

# Quality Work-Based Learning Toolkit

**Kansas City, Kansas Public Schools**



*How-To Guide for  
Service Learning*

# TABLE OF CONTENTS

## Developing Service Learning

Introduction .....	2
Service Learning Overview .....	3
Teacher Checklist for Service Learning Development .....	3
Before the Service Learning Project .....	4
During the Service Learning Project .....	8
After the Service Learning Project .....	9
Service Learning Matrix.....	11

# DEVELOPING SERVICE LEARNING



## Introduction

This How-to Guide for Service Learning is a step-by-step guide to developing service learning projects for students in the Kansas City, Kansas Public Schools. It is part of The *Quality Work-Based Learning Toolkit*, which provides teachers with everything they need to create quality, safe and legal work-based learning experiences for students. Several schools in the KCK Public Schools have been awarded service learning grants that support programs in the schools and communities; however, it is not necessary to be grant-funded to operate a service learning project connected to your classroom. This guide will outline the standards for service learning and walk you through the process of integrating service learning into your curriculum.

### The following toolkit sections supplement this guide:

- ✓ The *Creating Quality Work-Based Learning* guide lays the foundation for developing any work-based learning experience. Seven Simple Guidelines focus on the "must-haves" quality experiences.
- ✓ The *How-to Guides for Workplace Tours, Job Shadows, and Internships* are step-by-step guides to developing quality work-based learning experiences that work for the student, the workplace partner and the teacher.
- ✓ In *Building the Classroom Connection*, you will find strategies for connecting workplace experiences to classroom lessons and activities.
- ✓ The *Teacher Guide to the Work-Based Learning Plan* provides instructions for helping students and workplace partners write learning objectives and evaluate student performance. *Workplace Partner* and *Student Guides to the Work-Based Learning Plan* detail the learning objective development process.
- ✓ The *Tools* section of this toolkit contains supporting materials, including forms, classroom assignments and items to assist workplace partners.
- ✓ A collection of *Factsheets* provides overviews of work-based learning structures and programs, laws and regulations and partners, and the *Resources* list can guide you to additional materials and organizations.
- ✓ *The Quality Work-Based Learning Resource List* points to additional materials and organizations that support Quality Work-Based Learning programs.

## Service Learning Overview

Service learning is a career exploration activity in which the method of teaching and learning combines academic work with service and social action. Students complete a planned series of activities and apply their skills and knowledge to help meet a need in the school or greater community. Service learning projects may be individual, team or classroom oriented.

All service learning experiences should include structured activity before, during and after the experience. Conducting these activities helps ensure that all involved parties have meaningful, productive experiences that result in enriched student learning. Proper planning and preparation, attention to legal and safety details, maximization of learning potential and communication and support for the student and community partner will help ensure success.

### TEACHER CHECKLIST FOR SERVICE LEARNING DEVELOPMENT

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this How-to Guide.

#### **Before the Service Learning Project**

- Review materials, including the *Service Learning* factsheet and the *J.C. Harmon Service Learning Program* factsheet, *Standards for Service Learning*, *Service Learning Contract* and *Service Learning Project Planning Worksheet*.
- Identify interested and qualified students.
- Work with students to develop a project framework.
- Train students to prepare them for the project.
- Make community partner contacts.
- Meet with community partners.
- Determine a communication strategy for the experience.
- Prepare students to maximize their learning.
- Secure signatures of students, parents and community partners on the *Service Learning Contract* and *Work-Based Learning Permission Form*.
- Prepare students to be safety and health conscious.
- Have students meet with community partner and visit service learning project site.

#### **During the Service Learning Project**

- Provide opportunities for reflection throughout the experience.
- Coordinate and implement concurrent learning activities at school.
- Maintain ongoing communication with community partners.

#### **After the Service Learning Project**

- Support students in participating in a Youth Advisory Council session.
- Support students in their next step.
- Publicly recognize student work.
- Review the project and plan for the following semester.
- Document and record the experience.

## Before the Service Learning Project

### Review supporting materials.

Read the *Service Learning* factsheet and the *J.C. Harmon Service Learning Program* factsheet, *Standards for Service Learning*, *Service Learning Contract* and *Service Learning Project Planning Worksheet*. These service learning documents provide you with the guidelines and support you need to structure rich learning experiences for your students. Review these materials in order to think about how to build projects into your curriculum.

