

Building Partner Relationships

This session includes:

- the benefits and challenges of building partnerships
- opportunities for developing partnership to expand project impact in the community
- strategies for forming and maintaining strategic partnerships with for-profit organizations and other segments of the community

Types of Partnerships

Communication	Activity that has as its purpose sharing of information and non-material resources.
Coordination	Activity between two or more organizations that has as its purpose prevention of duplication of efforts and assurance of provision of service.
Cooperation	Activity between two agencies or sectors that aims at some integration of operations, while not sacrificing the autonomy of either party.
Collaboration	A mutually beneficial and well-defined relationship that involves people from different agencies or sectors of the community joining together to achieve a common goal. Usually, that goal could not be achieved as efficiently (or at all) by any individual organization. The result is a highly shared endeavor in which members eventually commit themselves as much to the common goal as to the interests of their own organizations.

Variables that Change with Level of Partnership

Communication	Coordination	Cooperation	Collaboration
Low commitment.....			High commitment
Low formality.....			High formality
Low personal contact.....			High personal contact
High autonomy.....			Low autonomy

Examples of Levels of Partnership

At the **communication** level, we might share information with other groups regularly to let them know what we're doing and find out what they're doing.

At the **coordination** level, we might create a joint calendar of activities so that we can coordinate events and avoid unnecessary conflict.

At the **cooperation** level, we might meet regularly to define the needs of children in our community and agree that the schools will be provided with tutors from agency A, and parent volunteers from agency B, and school nurses from agency C.

When we **collaborate**, we create a new service like a 5-day-per-week after school program with services, staff and volunteers from all of our agencies.

What are the Benefits & Challenges of Partnerships from the Perspective of Your Organization?

Benefits of Collaboration ...

Challenges of Collaboration ...

Rationale for Partnerships

- Coordinated planning
- Cost-effectiveness
- Expands reach of programs
- Builds and restores fabric of community
- Promotes ownership and institutionalization
 - Integrates goals
 - Increases support over the long haul with local resources
 - Evolves structures and delivery mechanisms
- Develops spokespersons for the effort
- Increases partnership opportunities
- Reduces “Lone Ranger” initiatives
- Expands the community’s ability to respond comprehensively to community needs

Eight Keys to Successful Partnerships

- Trust!
- Shared Vision
- Skilled Leadership
- Process Orientation
- Cultural Diversity
- Membership-Driven Agenda
- Multiple Sectors
- Accountability

Stages of Partnership Development

There are many useful models through which to view strategic partnerships. The key to sustaining collaborative efforts is to understand that the process of partner development takes time, energy, clarity and attention. All partners need to feel as if they are both giving and receiving in the partnership, and all must be willing to hang in through the times of tension and ambiguity to get the fruit at the end of the process.

Tuckman Model:

Tuckman's model explains that as a partnership develops maturity and ability, relationships establish, and the style of leading, partnering and interacting must adapt with the evolution of the partnership and individuals within.

The partnership progression is:

Forming
Storming
Norming
Performing

Forming – stage 1

High dependence on the convener for guidance and direction. Little agreement on team aims other than received from convener. Individual roles and responsibilities are unclear. Conveners must be prepared to answer lots of questions about the partnership's purpose, objectives and relationships. Processes are often ignored. Members test tolerance of system and participating organizations. A convener must be willing to both hold out images of success, while leaving room for others to shape that image.

Storming – stage 2

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Decisions don't come easily within group. Partnership members vie for position as they attempt to establish themselves in relation to other team members and the convener, who might receive challenges from team members. Clarity of purpose increases but plenty of uncertainties persist. Cliques and factions form and there may be power struggles. The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues. Compromises may be required to enable progress. The convener role evolves to initiate coaching relationships.

Norming – stage 3

Agreement and consensus begins to form among partnership members who respond well to facilitative attempts. Roles and responsibilities are generally clear and accepted. Big decisions are made by group agreement. Smaller decisions may be delegated to individuals or small teams within group. Commitment and unity is strong. Securing the structure of relationships and work frees energy for more positive activities and emotions to emerge. The team discusses and develops its processes and working style. There is general respect for shared leadership by the team. The role of the convener becomes facilitative and empowering.

Performing – stage 4

The partnership is more strategically aware; the team knows clearly what it is doing and why. The team has a shared vision and is able to stand on its own feet with little need for an assumed role of leader. There is a focus on over-achieving goals, and the team makes most of the decisions using criteria agreed amongst the membership. The team has a high degree of autonomy. Disagreements may occur but now they are resolved within the team positively and necessary changes to processes and structure are made by the team. The team is able to work towards achieving the goal, and attend to relationship, style and process issues along the way. Team members look after each other. The team responds effectively to delegated tasks/projects.

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Stages of Partnership Development

[Adapted from Team Technologies]

Characteristics of Each Stage

	Forming	Storming	Norming	Performing
Focus	Own Needs	Others Issues	Rules & Processes	Collective Results
Trust	Assess partners	Trust Authority	Trust the Processes	Trust the People
Relationships	Surface/Collegial	Positioning/Conflict	Cautious	Productive
Feedback	Covert	Overt	Constructive	Fluid/Reciprocal
Decision making	Fragmented	Tense	Careful	Natural
Role understanding	Unclear	Ambiguous	Clear	Intuitive
Products	Individual	Incomplete	Risk Averse	Innovative
Knowledge Transfer	Strategic	Clipped	By the Book	Free Flowing
Performance	Individual Effort	Low Output	Consistent	High Quality Results

In your experience, where have you found the greatest challenges in moving partnerships forward successfully?

