



## **K-H Partnerships**

We have listed a variety of resources for K-H Partnership. While some of these listings directly related to the service-learning field, some are more general in nature.

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### **Articles and Publications on K-H Partnerships and Service-Learning**

**Title: Challenges and Strategies for Success with Service-Learning in Pre-service Teacher Education.**

**Authors: Jeffrey B. Anderson and Terry Pickeral**

Availability: NSEE Quarterly, v 25, n 3 Spring 2000

**Abstract:** The purposes of this study were to determine teacher educator's perspectives regarding challenges to the use of service-learning and to identify strategies they use to overcome those challenges. The results of this study indicate the most critical challenges relate to the lack of time for teacher educators to plan and implement service-learning, an already overcrowded curriculum and a lack of alignment of service-learning with faculty roles, rewards, and institutional priorities. The study provides evidence that teacher educators are able to devise and implement strategies that can surmount some of the barriers to the use of service-learning in pre-service teacher education.

Where to obtain this resource: NSEE, 1703 N. Beauregard Street, Suite 400, Alexandria, VA 22311, Telephone: 703-933-0017.

**Title: The Use of Service-Learning to Promote Understanding of Gang-Related Issues Faced by Adolescents.**

**Authors: P. Paul; K. Sexton-Radek; J. Adickas; B. Fousek**

Year: 1999

Availability: NSEE Quarterly, 25(2) 3-7.

**Abstract:** This article describes a service-learning project in Chicago, where students from a local suburban college worked with ninth grade students from a special academy for students at risk. Each college student worked with a small group of high school students on conflict management and pro-social skills. (Lesson plans are included.)

**Title: Learning Outcomes, the Educational Value of Cooperative Education**

**Authors: Cheryl Cates and Patricia Jones**

Year: 1999

URL: [www.ceainc.org](http://www.ceainc.org)

Availability: Cooperative Education Association, Inc., 8640 Guilford Road, Suite 215, Columbia, MD 21046, Tel: 410-290-3666, [jleim@aol.com](mailto:jleim@aol.com).

**Abstract:** The climate in higher education today focuses strongly on the demonstration of student learning outcomes. Schools and programs are asked to justify their existence as a viable part of the educational process. This new publication provides the educational framework for cooperative education and the tools needed for assessment. Focuses on topics that are relevant to any form of experiential and work-integrated learning practice: how students learn, learning theories and the role work-based learning plays in building cooperative education and other programs around good principles of effective learning.

**Title: Building Workers and Citizens for the 21st Century: Combining Service-Learning and Work-Based Learning**

**Author: Minnesota Commission on National and Community Service and Minnesota Department of Education**

Year: 1998

Availability: Minnesota Educational Services, Capitol View Center, 70 W County Rd B2, Little Canada MN 55117-1402; Phone: 612-415-5379.

**Abstract:** Though written for the Minnesota Youth Service and Youth Development Coordinators, this guidebook contains information that is applicable to other state programs or other service-learning programs. Chapter one relates service-learning and work based learning as experiential educational methodologies and as complimentary strategies that enrich and expand academic learning. Chapter two defines key terminology from both fields, explains common elements and differences, and reviews Minnesota's proposed graduation standard which reflects the move toward combining service-learning and work based learning. Chapter three explores service-learning in depth, laying out service learning on a continuum. Chapter four delves into work based learning, charting six types of strategies found in Minnesota. Chapter five reviews the potential for implementation and Chapter six discusses the implementation process including the role that community education plays. Chapter seven describes elements of successful programs and implementation issues. The final sections include descriptions of 16 sample programs, resources, supporting organizations, a review of state and national legislation, and an evaluation form for youth service programs.

**Title: Serve To Learn: Making Connections in Rural Communities.**

**Author: Mary T. Davis**

Year: 1998

Eric No 417890

**Abstract:** The Center for Excellence in Rural Education at Clemson University has developed a field-based undergraduate preservice teacher training program. Four stages of the service-learning projects are discussed, as well as how service-learning uses the rural community as a curriculum resource, provides students with an opportunity to participate in job development, addresses community social and welfare needs, helps adults realize that schooling is a lifelong activity, enhances intergenerational ties, and demonstrates that caring for others and the community are characteristics of responsible adults.