### Identify interested and qualified students.

Students may apply or be recruited to service learning projects. Let students know that service learning provides them the opportunity to apply the academic skills they learn in school to real problems in the community, developing their own work-readiness in the process. When students are given the opportunity to work in after-school and senior centers, tutor young children, or lead an effort to clean up a local stream, they are being entrusted with important work with the expectation that they have the ability to perform it. Building that trust is essential to the success of the effort.

### Work with students to develop a project framework.

Student participation is vital when preparing the project framework for a service learning project.

Instead of being told that they will be helping in the community, students might be asked to determine the needs of the community in which they live. Even if it has been concluded that there are certain sites that are open to receiving students, it is important that students be polled to find out how they would like to participate. Just as it is necessary to build consensus and support for any group effort in the adult world, it is also necessary to gain the support of students in framing their interest in service.

The *Service Learning Project Planning Worksheet* should be used to guide you as you work with students to design the project. Principals and program coordinators review and approve projects prior to students being released to participate at some schools in the district. Check with your principal to determine the protocol at your site.

### Train students to prepare them for the project.

Preparatory study of the context, problems, history and policies surrounding the project enriches student learning as do deliberate discussion and other classroom-based or related community-based activities. Preparation also should introduce the skills and attitudes needed for the service to be effective.

Service learning projects provide a myriad of opportunities for students to build on their academic and workplace (SCANS<sup>1</sup>) skills. Service learning efforts should begin with clearly articulated learning goals that will be achieved through structured preparation and reflection—discussion, writing, reading and observation—and the service itself. Learning goals—knowledge, skills, attitudes—must be compatible with the developmental level of the young person. The *Service Learning Project Planning Worksheet* will guide you through a process that will help you define the curriculum connections to the service.

---

<sup>1</sup> SCANS is an acronym for the Secretary's Commission on Achieving Necessary Skills, which created The SCANS Report for America 2000, issued by the U.S. Department of Labor, April 1992. The report defines a set of skills and competencies necessary for success in the workplace.

One way for students to become familiar with these skills and attributes is to complete the *SCANS Skills Assessment*. This assessment and the supporting classroom activities will help students to become conscious of those they currently have and those they need to continue to develop.

### **Make community partner contacts.**

Partner contacts are made by different staff members at each school. Appropriate partners for service learning projects include schools, nonprofit agencies and the community at large. Service learning can reduce the barriers that often separate schools and students from the larger community. Students learn that they can move beyond their small circle of peers and take their place as contributing members of the community as they discover that learning occurs throughout the community in traditional and non-traditional settings—libraries, public agencies, parks, hospitals and other schools.

If assistance locating community partners is needed, contact the Business/Education Coalition at the Kansas City, Kansas Area Chamber of Commerce or Business/Education Expectation (BE<sup>2</sup>) at the Learning Exchange for assistance.

The Business/Education Coalition is operated by the Kansas City, Kansas Area Chamber of Commerce to bring together the resources of business and education to improve our future workforce. The coalition links hundreds of businesses with schools each year. While the coalition has a strong foundation of chamber members and Wyandotte County businesses, participation is not limited to these groups. Contact and other relevant information is listed on the *Business/Education Coalition factsheet*.

The Business/Education Expectations (BE<sup>2</sup>) Partnership at the Learning Exchange is a bi-state regional effort designed to help students acquire the skills, knowledge and attitudes they need to succeed in a rapidly changing world. The partnership involves employers, school districts, labor groups and parent and community organizations to help students explore career options and acquire essential skills and attitudes. BE<sup>2</sup> operates PathFinder, the secure, easy-to-use online school-to-career information management, storage and searching system. It is designed to help workplace partners, students, parents and school coordinators share career information and access to work-based learning opportunities across the region. Contact and other relevant information is listed on the *Business/Education Expectations (BE<sup>2</sup>) Partnership at the Learning Exchange Factsheet*.

### **Meet with community partners.**

Project coordinators should meet with community partners to discuss their expectations of the experience. Make sure that the specific expectations regarding student attendance and behavior are clearly articulated in the *Service Learning Contract* that will be signed by student, parents/guardians and partner. Provide the community partner with an orientation to the *Work-Based Learning Plan* and *Evaluation* tool and the other supporting documents included in this toolkit.