What might you do as a collaborative partner to support movement to the next stage?

Growing Collaborative Leadership

Traditional Leadership Model

Traditional Roles	Traditional Skills
Knower	Be the Expert and define the parameters of the box.
Teller	Spell out the goal and the means to achieve it
Corrector	<ul style="list-style-type: none">• target problems• challenge mistakes• correct issues

What impact does applying traditional leadership have in the context of working with students?

Growing Collaborative Leadership

Emerging Leadership Model

[Adapted from the work of Peter Senge]

New Roles	New Skills
Developer	support articulation of a shared vision
Steward	motivate and inspire participation with, and support for collaborative vision, mission and people of the organization
Facilitator	<ul style="list-style-type: none">• generate varied alternatives• engender safety to examine assumptions and welcome change• encourage relational thinking

What impact does applying this emerging leadership model have in the context of working with students?

How can you assist community organizations in making the transition from the traditional to emerging leadership model when working with students?

Why be Strategic?

STRATEGY – a carefully devised plan of action to achieve a goal or the art of developing or carrying out such a plan.

A strategy:

- defines the outcome or objective an organization is attempting to achieve
- produces the implementation steps used to achieve the objectives
- determines the range of activities that will be used to meet organizational goals

The formulation of strategy requires a fit among:

- The opportunities in the external environment
- The strengths and weaknesses of the organization
- The personal values of the key implementers
- The broader societal expectations of the organization

To begin thinking strategically about your current relationships and partnership opportunities, consider the questions on the following page...

Questions to Consider for Strategic Partners

- How does the potential partner's mission align with ours?
- What is the potential partner's role in the community? Whom does it serve?
- How do the programming, services and products of our two organizations complement one another?
- What are the resources (people, money, expertise, relationships, facilities) and the gaps that each organization brings to the table?
- What new opportunities become possible by combining forces?
- What are any potential risks or conflicts in partnering with the organization?

What You Bring to the Table

Example:

STRENGTHS	CHALLENGES
Strong leadership	Small staff
Monthly newsletter	Lack of funding
Positive image	Lack of volunteers

What do you bring to the table?

STRENGTHS	CHALLENGES

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Identifying Strategic Partners

- Write down a goal or activity that you want to work with other organizations to achieve. Think about including other national service programs (e.g. Senior Corps, AmeriCorps).

- What could be the contributions of each partner organization?
- What opportunities—or challenges—are there for forming a partnership?

Organization	Contributions and Other Benefits	Opportunities and Challenges
Local Civic Organization (Rotary International)	Service-Learning placement, Donations, Business Acumen, Sponsorship	Reach a broad segment of the business population. Tend to have pet projects, might be difficult to integrate students or engage in new effort.

Opportunities and Challenges of Partnering with Businesses in Your Community

Opportunities of Partnering ...

Challenges for Partnering ...

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Hidden Prospects

Sometimes for-profit organizations could provide support in unusual ways, such as inclusion in monthly billing statements, or telling your story in their employee newsletter. Use your stakeholders to brainstorm other possibilities.

Questions to Ask	Possible Prospects	What to Request
What businesses have customers here, but do not have offices?	Utility Company	
	Phone Company	
	Insurance Company	
What kinds of businesses sell services or products to our neighbors and need our patronage?	Trade Unions	
	Media: TV, print, radio stations	
	Largest Employer	
	Banks	
What kinds of commercial enterprises benefit from student engagement?	Construction and equipment companies	
	Tourist Industries	
	Transport -- rail, trucking, ports, etc.	
	Other?	

Concrete Strategies: Partner Development Action Sheet

Identify concrete actions you could take within the next month that would produce the greatest movement toward increased strategic partnerships.

Overall Vision/Goal for the partnership (state concrete, measurable results):

Action Timeline (by when would you like to have reached your goal): _____

Partnership Action Item Example: Partner with said organization on an event to raise funds and awareness to support service-learning programming.	Goal of Action Example: Demonstrate collaboration with defined timeline and tangible results.	Stakeholders to be engaged Within and beyond the primary partner organizations.	Action steps or information needed to initiate action? Example: Set brainstorming meeting with key stakeholders to identify potential events.	By when?

Practical Steps to Guide Planning and Implementation of Service-Learning Programs and Partnerships

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Service-Learning: Power & Practice

As educators work with their communities to improve the effectiveness of their schools and districts, they often paint a picture of active, involved students becoming informed and responsible citizens.

Service-learning can bring that picture to life. Service-learning has the potential for enlivening teaching and learning, providing authentic applications for core curriculum, and teaching the skills and attitudes of active citizenship. Service learning can also enable communities to become powerful co-educators with classroom teachers. The majority of schools and school districts which have exemplary programs

- provide a strong variety of service experiences
- view youth as resources to their schools and communities
- ensure significant links between the curriculum and the service experience
- create partnerships which are beneficial to both the student and the community partner

When administrators, teachers, parents, students and community members realize that young people are valuable resources, the role youth play can dramatically improve the culture of the school. This change needs considerable vision and thoughtful support.

