder is labeled Contribution Form.

**SAMPLE PROCEDURE:**  
**Dissemination - Site Evaluations of Students - Next Steps and Goal Setting Activity**

(Designed for student management)

Thank you for gathering all of the evaluation information!! Next steps with the Site Evaluation of Student participation forms are:

- 1 . Make 1 copy of the forms.
- 2 . Take both copies to your meeting with the students - have the students sign the original and return the original to you.
- 3 . Have the students keep the copy of their evaluation for their files (portfolios).
- 4 . Guide students in a reflection on what they want to improve, learn, do at their sites in the next semester and present these thoughts to them as goals. You also might suggest that they thank their site supervisor for the evaluation and share with their supervisor their thoughts on the evaluation. They could also ask any questions they might want to ask the supervisor related to the evaluation.
- 5 . File the original Site Evaluation of Student participation form(s) in the student's file.

**SAMPLE PROCEDURE:**  
**Dissemination of Student Evaluation of Sites - Next Steps and Goal Setting Activity**

(Designed for student management)

Next steps with these forms are:

"Individual Summary - Student Evaluation of Site"

- 1 . A copy of the "Summary of the Evaluations of the Site by the Students" is sent to the site with a cover letter thanking them for their participation in the project and telling them we look forward to working with them again.

A copy of the cover letter and the original summary of the evaluations of the site by the students is stapled to the individual evaluations and placed in the site file.

Use of the Summary Evaluation:

Please review the summary evaluations to see the excellent work the sites are doing and to identify any challenges that the program might want to address. For example: one site had students respond that the work is neither interesting nor challenging, and they would not be interested in returning to the site.

# Student Learning Outcomes and Evaluation

## STUDENT REFLECTION, MAY 13, 1998 LEADERS IN SERVICE EVENT

### "It's an Art, Clear a Path, Clean a Park"

When the students reflected on the event, they said that they learned:

- How to work as a group
- About litter
- About the history of Grandview and Sunnyside and the bike path
- How to communicate
- How to appreciate others
- Team work
- Leadership
- To be responsible
- How to meet new people
- How to get a group to work together
- About leadership

### **They said that they learned to:**

- Be better able to work with people
- Become better people
- Help the environment
- Keep the roads clean

### **They said they would be able to use what they learned:**

- In the work force
- To get more people involved
- To share it with others

**SUMMARY: OVERALL PROJECT EVALUATION - GENERAL PROGRAM**

Report Date: 7 / 9 9 Compiled by: Kelli Alanis  
 Total # of general program evaluations received: 5  
 Types of organizations responding:  
     3 high school representatives,  
     2 community representatives

<b>Question</b>	<b><u>Excellent</u></b>	<b><u>Good</u></b>	<b><u>Fair</u></b>	<b><u>Poor</u></b>
1 . Leaders In Service Project (LIS) staff are easily accessible and helpful.	4	1		
2 . The community benefited from the service of the students placed through the Leaders In Service Project.	5			
3 . The project goals and approaches are clear.	5			
4 . The project is well organized.	4	1		
5 . I would recommend the LIS to others as a way to secure volunteers to help address the community.	4	1		
6 . I would participate in LIS again.	5			
7 . I would like to help to make sure this opportunity continues for other migrant students.	3	2		
8 . Overall rating of LIS.	4	1		
9 . Generally, participants improved skills in:				
a. Communication		4		
b. Problem solving		4		
c. Serving my community	4			
d. Reading				
e. Writing				
10. Goal Setting	2			
11. Making Choices	3			
12. Other (please specify)	1			

I would improve the LIS Project by: "Making it available to more students.," " A d d i n g more slots for students, bringing goodies to meetings with students.

Additional comments from evaluators: "Most difficulties brought on by other agencies." "Bring more 'goodies' to meetings." "Michelle (staff) was extremely helpful and knowledgeable about the program. She easily established rapport with the students."



