

# MISSOURI SERVICE-LEARNING STANDARDS



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Missouri  
Service-Learning  
Advisory Council



Information and service-learning examples for this guide were collected from service-learning advisors and instructors across Missouri.

Service-Learning Definitions are from the 2nd Edition of *The Complete Guide to Service Learning* by Cathryn Berger Kaye, M.A., copyright 2010. Free Spirit Publishing Inc., Minneapolis, MN; 866/703-7322; [www.freespirit.com](http://www.freespirit.com).

Indicators are from the 2008 National Youth Leadership Council K-12 Service-Learning Standards for Quality Practice document, St. Paul, MN; 651/631-3672; [www.nylc.org](http://www.nylc.org).

Research on the Service-Learning Standards was gathered by the RMC Research Corporation, June 2008, and accessed through the National Youth Leadership Council, St. Paul, MN; 651/631-3672; [www.nylc.org](http://www.nylc.org).

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This material is based upon work supported by the Corporation for National and Community Service under Learn and Serve America Grant No. 09KSWMO001. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of the Corporation of the Learn and Serve America Program.

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*"Service-learning is integral in developing student voice. When we have the courage and responsibility to listen to our students we learn what the needs of our community are. Our students are our greatest resource and so, it makes sense to use service-learning as a viable tool in developing that voice. Service-learning has empowered our students to become responsible citizens who are becoming the great leaders we wish to see in our community."*

**DR. DIANNE BROWN**  
**FOX C-6 DISTRICT SUPERINTENDENT**

# INTRODUCTION

## MOSLAC BEST PRACTICES COMMITTEE

Walk into any school or on any college campus and you are likely to find a collection barrel filled with canned goods, clothing, or school supplies; or run across a bake sale raising funds for a local charitable organization. Service is a unique teaching tool. Community service (volunteerism) has been utilized for years to teach students those intangibles that play a role in setting the internal moral compass; taking initiative, organizing, and leadership, to name a few.

Academic, or curriculum-based service-learning, in comparison, is a relatively young field, and is defined as a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (National Service-Learning Clearinghouse). Its value as a legitimate and effective teaching pedagogy is well-documented, and many teacher education programs across the state of Missouri are educating Missouri's future PK-12 teachers on how to incorporate curriculum-based service-learning in their classrooms.

The Missouri Service-Learning Standards booklet is a useful resource for any educator in Missouri considering academic or curriculum-based service-learning for the classroom. The Standards utilized in this booklet are adapted from the National Youth Leadership Council's K-12 Service Learning Standards and the 2nd Edition of *The Complete Guide to Service Learning* by Cathryn Berger Kay, M.A. Accompanying each Standard are examples of how K-20 educators across Missouri have incorporated the service-learning standards into their classrooms, as well as supporting research from the National Service-Learning Clearinghouse ([www.servicelearning.org](http://www.servicelearning.org)) and RMC Research Corporation accessed through the National Youth Leadership Council.

In addition to the Terminology Guide on page three, definitions may also be found within each Standard. On pages 20-21 of the booklet, resource links will provide information on agencies and organizations across the state of Missouri and nation. Many of these organizations offer grants, provide sample discipline specific syllabi, and more examples of service-learning as a teaching strategy.

Helping students make meaning of subjects studied in school, whether kindergarten or college, is a universal challenge faced by educators. The Missouri Service-Learning Advisory Council, Learn and Serve Missouri, and Missouri Campus Compact are pleased to provide the Missouri Service-Learning Standards booklet as a helpful guide.

*"Seeing the impact of service-learning on the lives of my students has both humbled and inspired me. I see my students thrive and learn through service to their school, their community, their world. These are the lessons they will take with them into the future. They will address needs, solve problems, and foster hope."*

**DIANA KORNFELD**  
2010-2012 CHAIR, MISSOURI SERVICE-LEARNING ADVISORY COUNCIL

# TERMINOLOGY GUIDE

- SERVICE-LEARNING** | *Service-Learning (Academic or Curriculum-Based)* is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (Learn and Serve America's National Service-Learning Clearinghouse). Service-learning may occur in any or all of these formats; direct, indirect, advocacy, research.
- EXPERIENTIAL EDUCATION** | *Experiential Education* occurs when students learn by actively engaging in experiences that will have benefits and consequences, along with focused reflection on those experiences. Students experience practical applications of the material being taught, and develop new skills, attitudes, and ways of thinking. Service-learning falls under the broader umbrella of experiential education (National Youth Leadership Council).
- PUBLIC SCHOLARSHIP** | *Public Scholarship or Publicly Engaged Academic Work* is scholarly or creative activity integral to a faculty member's area. It encompasses different forms of making knowledge about, for, and with diverse publics and communities. Through a coherent, purposeful sequence of activities, it contributes to the public good and yields artifacts of public and intellectual value (Ellison, J., and T.K. Eatman. 2008. *Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University*. Syracuse, NY: Imagining America).
- PREPARATION** | *Preparation* consists of the learning activities, orientation, training, and analysis that prepare participants for all aspects of their service experience. It helps participants understand their roles; skills, information, and safety precautions needed; and the people with whom they will be working (National Youth Leadership Council).
- COMMUNITY ENGAGED RESEARCH** | *Community Engaged Research* occurs when community engagement is a core element of any research effort involving communities. It requires academic members to become part of the community and community members to become part of the research team, thereby creating a unique working and learning environment before, during, and after the research (Jones L, Wells K. Strategies for academic and clinician engagement in community-participatory partnered research. *JAMA*; 297:407-410).