Service-Learning Is:

- Youth providing leadership from the district's technology program by testing and refining software and installing a complex wiring system
- Civics students helping new immigrants pass their citizenship tests
- Second graders writing stories which are included in literacy packets for new mothers

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- Students using their computer and history skills to produce “history boxes” for local museums
- Middle school students developing a bird sanctuary and providing Audubon Society tours as they study birds and migration
- Industrial design students building a wheelchair for an 18-month-old child with multiple sclerosis

Service-Learning Is Effective Teaching

By involving students in hands-on learning, problem solving, and applications of academic knowledge in real settings, service-learning can increase students’ academic achievement in challenging subjects. When we enrich students’ experiences with service activities that enable them to make valued contributions to the community, we can also create a sense of engagement that enhances a student’s motivation to complete school.

-Richard Riley, former Secretary, U.S. Department of Education

Learning Pyramid

Effective learning relies upon knowledge construction more than knowledge transfer. Understanding relies upon using knowledge and reflecting on experience. Abstract knowledge which remains inert soon evaporates.



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In addition, service learning can provide an authentic setting for applying the Essential Academic Learning Requirements developed by the Commission. Service projects can provide natural opportunities for problem solving, using technology and developing core Essential Academic Learning Requirements. Many schools are also using service projects as a strong component of their classroom based assessment activities.

Service-learning complements School-to-Work initiatives. Both service-learning and School-to-Work are forms of experiential education that extend student learning into the community while creating community sites which are the centers of learning. Service-learning and School-to-Work programs engage students in learning experiences that help develop organizational, team, and problem solving skills as well as the competencies and foundational skills identified as important for employability and responsible citizenship.

“A responsibility of being positive citizen and contributing member of our society is service. Service is a big part of our cultural heritage. This program helps to promote and develop the responsibility of our youth.

Mark Johnson
Superintendent,
Nooksack Valley
School System

Community Partnerships

A New Context for Community Partnerships

Many community organizations, businesses, colleges and universities are being asked to provide additional services to K-12 youth at a time when their own resources are dwindling. Because of the traditional way that schools have partnered with the community, many organizations unfortunately see youth service as an additional burden. As a result, more and more schools are developing partnerships that provide a strong contribution to the partnering organization as well as to youth. This often requires the community organization and the school to involve students in new and creative ways.

Most partnerships between the school and community view the students as the recipient of services. **Service-learning adds a new dimension to this traditional view because it views youths a resource ready to provide as well as receive service.** This perspective often requires often requires a shift in how educators and community members establish partnerships.

Conditions for Success

- **Take advantage of existing connections.** Survey students, parents, faculty, school board member and PTA to discover personal and professional links to community organizations and businesses. Expand relationships with Retired Senior Volunteer Program office, volunteer centers, existing business cooperatives, colleges and universities, and service clubs. Become a member of service clubs and community organizations so that you can develop personal relationships with people outside of the school.
- **Foster Ownership.** Involve the students and the faculty in the process of designing the project with the partner organization. Take time to prepare and allow the project to be enhanced by students, teachers, parents and the community partners. Invite representatives from the agency or business to present information to the class and encourage

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the students to research organizations that interest them, or have the class visit the business. Involve the partner in developing reflection and evaluation components.

- **Know the kinds of services you need.** Be precise about what you need, what time you need it and how frequently. It is more effective to ask, for example, for tutors to work with middle school students in math, Tuesday afternoons from 2-4 p.m. each week for four months, than to request tutors.
- **Be Flexible.** Be willing to change and adapt mid-project due to shifting trends, emergencies, crises and other changes affecting the organization.
- **Remember that the organization's first priority is its clients.** Political pressures, funding timelines, special events and other activities may necessitate changes in planning and scheduling.
- **Help the partner organizations expand their vision of what youth service can be.** Provide the organizations with examples of exemplary service-learning programs and help them understand the concept of utilizing youth as resources. Discuss and clarify how partnership will significantly benefit both the agency and the student.
- **Model what you hope to do.** Develop an inventory of success stories. For example, when a volunteer center needed to document that students were finding projects through the center referrals, they developed a volunteer position to do after school telephoning. The seventh grader who filled the position provided a needed service at the most appropriate time—after school—while developing her record keeping and presentation skills.

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Where to begin

- **Get to know your partner.** Learn about the world of partnering organization and how it fit into the larger fabric of the community. Identify a key contact person who can help you navigate within the organization so you honor the culture of the organization, understand how decisions are made, worth within the existing budget and planning cycles, and use the language of the organization to articulate how service-learning meshes with the organization's priorities.
- **Take time to establish a linkage** between the leaders of organizations so that you can better determine whom you can ask for assistance and so you can know who the best person to put ideas into action is.
- **Explore ways service can be accomplished at the school site.** Completing service within the school reduces the demands on personnel, transportation and logistical planning. Have agency personnel, or better yet, actual client's visit the class to talk about the program.
- **Determine the community priorities** of the partnering organization and develop projects which truly advance the partner's priorities. For example, if a shelter has a strong need to pay off its mortgage, marketing students could help promote its major fundraising campaign and organize its fundraising event. Civics Students could study the issue of housing and homelessness in the community and create an informative packet to be distributed at the fundraising dinner. Elementary school students could donate their art as decorations and create placemats for the dinner event.

The College & University

Throughout our nation K-12 schools and colleges and universities are developing partnerships that are mutually beneficial. From higher education's perspective, the majority of these partnerships have focused on K-12 students as "recipients of service" through projects focusing on dropout prevention, tutoring, mentoring and alternative education. Recently there has been a movement toward service-learning programs that engage college and university students with K-12 students in service activities targeted at acquisition of academic knowledge and skills while meeting real community needs.