### **Determine a communication strategy for the experience.**

Communication between all partners is critical for success. Sharing e-mail addresses, fax numbers and phone numbers as early as possible is important. In addition, it is helpful to have a conversation about the best times to contact one another. Ideally, the students, teacher and community partner should feel comfortable contacting each other whenever the need arises.

Make sure everyone understands who will be the key contact person at the site and who will monitor student progress. Communicate the number and type of visits from the teacher the community partner can expect. Arrange for the initial face-to-face appointment to be with both students and the community partners

Sometimes it is difficult to arrange appointments with both the community partners and the students at the same time, but it is very important that you make every attempt to do so. These meetings are not just about monitoring and compliance—they can be rich opportunities for ensuring the success of the experience and learning for all parties.

### **Prepare students to maximize learning.**

Review the *Teacher Guide to the Work-Based Learning Plan* and *Building the Classroom Connection* in this toolkit. The *Work-Based Learning Plan* becomes the map for learning at the project site. It helps focus students and the community partner on the learning objectives that can be accomplished during the service learning project, provides an evaluation tool that supports students' ongoing skill development, and helps both student and community partner keep their eyes on one important prize—student learning and achievement.

Determine whether each individual student will have his or her own *Work-Based Learning Plan* or whether the project group will share a set of learning objectives and be evaluated on them as a group.

### **Secure signatures of students, parents/guardians and community partners on the Service Learning Contract and Work-Based Learning Permission form.**

The *Service Learning Contract* and the *Work-Based Learning Permission* form are critical to ensuring the safety and legality of students' involvement in service learning projects. Review the *Transportation for Work-Based Learning* factsheet for information about student transportation to service learning project sites.

### **Prepare students to be safety and health conscious.**

Issues of health and safety are crucial in the project site. While site-specific safety and health training provided by the school and employer are critical, students also should have the opportunity to develop and practice general safety and health skills that they will carry with them from job to job. Students can be trained to monitor safety and health issues for both their community partners and themselves, providing an additional skill set for future employment. These skills include recognizing hazards in any workplace, understanding how hazards can be controlled, knowing about their rights to a safe workplace and communicating effectively when problems arise at work. Students should be prepared to ask their supervisor questions about safety.

### **Sample Questions for a Student to Ask a Supervisor**

- Are there any potential hazards in the workplace I should be aware of?
- What are my safety and health responsibilities?
- Will I need to use any safety equipment, and if I do, when will I receive training about its use?
- Is there someone I should talk to if I have a safety and health question?
- What do I do if I see something I think is dangerous?
- What do I do if I get hurt at the project site?

## Have students meet with community partner and visit service learning project site.

A pre-project visit can help ensure that students are prepared for the implications of their service project. Prior to the students' visit to the partner site, you can help them develop questions and frame their service learning experience there. One model that can be adapted to service learning projects is the *Pre-internship Workplace Partner Interview*.



### *Guides*

- Building the Classroom Connection
- Student Guide to the Work-Based Learning Plan
- Teacher Guide to the Work-Based Learning Plan
- Workplace Partner Guide to the Work-Based Learning Plan



### *Tools*

- Confirm Your Interview
- Pre-Internship Workplace Partner Interview
- Confirm Your Internship
- Service Learning Project Planning Worksheet
- Service Learning Contract
- SCANS Skills Assessment
- SCANS Skills Assessment Class Activity
- Work-Based Learning Permission Form
- Work-Based Learning Plan and Evaluation Sample
- Work-Based Learning Plan and Evaluation (WLB Plan)



### *Factsheets*

- Business/Education Coalition (BEC)
- Business/Education Expectations (BE<sup>2</sup>)
- J.C. Harmon Service Learning Program
- Laws Pertaining to the Employment of Students
- PathFinder
- Transportation for Work-Based Learning



### *Resources*

- SCANS Skills Glossary and Evaluation Handbook
- Standards for Service Learning

## During the Service Learning Project

### Provide opportunities for reflection throughout the experience.

It is important that students are given an opportunity to reflect before, during and after their service learning project so they may shape the course of their learning and handle problems as they arise. Reflection on students' attitudes and expectations prior to the experience is especially important if students will be working in environments such as nursing homes, hospitals, hospices, animal shelters, homeless shelters and soup kitchens. All of these places can bring students face-to-face with an aspect of life that may be new and perhaps uncomfortable for them. See *Building the Classroom Connection* and the *Standards for Service Learning* for ideas about how to structure reflection activities for students.