**Title: Taking Action in Rural Mississippi: Uniting Academic Studies and Community Service through Project D.R.E.A.M.S.**

**Author: Oliver, Helen T**

Year: 1997

Eric No.: ED406905

**Abstract:** This paper describes an innovative service-learning program developed at Rust College in Holly Springs, Mississippi, a historically black college in a rural area. Project D.R.E.A.M.S. (Developing Responsibility through Education, Affirmation, Mentoring and Service) involves college student volunteers

serving as tutors and mentors to elementary school students in two local school districts. In the inaugural year, the primary function of the program was to market and define service-learning, to identify and provide technical assistance to faculty and to assure academic integrity. The program then began to implement service-learning across the curriculum and build service-learning community partnerships.

**Title: Service-Learning in School Science: A Partnership with State Parks in Florida and Pennsylvania**

**Author: Beisel, Raymond W.; Robert E. Raze, Jr.**

URL: <http://www.ed.gov/BASISDB/EROD/eric/SF>

Year: 1997

Eric No: ED408191

**Abstract:** This paper describes a partnership project that is a curriculum reform effort that combines the expertise and resources of a state park, two university departments and a laboratory school. The program is designed to investigate and develop the concept of service-learning to enhance the relevance and meaning of the education of university undergraduate students, elementary students, and the public users of the state park resources.

**Title: Service-Learning and School to Work Strategies for Revitalizing Urban Education and Communities.**

**Author: Barbara Gomez**

Availability: Education and Urban Society, v28 n2, p160-166, Feb 1996.

**Abstract:** Discusses, on a national level, how service-learning relates to the school-to-work transition programs. The author specifically examines service-learning and school-to-work strategies for revitalizing urban education. Examples are provided to illustrate urban school/community cooperation in preparing students for careers, college, or immediate employment and for responsible citizenship.

**TITLE: Building Support for Service-Learning**

**Authors: Jill Addison-Jacobson; Don Hill**

Year: 1996

**Abstract:** This booklet is a collection of ideas to help teachers build effective service-learning programs. Organized into five sections, it also includes suggestions for strengthening the service-learning field. Several illustrations present actions and strategies that service-learning teachers have used successfully. Brief sections include: Section one covers Teacher support, including specific suggestions on training tools, exercises, elements of high quality service-learning and a case study. Section two covers community connections and includes how to make and keep connections. Section three covers reform links, including how to link service-learning to other school reform efforts. Section four on Student support emphasizes ideas to include youth in aspects of program development and Section five covers financial support. Where to Obtain this Resource: Service-Learning 2000 Center at Stanford, 24 East 25th Avenue, Suite 2, San Mateo, CA. 94403 Phone: 650-356-0288.

**TITLE: Community Service-Learning: A Strategy for Preparing Human Service-Oriented Teachers.**

**Authors: Wade, Rahima C.; Anderson, Jeffrey B.**

Eric No: EJ536895

Availability: Teacher Education Quarterly; v23 n4 p59-74 Fall 1996

**Abstract:** Community service-learning encourages human service-oriented teachers. The paper defines service-learning and its status in education, provides examples from four teacher education programs,

discusses why it is effective in developing human service-oriented teachers, and raises issues about challenges of implementing service-learning within teacher education.

**Title: School to Work and Service-Learning Resource Bulletin**

**Author: US Department of Education**

Year: 1996

Availability: U.S. Department of Education; 400 Maryland Ave SW; Washington DC 20202; Phone: 800-872-5327; Email: [CustomerService@inet.ed.gov](mailto:CustomerService@inet.ed.gov)

URL: <http://www.stw.ed.gov/factsht/bull1296.htm>

**Abstract:** Includes key elements of service-learning, benefits of connecting school-to work with service-learning, effective practices, and organization contact information.

**Title: Administrator's Guide to Service-Learning. Linking Learning with Life.**

**Author: Jan Wright**

URL: <http://www.dropoutprevention.org>

Availability: National Dropout Prevention Center, Clemson University, College of Health, Education, and Human Development, Clemson University, 209 Martin Street, Clemson, SC 29634-0726; Tel: 864-656-2599;

Eric No: ED430127

**Abstract:** This booklet, which is addressed to school administrators, examines the principles of service-learning as a way of teaching rather than just another program and explains how administrators can customize service-learning to the unique characteristics of their own schools and communities. Discussed in a section devoted to administrative issues are the following topics: the special problems of scheduling service-learning in secondary schools; options for reducing transportation costs associated with service-learning; funding opportunities; and liability concerns and risk management strategies. Examined in a section on support issues are the following topics: building an infrastructure, public relations, and community support and involvement.