Conditions for Success

- **Find someone knowledgeable about the college or university** system to help you navigate through it. Higher education institutions can be very complex, and it is helpful to have an informed resource that can provide assistance. Consider offices for careers, internships, volunteers, leadership and other special programs as starting points.
- **Take time** to ensure that the college student benefits from the service experience. Discuss and clarify the goals the student has for the service experience and work toward helping him/her achieve those results.

Program Options

- **Tutors:** College students provide tutorial services to students, either with one-on-one or in small groups. After-school tutorial programs are popular venues for college students to work with K-12 students in enhancing their academic skills
- **Mentors:** College students provide encouragement, support and assistance to K-12 students in need of increased self esteem an/or other needs,

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- **Service-learning coordinators:** College students trained in service-learning pedagogy work with K-12 teachers, offering training, technical assistance, and support to integrate service into the curriculum.
- **Classroom aides:** College students provide assistance to K-12 teachers including classroom management, working with small groups of students, and researching teaching strategies and initiatives.
- **Content specialist:** College students provide expertise and assistance in a particular subject area (environmental education, art, science, etc.) to help K-12 teachers implement corresponding projects and programs.
- **Program evaluators:** College students can help schools gather information and consolidate it into reports for schools, funders or communities.
- **Special considerations:** As schools adopt new teaching methods, college students can help in researching existing models of implementation, training, providing technical assistance, assessing and developing school-community partnerships.

Resources

- **Campus Outreach Opportunity League (COOL)** is a national higher education student organization oriented to training students and placing them in communities. (202) 296-7010
- **Contact your local college or university** and ask for the Cooperative Education Office or Student Employment Office. They can assist you or refer you to appropriate campus resources. Be specific in identifying your needs; it will help you find the best “fit” with higher education.
- **Contact your SEA** and ask for the person responsible for school based student-learning in your state.

Community Agencies

Community agencies and schools have much in common. Both are focused on their own particular set of clients and are committed to the health and improvement of the community at large. When schools and communities decide to partner in a service-learning program, they can realize many varied and rich benefits to their own institution and to the community.

The three primary purposes of a community agency are: “1) direct provision of service to their clients; 2) education and out-reach in their field of expertise; 3) generating friends and resources.” (Battenburg). These purposes are often addressed in an agency’s mission statement.

Service-learning projects can fall under any of these categories, and all projects should tie directly and strongly to both the school’s and the agency’s mission statements. This is the foundation of a successful service learning program.

Program Options

Help partnering organizations understand service-learning and encourage them to offer a continuum of options for young people.

- **Direct volunteer placement:** Students provide direct services to the client or organization.
- **Organizational internship:** Students can help shape policies and decisions and are a part of organizational fundraising or advocacy.
- **On-campus service-learning:** Students can develop certain products and programs which serve a specific organizational need. Many of these projects can be done at the school site as well as the agency. For example, students could create newsletters for nonprofit organizations. They could produce resource materials, booklets or videotapes, which can be given directly to the agency’s clients.

- **Off-campus service-learning:** Students in a child care course could provide child care at specific times for the families of a shelter, or they could develop an after-school activities program.

Volunteer Centers

A critical point of contact in any community is the Volunteer Center, which serves as a clearinghouse for nonprofit organizations. Some Volunteer Centers are already working to develop resources for students and their teachers. By working directly with these agencies you can reduce the amount of time you spend identifying potential projects and partner organizations.

You may need to also help the Volunteer Center expand its definition of youth service by seeing youth as resources.

Business Partnerships

The Value of Business Service-Learning Partnerships

“We believe community involvement not only enriches neighbors, but also distinguishes Seafirst people from many of our competitors by the depth and breadth of our volunteer work. Seafirst’s employees are proud that we take such an active role in community activities and that we encourage our employees to become involved in helping others. And we value job candidates who have a record of volunteering within their community.”-
John V. Rindlaub, Chairman and CEO, Seafirst Bank, Seattle

Most business-school partnerships are established to enrich the student’ learning. Such partnerships have developed a wide range of programs including job shadowing, Junior Achievement projects, and enriched curricula which stimulate interests in subjects such as economics, law and engineering. Such partnerships across the country have made a significant difference.

Increasing numbers of schools and communities are beginning to add another powerful dimension to these partnerships by encouraging young people to not only receive, but also to give. These business-school partnerships provide youth with the opportunity to contribute significantly to the school, the business organization and the community.

Benefits to the School and Business

- **Makes learning authentic.** Projects with the business community enable students to apply what they are learning to real problems rather than simulations. Service-learning provides a new mechanism for teaching and assessing the application of the core curriculum while teaching and reinforcing job readiness skills.
- **Develops problem solving and leadership skills.** By identifying significant issues and providing technical assistance, businesses can help students develop critical thinking skills.