## SUMMARY: OVERALL PROJECT EVALUATION – STUDENTS

Report Date: 7 / 9 9 Compiled by: Kelli Alanis

Total # of student evaluations received: 1 6

Total # of participating service student : 35

<b>Question</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Unsure</b>
1 . Leaders in Service Project (LIS) staff are easily accessible and helpful.	10	6			
2 . I benefited from the Leaders In Service Project.	5	11			
3 . I learned about career opportunities.	11	5			
4 . LIS helped me earn credit toward graduation.	7	6			
5 . I would recommend the LIS to others.	8	8			
6 . I would participate in LIS again.	8	7	1		
7 . Overall rating of LIS.	12	4			
I improved skills in communication, reading, writing, problem solving, goal setting, and serving my community, making choices.					
8 . <u>I would improve the LIS Project by:</u> "Nothing really, everything was fine." "Everything was excellent." "Having more projects in the community." "Help on something."					
9 . <u>Additional comments from evaluators:</u> "This has been a great experience for me. I've enjoyed everything I've done with the program/ I had lots of fun. Working with the staff of LIS was a treat, everyone was nice – even the people who were not a part of LIS. Having more events like the food drive."					

## SUMMARY: SITE EVALUATION OF STUDENTS

Report Date: 7 / 9 9 Compiled by: Kelli Alanis

Total # of students in the Program: 3 5

Total # of evaluations received: 3 2

Total # of sites in the Program: 1 9

Total # of sites responding: 9

<b>Question</b>	<b><u>Excellent</u></b>	<b><u>Good</u></b>	<b><u>Fair</u></b>	<b><u>Poor</u></b>	<b><u>No Comment</u></b>
1. Reports regularly and punctually.	16	8	4		
2. Attends to tasks assigned to him/her by the agency.	18	10	1		
3. Is attired and groomed appropriately.	13	13	2	1	
4. Performs tasks with a positive and willing attitude.	20	7	1		1
5. Is capable of independent work.	14	13	1	1	
6. Responds creatively to criticism.	7	19	1		
7. Is aware of own strengths and goals.	7	18	2	2	
8. Handles problem situations well.	4	20	4	1	
9. Makes an effort to learn about the agency and clients.	9	17	2	1	
10. Establishes good rapport with all.	11	16	1	1	
11. Rating of student's performance.	17	11	1		

Additional comments from sites on student performance: "Great attitude about job - works great with children - has been very helpful - good communication - can become a little more comfortable with children." "She has been very helpful. Great attitude about work. Good with children." " Student learns quickly and thoroughly and retains well." " An enthusiastic and motivated helper." "Focused and steady worker who accomplishes amazing amount of work." "Students would visit with Hispanic men and women in the facility and make them smile." "Instructions were not understood by student - language barrier, however student did very well with the ladies in the facility."

Observations of person compiling report: One site did not complete student evaluations in time for this report. One student began the program late in the semester and the site provided no comment on the evaluation. One student's evaluation noted no comment on the "Is aware of own strengths and goals" because the student is "very quiet". Each student experienced service learning at least at one community site and may have experience at up to three sites, depending on the student's schedule. A record of the rationale for the schedule of site placement, if it deviates from the normal site rotations, is maintained in each student's file.

## SUMMARY: STUDENT EVALUATION OF SITES

Report Date: 7 / 9 9

Compiled by: Kelli Alanis

Total # of students in the Program for the semester: 3 5

Total # of students responding: 2 1

Total # of sites in the Program: 1 9

Total # of sites evaluated: 1 3

### Question

	Always	Frequently	Occasionally	Never	No Response
a) I have enough work to keep me busy	21	23	8	1	4
b) What I do is interesting	25	22	8	2	
c) I find my tasks challenging	12	12	18	12	3
d) I'm given enough training to do my tasks	23	20	10	31	1
e) I do things myself instead of just observing	24	19	12	2	
f) I have adult responsibilities	29	13	6	5	4
g) I am learning things that will help me in my future employment and education	31	19	6	1	
h) I am given clear directions	34	19	3	1	
i) I have a variety of tasks to do at the site	24	19	13	1	
j) Staff at my work site take a personal interest in what I do	25	15	14	3	
k) I feel I am helping people or improving my community	35	16	6		
l) I would like to volunteer at this site again	24	18	11	4	
m) I think the site is a safe place to work	38	14	4	1	
n) I am appreciated when I do a good job	33	16	7	1	
o) I get help when I need it	34	19	3	1	
p) I feel I'm doing a good job at this site	36	19	2		
q) I make important decisions	19	18	13	3	4

Additional comments from students about sites: In this evaluation there was no space provided specifically for additional comment, and no comment was provided. Future evaluations will include space for student comment.

Observations of person compiling report: We looked at the total number of possible responses and those responses considered favorable, meaning that the students were most often engaged in meaningful work with favorable supervision, and those sites providing a positive experience were commended. Sites with responses that indicated that there could be additional work with the site, the student, and the relationship between the supervisor and the student were commended and an improvement plan is recommended.