### Coordinate and implement concurrent learning activities at school.

The classroom component of service learning continues to be important throughout the experience. Ongoing project research, reflection activities, career exploration and development of workplace skills provide school-based support to the community-based learning. *Building the Classroom Connection* can be used to help design classroom activities that support the service learning experience.

### Maintain communication with community partners.

Program quality and continuity are best maintained through ongoing communication with the community partners involved in the project. The partners themselves are assisting student learning and growth. Relationships are enhanced as agencies, citizens and local government officials find that their expertise and counsel is sought by the school. Learning occurs as youth-serving agencies, citizens and local government officials collaborate by sharing expertise. It is important to provide partners with the support and encouragement they need and to encourage their participation. Let community partners know what classroom activities students are engaged in that can support their learning at the project site. Keep them informed of the academic concepts students are working with at school so that project opportunities can reinforce student learning.



#### *Guides*

- Building the Classroom Connection



#### *Tools*

- All Aspects Investigative Interview
- Internship Journal
- Portfolio Rubric

## After the Service Learning Project

### Support students in participating in a Youth Advisory Council session.

Student leadership group members and program participants should be ensured a voice in student planning. Develop a Youth Advisory Council in your small learning community or at your school. Representatives on this council can collectively debrief the service learning projects that have happened and help with continuous improvement of service learning projects.

### Publicly recognize student work.

In large and small ways during the period of service, students should share what has been gained and that values work and measures people's importance by the jobs they do, young people, especially adolescents given through service with the community and their peers. You might encourage students to present their projects at the annual Project-Based Learning Showcase conducted by the Business Education Coalition. Recognizing the work that students perform reinforces the significance of the enterprise and the worth of the students' efforts.

In a society that values work and measures people's importance by the jobs they do, young people, especially adolescents, are sometimes perceived as non-contributing members. Credit for their achievements, affirmation of the skills they have mastered, and appreciation for the time they have devoted to the community should be acknowledged publicly.

### Review the project and plan for the following semester.

Continuous improvement is as important in service learning as in any other undertaking. Bring a group of stakeholders together to evaluate the success of the various projects that students have participated in. You should also utilize the *Work-Based Learning Program Evaluation* form at the end of each experience to gauge feedback from both students and community partners.

Service Learning projects are ideal for bringing students' academic learning, their concern for their community and their need to develop their workplace skills together. The tools in this *Work-Based Learning Toolkit* will help you to design projects that meet the needs of your students, your small learning community and the larger community around your school. The *Standards for Service Learning* should be kept in mind and practiced throughout the development of projects.

### Document and record the experience.

Issue a document or certificate to students who successfully complete service learning. This documentation validates the experience and can be included in student portfolios.

Send one copy of the *Work-Based Learning Plan and Evaluation Form*, *Work-Based Learning Permission Form* and *Work-Based Learning Contract* for each enrolled student to Susan Englemann, Coordinator of Career and Technical Programs, Office of Career and Technical Education. Phone: (913) 279-2215, E-mail: [suengel@kckps.org](mailto:suengel@kckps.org).



### *Tools*

- All Aspects Investigative Interview
- Internship Journal
- Portfolio Rubric
- Work-Based Learning Program Evaluation



### *Factsheets*

- Business/Education Coalition (BEC)



### *Resources*

- The Standards for Service Learning

## SERVICE LEARNING ACTIVITY MATRIX

Service learning experiences require ongoing commitments from several people. The chart below briefly outlines the roles and responsibilities of the partners and the general timing for activities.