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- **Fosters teamwork skills.** Most corporate and community problems require students to work with adults and fellow students to complete the task. This prepares students to be contributing members of their families, businesses, communities and country.
- **Enables students to be workers/producers rather than passive recipients.** Young people can be vital resources, enabling business to reach new audiences and provide more services.
- **Provides positive visibility or youth, schools and businesses.**

Program Options

- **Develop a valued product.** A hospital in Tacoma is partnered with a high school. The hospital's physical therapist sent a videotape of an 18-month-old child with multiple sclerosis to the industrial design class. The students used classroom skills to build a wheelchair for the child.
- **Do research or studies.** The EPA has partnered with a number of school districts to involve students in collecting data about significant environmental issues such as wetland preservation and air particulates.
- **Address a need.** Middle school students partnered with a toy store and a local community center to develop a shoplifting prevention plan.
- **Foster a school-wide partnership.** A school might explore ways it can provide opportunities for all classes to develop a service connection with a business. For example, if a school partnered with a hospital, the following connections could be made:

Art: Artwork could be displayed in the hallway or could be part of the hospital's annual fundraising efforts. Student art could also be used on brochures and media releases.

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- Music:** Students might help the hospital identify calming music and develop a music packet that could be available when people are in the hospital.
- Languages:** Students who are bilingual might translate hospital information. Students could also teach the hospital staff basic Spanish vocabulary.
- Child Development:** Students could provide child care during hospital-provided health courses for community members.
- English:** Students might write books for younger children. These books could be donated to new parents along with literacy information.
- Health classes:** These classes might develop special health pamphlets for young people. They could focus on creative ways to make the information entertaining.

Resources

IDEALS project. This project provides training and technical assistance to service-learning coordinators and business partners. This project assists both businesses and schools to develop service-learning partnerships. Jim Potovsky, National Association for Partners in Education (NAPE), 209 Madison Street Suite 401, Alexandria, VA 22314. (703) 836-4880.

“Community Service not only benefits those who receive it, but also those who give it. In my experience, people who volunteer their time and talents gain a perspective on life that makes them more effective in their jobs, and, I believe, more fulfilled.” –Lew Platt, Chairman, CEO/President, Hewlett-Packard Company.

Options, Impacts & Implications Community Agency Example: Shelter for Homeless Families

Partnership Matrix

PROGRAM OPTION	SERVICE ACTIVITIES	BENEFITS	EXPECTATIONS/LIMITATIONS
Students as volunteers	<ul style="list-style-type: none"> Class of students cooks and serves a meal for families four times a year 	<ul style="list-style-type: none"> For shelter: Services provide a broader awareness of agency For students: Gain sense of contribution. Aware of need of homeless families. Understand role of the shelter. Connect to nutrition lessons. 	<ul style="list-style-type: none"> Difficult to organize task so all students are actively involved. Matching time of service need and students' class times. Transportation
Student internship	<ul style="list-style-type: none"> Individual student works at the shelter twice a week throughout the school year. 	<p>Above benefits, plus:</p> <ul style="list-style-type: none"> For shelter: Students provide assistance to agency. For students: Sense of accomplishment. Career awareness/development of employable skills. Understand role and activities of the shelter. Individual responsibility. 	<ul style="list-style-type: none"> Both school and shelter staff need to work together to prepare students, identify project options. Ideally shelter staff will serve as mentors to students as they implement their project. Schools and partners need to develop mutually beneficial projects for service and learning.
Service-learning projects completed at school	<ul style="list-style-type: none"> Students in contemporary problems class study homelessness, plan and implement public awareness campaign, provide PSAs, door hangers, newsletter, grocery bag notices and public forum about the shelter. Computer students produce newsletter. Health students plan menus. Media students prepare PSA. Students arrange bilingual resources. 	<p>Above benefits, plus:</p> <ul style="list-style-type: none"> For shelter: More community members understand broader social issue of low-income housing and the role the shelter plays. Financial and volunteer assistance mobilized. For students: Feel informed and able to participate actively in civic affairs. Classroom content more easily learned and retained. Develop citizenship skills. 	<ul style="list-style-type: none"> Both school and shelter staff need to work together to prepare students, identify project options. Ideally shelter staff will serve as mentors to students as they implement their project. Schools and partners need to develop mutually beneficial projects for service and learning.

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<p>Service-learning projects at community agency</p>	<ul style="list-style-type: none"> • Health class plans a month of menus with nutritional breakdowns and cooks meals. • Child development students plan and implement child mentoring, tutoring and activities. • Students interview shelter residents to determine what services are needed vs. received, then provide a report and recommendations to agency. 	<p>Above benefits, plus:</p> <ul style="list-style-type: none"> • For shelter: Service provided to more families. Parents and children benefit. More community members understand the needs of the shelter and its clients. • For students: Students are able to use classroom skills in a way that helps others. Students gain a sense of contribution and personal efficacy. Students develop personal relationships with people “different” than themselves. 	<ul style="list-style-type: none"> • Shelter and school staff need to work together to identify the need. • School and agency schedules need to be aligned. • Transportation/site supervision and liability • Teacher needs to connect service activity to classroom curriculum building the skills needed for the project.
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Options & Impacts Business Partnership for Service: Real Estate Business