**Title: Best Practices in Cyber-Serve. Integrating Technology with Service-Learning Instruction.**

**Author: Michele James-Deramo**

Availability: Virginia Tech Service-Learning Center, 202 Major Williams Hall Virginia Tech (0168) Blacksburg VA 24061.

**Abstract:** The articles in this collection are personal testimony that service-learning pedagogy and distant learning technology based on the web and Internet can be integrated in cost effective, practical ways that benefit student learning, faculty development, campus community reciprocity, and communities in need.

**Title: Concern about Connecting Service-Learning and School to Work.**

**Author: Council of Chief State School Officers**

URL: <http://www.ccsso.org/servpub.htm>

Availability: Council of Chief State School Officers, 1 Massachusetts Ave NW, Suite 700; Washington DC 20001-1431; Phone: 202-336-5505; FAX: 202-408-8072;

Email: [pubs@ccsso.org](mailto:pubs@ccsso.org)

**Abstract:** The publication notes the natural ties between community service and school-to-work programs. Service-learning is described as a pedagogy, philosophy, and process that brings together elements for educational and social reform. School to work initiatives focus on improving and expanding the range school

based and work based programs that prepare students for employment. Specific cases of successful service-learning and school to work programs are highlighted.

**Title: Developing Community Partnerships for School-to-Career Systems**

**Author: National Association of Partners in Education (NAPE)**

URL: [www.partnersineducation.org](http://www.partnersineducation.org)

Availability: NAPE, 901 North Pitt Street, Suite 320, Alexandria, VA 22314

Phone: 703-836-4880; Cost: \$75.00.

**Abstract:** This manual provides information on facilitation methods and other tools to create and strengthen the partnerships necessary to create a school-to-career system that best serves the needs of students as they make the transition from school to post-secondary education or work. Another feature of this publication is a self-instructional guide for educators on how to engage in a work-based experience and turn it into meaningful lessons and curricular units.

**Title: Link Piece: Connecting Theory with Practice School to Work and Service- Learning.**

**Authors: Madeleine Hengel; Robert Shumer**

URL: <http://umn.edu/~serve>

Availability: National Service-Learning Clearinghouse; Phone: 800-808-7378;

Email: [serve@tc.umn.edu](mailto:serve@tc.umn.edu)

**Abstract:** This is an annotated bibliography on school-to-work and service-learning. Items mentioned include books, articles, web sites, and organizations.

**Title: Managing the Risks of Work-based Learning: A Resource Guide.**

**Author: National School-to-Work Opportunities Office, Washington, DC.**

URL: <http://www.stw.ed.gov>

Availability: National School-to-Work Opportunities Office,

Eric No: ED419982

**Abstract:** This guide examines a process for managing the risks to students, schools, and employers when students go into the workplace. The guide was created for the following purposes: to aid schools and employers to be better informed about the necessity and the means of protecting students from harm; to encourage more employers to provide work-based learning opportunities; and to help school districts devise risk management plans that address work-based learning and service-learning.

**Title: The Revised Training Toolbox: A Guide to Service-Learning Training**

**Author: Maryland Student Service Alliance**

URL: <http://sailor.lib.md.us:80/mssa>

**Abstract:** This book was created to support people designing and conducting trainings on school-based service-learning for teachers. It contains agendas and tips for conducting one and a half-hour, half-day, one-day, and four day training sessions on service-learning. It also contains sections on training teachers and community groups on incorporating special education students into service-learning projects, and on training community agencies to work effectively with student servers. The appendix holds 125 handouts and visuals which can be reproduced for use in trainings. Where to Obtain this Resource: Maryland Student Service Alliance; Maryland State Department of Education; 200 W Baltimore St; Baltimore MD 21201.

**Title: School to Work and Service-Learning.**

**Author: Madeleine S. Hengel**

URL: <http://umn.edu/~serve>

Availability: National Service-Learning Clearinghouse; Phone: 800-808-7378;

Email: [serve@tc.umn.edu](mailto:serve@tc.umn.edu)

**Abstract:** Describes and differentiates between school to work and service-learning. Notes how school-to-work can be enhanced when connected with service-learning by implementing active learning, working with diverse populations, younger participants, school and community support, and improved citizenship and self esteem. Highlights the John P. Turner Middle School in Philadelphia as an effective example of merging school-to-work and service-learning as well as 12 organizations that are related to school-to-work and service-learning.