	TEACHERS	STUDENTS	WORKPLACE PARTNERS	
Before the Service Learning Project Begins	<p>Review materials, including the <i>Service Learning Factsheet</i> and the <i>J. C. Harmon Service Learning Program Factsheet, Standards for Service Learning, Service Learning Contract Standards for Service Learning</i> and <i>Service Learning Project Planning Worksheet</i>.</p> <p>Identify interested and qualified students.</p> <p>Work with students to develop a project framework. Use the <i>Service Learning Project Planning Worksheet</i> as a guide.</p> <p>Get approval of project from principal and/or program coordinator.</p> <p>Distribute <i>Work-Based Learning Permission Form</i> and <i>Service Learning Contract</i>.</p> <p>Coordinate and implement orientation activities for students. Train students to prepare them for the project. Prepare students to be safety and health conscious.</p> <p>Make contact with community partners to meet and discuss expectations for the experience.</p> <p>If using the <i>WBL Plan and Evaluation</i>, review all supportive materials and disseminate to students and supervisors.</p> <p>Determine a communication strategy for the experience.</p> <p>Collect signed Work-Based Learning Permission forms and Service Learning Contracts.</p> <p>Have students meet with community partner and visit the service learning project site.</p> <p>Review <i>Building the Classroom Connection</i>.</p>	<p>Apply for service learning program.</p> <p>Work with your classmates to identify a need within the community that you would like to address through your service learning project.</p> <p>Agree with classmates/group on a project you would like to work on.</p> <p>Turn in all signed parent permission forms.</p> <p>Complete student self-assessment and other assignments.</p> <p>If using the <i>WBL Plan and Evaluation</i> review your handbook and begin writing learning objectives.</p> <p>Attend orientation at your organization and interview your supervisor. Ask questions related to health and safety at the project site.</p>	<p>Indicate interest in having an intern. Register service learning opportunities on PathFinder or with the Business/Education Coalition.</p> <p>Determine who will be the person working most closely with the student(s) and the teacher. Inform other staff that a service learning project and students will be at the organization.</p> <p>Review support materials provided by the teacher. These will help guide your role with students for the service learning project.</p> <p>If using the <i>WBL Plan and Evaluation</i> review your handbook to learn how to support students in writing learning objectives.</p> <p>Provide workplace orientation for student(s). Consider opportunities for student to develop workplace (SCANS) competencies and to get exposure to all aspects of your industry.</p>	
	During the First Three Weeks of the Service Learning Project	<p>If using the <i>Work-Based Learning Plan and Evaluation</i>, support students' refinement of their learning objectives through classroom activity.</p> <p>Meet with student(s) and worksite supervisor at the workplace for initial visit and to finalize the <i>Work-Based Learning Plan and Evaluation</i>.</p>	<p>If using the <i>WBL Plan and Evaluation</i>, develop learning objectives and discuss them with worksite supervisor.</p> <p>Meet with teacher and worksite supervisor to finalize <i>Work-Based Learning Plan</i>.</p>	<p>If using the <i>WBL Plan and Evaluation</i>, work with student to develop work-based learning objectives.</p> <p>Be on the lookout for opportunities at the workplace that will support the intern's academic and workplace skill development.</p>
		<p>Provide opportunities for reflection throughout the experience. See <i>Building the Classroom Connection and Standards for Service Learning for Ideas</i>.</p> <p>Coordinate and implement concurrent learning activities at school. Support students in working toward achieving learning objectives.</p> <p>Maintain ongoing communication with worksite supervisor.</p>	<p>Reflect on the connection between what is learned at school and at the workplace.</p> <p>Participate and complete reflection activities and assignments.</p> <p>Complete self-evaluation and reflection activities. Meet worksite supervisor and teacher about next steps.</p>	<p>Meet with teacher and student intern to finalize <i>WBL Plan</i> and to confirm a communication strategy.</p> <p>Communicate successes and opportunities at the worksite that the teacher can use to enhance the value of classroom connections.</p> <p>If using the <i>WBL Plan and Evaluation</i>, assist student in working toward learning objectives. When students master or complete an objective, help them to craft another.</p>
	At the End of the Service Learning Project	<p>Meet with worksite supervisor and student to discuss and complete evaluation. Incorporate discussion of the student's next step in this discussion.</p> <p>Provide classroom experiences that help students make the connection between the service learning project and their next step.</p> <p>Support students in participating in Youth Advisory Council Session.</p> <p>Encourage students to present their projects at the annual Project-Based Learning Showcase.</p> <p>Meet with students to discuss <i>WBL Evaluation</i> and students' overall grades in the course.</p> <p>Send appropriate documentation to office of Career and Technical Education c/o Susan Engelmann.</p>	<p>Complete and send thank-you letter for worksite supervisor. Update resume based on new skills and experiences gained.</p> <p>Participate in the annual Project-Based Learning Showcase.</p> <p>Meet with teacher to discuss <i>WBL Evaluation</i> and grade.</p> <p>Complete program evaluation and give to teacher.</p>	<p>Meet with teacher and student to complete final evaluation of the student. Make the connection to the student's next step.</p> <p>Complete program evaluation and send to the school.</p>