Partnership Matrix

PROGRAM OPTION	SERVICE ACTIVITIES	BENEFITS	EXPECTATIONS/LIMITATIONS
Traditional business partnership: You as the recipient	<ul style="list-style-type: none"> Career shadowing / internships 	<ul style="list-style-type: none"> For business: Future employees have better basic job skills. Business is viewed more positively in community. Example: Intern provides some service. For students: Motivation is increased. Students gain clarity about career future / interests & see connections between class work and work skills. 	<ul style="list-style-type: none"> Business participants need to be trained by and work directly with school staff. Students need supervision and a clear, meaningful role.
Partners in service: Students and business volunteers provide service to community	<ul style="list-style-type: none"> Tutoring / mentoring Real estate company and students work together to help fix up homes for low-income families. Students and adults work side by side in fundraiser for a children's charity. 	<ul style="list-style-type: none"> For business: Future employees have better basic job skills and literacy. Business is viewed as a community contributor. For students: Increased motivation and academic success. For business: PR for company. Employees develop leadership and project planning skills which are valued by the company. For students: Develop leadership skills. Students meet and work alongside positive adults. Aware of service side of business. 	<ul style="list-style-type: none"> Tutors must be trained by school staff. Regular time and place for tutoring needs to be established. Coordinate business and school scheduled and project needs. Transportation needs to be arranged. Prepare business volunteer to work with youth. Time for coordination.

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<p>Service-learning completed in community</p>	<ul style="list-style-type: none"> Students provide energy audits for real estate office. Students provide recycling consultation. Students produce bilingual materials so businesses can reach new clients. 	<ul style="list-style-type: none"> For business: Able to implement energy savings plan and recycle office supplies. For students: Able to apply chemistry, math and physics skills to community project. Apply computer presentation skills reporting on results of survey. Understand business perspective on conservation. 	<ul style="list-style-type: none"> Business and school need to define project possibilities and constraints. Teachers need to prepare students to be efficient and appropriate for setting. On-site supervision. Transportation needs to be arranged. Be sure students are not displacing workers.
<p>Service-learning completed in school</p>	<ul style="list-style-type: none"> Real estate: Students in marketing class receive assistance from real estate brokers as they develop a community education program on housing issues. Hospital: Students in industrial design class build a wheelchair for a child with MS. Utility: High school drama students plan, provide conservation assemblies for elementary students. 	<ul style="list-style-type: none"> For business: New services are provided. Youth understand the role business plays in the community. For students: Classroom learning is enlivened through application. Positive PR for youth and school. For school: Fewer transportation / liability costs. Logistically easier to handle. 	<ul style="list-style-type: none"> Business and school must collaborate to develop projects that are challenging and linked to curriculum. Teacher provides direct supervision of students. Business provides technical assistance to students as they work on the project.

Risk Management and Liability

Be Prepared – Know Your Guidelines

Risk management is an important component to school-based service learning programs. Thoughtfully developed policies and procedures can help service-learning teachers and administrators manage risks effectively. Because “documents of agreement” which attempt to reduce and/or transfer responsibility for harm are governed by state law, it makes good practice to review written consent and/or liability forms with the administration’s risk manager and/or legal counsel.

Work study policies which guide off-site career placements can be applied to service-learning programs as well. The following recommendations should guide programs which involve a large number of students as volunteers in community/school situations. A full packet of sample forms is available through Project Service Leadership.

- 1. Utilize school district’s or university’s risk management professionals** and/or legal department to review policies, procedures, and forms. Articulate and publish service-learning policies, procedures, goals, and benefits for students, parents, staff, agencies, and service recipients. Be sure to adjust and modify as needed.
- 2. Identify risks and liabilities and develop policies, procedures, and training** for students and staff, and develop goals, objectives, and curriculum for service learning programs.
- 3. Require parental/guardian permission** (in writing) for student involvement (for K – 12).
- 4. Require all adult volunteers working with youth to submit to a screening process** that includes volunteer application, screening, reference letters, and disclosure form.
- 5. Keep accurate and up-to-date student and service site files** (computerized if possible).
- 6. Require participants to wear different identification badges** and to

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sign in and out with each visit. Labor and Industry standards require student volunteers to sign in regularly. Become familiar with child labor laws and Labor and Industry standards. Student I.D. cards are helpful when placing students in the community.

7. Assign student supervisors at each service placement site if possible (employee or volunteer position). College students, eager to gain experience and build professional references, can do an excellent job of supervising youth.

8. Develop training and handbooks that cover health, safety and emergency crisis plans. Training should include information about inherent risks. Include this information in the student handbook and service site procedures handbook. Include health, safety, first aid and emergency crisis plans in all orientation and training. Be sure to document student participation in such training. Require that service sites have a first aid kit, copies of the student's medical release form, and clear instructions on what to do if the student is injured. (Note: First aid kits can be assembled as a service project).

9. Be sure transportation policies for students to travel to and from service-learning site follow all school district requirements and state laws governing student drivers and school transportation safety laws.

10. Develop individual files for all students and volunteers assisting with program. Each file should contain the following forms:

- Volunteer application which includes references and parent approval if applicable.
- Volunteer contract agreement with outlines the agreed-upon days and times at the placement site, agreed-upon tasks, purpose and goals to be achieved, and orientation and training.
- Medical release form
- Travel agreement and automobile insurance form
- Parents approval form for student involvement in service learning program
- Written progress reports and evaluations
- Reflection questions

Service-Learning Risk Management Bibliography and Resources

Legal Issues for Service Learning Programs: A Community Service Brief from the Nonprofit Risk Management Center, by Anna Seidman and Charles Tremper, 1994. Order through Nonprofit Risk Management Center, 1001 Connecticut Avenue, NW, Suite 900, Washington, D.C. 20036; 202-785-3891.