**Title: Service-Learning and School to Work: A Partnership Strategy for Educational**

**Author: National Association of Partners in Education, Inc.** (Renewal. Second Edition )

URL: <http://www.partnersineducation.org>

Availability: National Association of Partners in Education; Phone: 703-836-4880;

**Abstract:** This brochure describes the results from the Wingspread Conference on service-learning and school-to-work. This briefing on the conference clearly defines service-learning and school-to-work; demonstrates the similarities, differences, and benefits of the two reform strategies; recommends strategies for intersecting service-learning and school-to-work; encourages the establishment of sustainable partnerships; promotes the development of a more engaging learning environment; creates a broader potential for applied learning; and develops new advocates for cooperative service-learning and school-to-work.

## **Organizations**

**American Association of School Administrators**

URL: <http://www.aasa.org/Issues/STW/STWcontents.htm>

This site has links to School-to-Work articles and resources. School-to-work is based on the proven concept that education works best and is most useful for future careers when students apply what they learn to real life, real work situations.

**The Learn and Serve America EXCHANGE**

URL: [www.exchange.org](http://www.exchange.org)

Telephone (toll-free): 1-877-LSA-EXCH (572-3924); Email: [lsaexchange@nylc.org](mailto:lsaexchange@nylc.org)

The Exchange, led by the National Youth Leadership Council, supports K-16 and community-based service-learning programs across the country through peer-based training and technical assistance.

**The Council of Chief State School Officers (CCSSO)**

URL: [www.ccsso.org](http://www.ccsso.org)

One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431

Telephone: 202-408-5505;

A nonprofit membership organization of all heads of public education departments across the nation, responding to and providing leadership on a broad range of education issues. CCSSO is currently conducting a study of the connections between service-learning and school-to-work through a series of site visits. Findings from this study will be included in a forthcoming publication.

## **The Education and Work Program**

URL: <http://www.nwrel.org/index.html>

Dr. Larry McClure, Program Director

101 S.W. Main Street, Suite 500, Portland, Oregon 97204-3597

Phone: 503-275-9494 or 800-547-6339

Email: [mcclurel@nwrel.org](mailto:mcclurel@nwrel.org)

This organization has been a leader in school-to-work and educational reform for over 25 years. Their staff of professional educators has worked with schools throughout the Northwest and nationwide to develop innovative educational programs in such areas as service-learning and the school-to-work transition.

## **National Association of Partners in Education (NAPE)**

URL: [www.partnersineducation.org](http://www.partnersineducation.org)

901 North Pitt Street, Suite 320, Alexandria, VA 22314

Phone: 703-836-4880;

National Association of Partners in Education provides information on building and coordinating school-business partnerships.

## **The National School-To-Work Learning and Information Center**

Phone: (800) 251-7236; E-mail: [stw-lc@ed.gov](mailto:stw-lc@ed.gov)

URL: <http://www.stw.ed.gov/>

The National School-to-Work Learning & Information Center works with partnerships, practitioners, and the public at large. Created by the National School-to-Work Office to help stakeholders build successful school-to-work systems.

## **The National Service-Learning in Teacher Education Partnership**

URL: <http://www.az.com/~pickeral/partnership.html>

Contact: Terry Pickeral

Cascade Educational Consultants

2622 Lakeridge Lane, Bellingham, WA 98226

Telephone: 360-676-9570

Email: [pickeral@az.com](mailto:pickeral@az.com)

Seven education professionals have combined their efforts to advance service-learning as an integral component of pre-service teacher education programs. Each member of the National Service-Learning in Teacher Education Partnership is experienced as a faculty member, trainer, facilitator, presenter, and author in education and service-learning. Each partner has been assigned a geographic region, consisting of several states, in which they will work with teacher education faculty and their institutions to consider and employ service-learning pedagogy in their teacher education programs.

## **Periodicals**

Youth Today

URL: [www.youthtoday.org](http://www.youthtoday.org)

1200 17th St., NW, 4th Floor, Washington, DC 20036

Phone: (202) 785-0764.