No Surprises: Controlling Risks in Volunteer Programs by Charles Tremper & Gwynne Kostin, 1993. Order through Nonprofit Risk Management Center, 1001 Connecticut Avenue, NW, Suite 900, Washington, D.C. 20036; 202-785-3891.

State Liability Laws for Charitable Organizations and Volunteers, 1993. Order through Nonprofit Risk Management Center, 1001 Connecticut Avenue, NW, Suite 900, Washington, D.C. 20036; 202-785-3891.

Risk Management: Strategies for Managing Volunteer Programs by Sarah Henson and Bruce Larson, 1988. Order through Macduff/Bunt Associates, Inc., 821 Lincoln, Walla Walla, WA 99362.

Resource Guide For Community Agencies Providing Service-Learning Opportunities

(Adapted from the guide written by Kate McPherson, used with permission)

Effective Practice

Quality Service-Learning Partnerships Require the Commitment of the Community and School Alike.

Orientation/Training

Adequate training helps insure student success.

Take time to orient students, giving them opportunities to ask questions. Check individuality for understanding because students frequently do not have want to be embarrassed by asking a question.

Student Ownership

Students are more engaged in service activities which they help identify and when they see a connection between a topic of personal interest and their service activities. Help students find an activity that builds upon their talents, concerns or interests.

Meaningful Service

Help student develop a service activity that addresses a real need. Students need to understand what is currently being done to address their topic and what they can do that makes a greatest difference.

Learning from Service/Reflection

A critical component of all service learning is the opportunity to reflect and learn from the service experience. Have students discuss what they have done and what they have learned. A variety of reflection activities can be found in the Appendix.

Encourage Meaningful Roles for Youth

Middle-school students who are ready to take on significant projects need mentors and assistance. Middle-school youth need an adult who can help advocate for them with community members to expand their leadership and service opportunities.

Additional Elements of Effective Programs

Service-learning activities are most effective when

- The service program encourages youth to work with different cultures and ages.
- Youth are able to participate in a continuum of service so they become increasingly competent and feel part of a larger community effort.
- Youth are involved in designing, implementing and evaluating the service.
- Youth assume new roles and develop new skills as they serve.

For Safety and Sanity

- Don't transport students without parent permission.
- Don't work alone or travel alone with any students.
- Don't expect every student who signs up to show up.
- Don't take photographs without permission.

Practical Suggestions

Orientation/Training

Questions to Ask

- What training will be necessary to complete the project well and safely?
- Who is best able to provide that training?
- What equipment is necessary for all students to be actively engaged in the project? (Middle-school students may not use power tools.)
- How can we best prepare students with the specific skills they need to complete their work? Have we ensured student safety? Be sure you have thought about safety concerns and have a plan of action if something goes wrong. Have easy access to a phone and a first-aid kit. Be sure parents fully understand the scope of work being done.

Project Safety

- Do students need any special clothing?
- Do students need tools or equipment?
- Are there any safety precautions which require preparations?

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During the Service

- Help students understand how your organization serves the community and why their service is valuable.
- Make your activity age-appropriate. If possible, vary the activities and infuse fun and relationships into the service.
- Provide students with a clear understanding of how they can continue to participate with your organization after their service is completed.

After the Service

- At the end of the service activity, help students draw connection back to their EXIT projects. If possible, have copies of some resources related to your agency or its clients that students might use in their EXIT projects (i.e. provide interesting articles or a list of web sites related to your service activity—literacy, the environment, the health benefits of pets, etc.).
- Take time at the end of the day to reflect and celebrated! (A few reflection activities are in the Appendix.)

Things Middle-School Students Like

As you plan to involve middle-school youth, be sure to:

- build in fun and opportunities for interpersonal interaction
- provide a safe place for students to ask questions
- if possible, take time to help students build connections to their interests and talents
- have a back-up plan

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Developing Healthy Youth

Using research from 47,000 young people, the Search Institute has identified assets that youth need to grow up healthy. When these assets are present, youth are less likely to get involved in problem behaviors, and they are more likely to be successful and caring.

Below is a chart which shows how service contributes to the development of several of these assets.

Asset Category	Service-Learning Connections	Agencies can help service experiences develop these assets by ...
<i>Support.</i> Young people are loved, supported, affirmed, and cared for in their families, schools, and communities.	Service-learning can cement relationships of support and caring between youth and adults.	<ul style="list-style-type: none"> • Providing caring relationships with adults. • Being nurturing and affirming of young people. • Making the agency a friendly, caring place for children and youth.
<i>Empowerment.</i> Young people are valued by their community and have opportunities to contribute to others.	Service helps young people be seen as valuable resources for their organization and communities.	Careful preparation and good supervision during their service-learning efforts help youth feel safe.
<i>Constructive Use of Time:</i> Young people have opportunities to participate in positive, structured activities (such as sports, music, religious involvement, service).	Service-learning provides opportunities for young people to expand their minds and hearts, offer hope and support to others, and use their creativity to deal with new challenges and opportunities.	<ul style="list-style-type: none"> • Designing projects that involve interactions with peers and adults. • Having young people use their talents (music, athletics, computers) to serve.
<i>Educational Commitment.</i> Young people are committed to education and have high educational aspirations.	Service helps youth apply their knowledge to issues and problems they are exposed to and situations that challenge their world view and perspectives.	<ul style="list-style-type: none"> • Building intentional connections between service and learning. • Giving young people opportunities to apply their education to issues they care about.
<i>Positive Values:</i> Young people care about other people, and their values help to shape their behavior.	Service-learning helps young people affirm and internalize values that are important to them.	<ul style="list-style-type: none"> • Giving young people opportunities to address other people's needs. • Helping young people see the connections between their service and their values.
<i>Social Competencies:</i> Young people develop skills and competencies they need for living, including decision-making, self-esteem, and relational skills.	Social skills are nurtured as young people plan and carry out activities.	<ul style="list-style-type: none"> • Giving young people opportunities to practice these skills while they serve. • Building self-confidence as young people see they can make a positive difference in the world.
<i>Positive Identity.</i> Young people have a strong sense of their own purpose, power, and promise.	Service-learning helps shape a positive identity as young people discover their gifts and develop a place in the world through their acts of service and justice.	<ul style="list-style-type: none"> • Affirming the value of the student contribution. • Explore why students connect their service activities and their unique talents.

Benefiting the Community

How Service-Learning Can Benefit the Community

Providing Valuable Service

As our communities become increasingly diverse and as the issues of homelessness, hunger, and pollution become increasingly complex, we need the assistance of youth. Youth are uniquely able to reach young children and senior citizens and they have the energy and strength to make notable improvements in the environment. Their energy brings a sense of vitality and excitement to community organizations.

Developing Good Citizens

As youth participate in the community, they see that their participation can make a difference—that civic involvement is rewarding and even enjoyable. Research by The Center for Youth Development in Minnesota indicates: “From a position of virtual equality on the pre-test, students participating in service-learning demonstrated an increased preference for community participation when compared with non-participating students.”

Reducing Youth Violence

According to John Calhoun, Executive Director of the National Crime Prevention Council: “Claiming and valuing teens, both in program opportunities and in social service exchanges, can enhance their self-esteem and develop an investment in the community and the future. Teens with such a stake not only have no reason to resort to violence, they have every reason to avoid and deflect violence and to help drive it from their environment.”

Expectations

Sample Expectations for Long-Term Youth Volunteers

In addition to defining specific task responsibilities for youth volunteers, you may want to outline a set of general expectations that you have of youth volunteers. Here are some possibilities:

- Be punctual, have a positive attitude, and be courteous to everyone.
- Notify staff if you are unable to attend or cannot meet timelines.
- Attend an orientation session to get an overview of agency services, policies and procedures. Become knowledgeable about the organization's rules and regulations, (confidentiality, dress code, time constraints, etc.) the reasons for them, and their importance.
- Review and understand your job description.
- Complete assigned tasks on time.
- Be honest with your supervisor when discussing matters affecting your performance (transportation problems, tardiness, personality conflicts, lack of understanding of assigned tasks, clarification of role, etc.).
- Be open to "requests for assistance" from agency staff and other volunteers.
- Respect and maintain confidentiality of client's records.
- Know how to operate office equipment in a safe manner, after appropriate training is provided. Let students know who to turn to with questions.
- Familiarize yourself with all emergency procedures.

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- Work cooperatively as part of a team effort to achieve organizational goals.
- Follow-through the volunteer commitment; each person's contribution is important, and in fact, many people are depending on the volunteer.
- Enjoy yourself. This is a job, but it should be fun for all of us as we work together to fulfill our mission together.

Reflection Activities

At the end of the service experience it is very helpful for students to have time to think about the value of the service they have completed and to explore more thoroughly what they have seen and done. Taking time to reflect and discuss their experiences helps students learn more. Spending a few minutes at the service site can help students draw learning while things are fresh in their minds.

When students are back at school, they will write about their experiences. Below are a few ways you could have students learn more from their experiences

Round Robin

Simply focusing the group at the end of the day and asking them the following questions can be helpful:

- What did you do today? How was this helpful to the people or animals you served?
- Were you surprised or troubled by anything you saw or did today? (Take time here to provide some background information about the clients or people you serve.)
- Do you have any questions that we can address or discuss?
- How would you describe what this agency does to other youth?
- How can you continue to serve this agency or address this issue?
- How does this agency serve the larger community?
- What issues or topics might you research that you learned about today?

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Adaptation

Have students walk quietly around the service site and ask them to see what they have accomplished. You may also want to ask these questions: In what ways have you helped others today? How does it feel to get into the community to help? How does this agency you worked with help the community? What enables this agency to provide a valuable service to the community? What questions arise from your experience in the community?

All Tied Up

Have the group stand in a circle. Holding the end of a ball of string, hand the ball off to a participant. Ask him/her to reflect on a particular question (e.g. What was something you learned today?) Once he/she has answered the question, ask to hold onto the piece of string and pass the ball onto someone else. Continue the process until everyone has reflected on the question and has a section of string in his/her hands. When completed, you should have something that looks like a web. When they are all done talking, make some points about the interconnectedness of people, how they are all a part of the solution, for if one person had not contributed to their service projects the outcome would have been different.

Collage of Words

Using a large sheet of paper, have students write words that describe their experience. Provide plenty of creative material (e.g. markers, crayons, colored pencils) and a large sheet of paper on a smooth surface. Give students 20 minutes, and have them explain their work when they're finished. Explain how—without everyone's contributions—the work wouldn't be as rich and varied as it is.

Service Interviews

Encourage students to see their projects through the public's view by conducting media-style interviews with one another. Remember to cover all the bases: who, what, when, where, why and how. Or "go Oprah" and ask the "hard-hitting" questions!