# MEANINGFUL SERVICE

Students identify, authenticate, and learn about a recognized community need. Student actions are reciprocal, valued by the community, and have real consequences while offering opportunities to apply newly acquired academic skills and knowledge.

## INDICATORS

Service-learning experiences are appropriate to the participants' ages and developmental abilities

Service-learning addresses issues that are personally relevant to participants

Service-learning provides participants with interesting and engaging service activities

Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed

Service-learning leads to attainable and visible outcomes that are valued by those being served

## PROVE IT! WHAT THE RESEARCH SAYS

Furco (2002) found that the young people in his California study who had the strongest outcomes were those who engaged in meaningful service activities that challenged them, interested them, or gave them the highest levels of responsibility. When they were challenged to adopt "adult" roles, young people were more likely to want to prove that they could do the job well, both to others and to themselves. Outcomes were greatest when young people had more control over their service activities, felt a sense of efficacy, and were committed to the cause that their service activities addressed. Outcomes were also better when young people experienced positive relationships with each other, with teachers, and with community agency representatives. Billig, Root, and Jess (2005) similarly showed that when students perceived their service to be meaningful, they were more likely to be committed to the service-learning project, to acquire more knowledge and skills, and to develop both their own project ideas and a greater sense of efficacy. Catalano, Haggarty, Oesterle, Fleming, and Hawkins (2004) found that outcomes were greatest when youth interacted with others, acquired new skills, and felt rewarded upon project completion. In a study of African American youth, Youniss, McLellan, Su, and Yates (1999) found that outcomes were highest when the service activity addressed meaningful problems within their own community.

A Missouri State University student teaches Springfield firefighters how to communicate with a growing Hispanic population.



## SHOW-ME! PRIMARY

*Heber Hunt Elementary - Sedalia, Missouri - Animal Shelter Poetry*

Third grade students at Heber Hunt Elementary in Sedalia are passionate about helping the animals at the local shelter. For this project, students collected blankets, food, bleach and old towels for the shelter. Students wrote Dogku and Catku poems which reflected on their feelings after their visit to the shelter. The class created an ABC book that allowed them to reflect and express their feelings on all aspects of the project. The students were also given the opportunity to educate the entire school on the importance of using the animal shelter as an option when adopting a pet. The students' passion for animals made this a strong and meaningful service-learning experience.

## SHOW-ME! SECONDARY

*Wright City Academy - Wright City, Missouri - Team Building Challenge*

Over the past three years, the Wright City Academy students have built a team building challenge course in Ruge Park with the assistance of the Parks Director, the Wright City Fire Department, and local businesses. In the spring of 2006, after the annual float trip to celebrate the school year, the Academy students recognized a need to identify a means to get to know each other at the beginning of the school year. The following fall, they all participated in a portable team building challenge at Ruge Park with staff from the YMCA followed by experiencing a low ropes course at Greensfelder Park. Students identified this as a need for the district and community to increase understanding, tolerance, and communication among students in an effort to end conflict. They decided to build a course of their own so everyone in Wright City could benefit from team building. This course has remained meaningful for the students despite the change in student population over three years.

## SHOW-ME! HIGHER ED

*Missouri State University - Springfield, Missouri - Overcoming Language Barriers*

The Hispanic population in Springfield is growing yet language barriers present challenges, especially in emergency situations. In fall 2009, Missouri State University service-learning students from Spanish courses worked with area fire departments to teach firefighters basic phraseology so they could better communicate during emergencies. Students not only practiced their Spanish but also filled a necessary community demand.

# LINK TO CURRICULUM

The process includes deliberate cross-curricular connections whereby students learn skills and content through varied modalities that meet academic standards and enables the transference of skills and content to new applications. The content informs the service and the service informs the content.

## INDICATORS

Service-learning has clearly articulated learning goals

Service-learning is aligned with the academic and/or programmatic curriculum

Service-learning helps participants learn how to transfer knowledge and skills from one setting to another

Service-learning that takes place in schools is formally recognized in school board policies and student records

## PROVE IT! WHAT THE RESEARCH SAYS

Billig, Root, and Jesse (2005) found that linkage of service-learning to content standards or curricular objectives was among the strongest predictors of all academic outcomes. Ammon, Furco, Chi, & Middaugh (2002), in their study of California service-learning program, demonstrated that clarity of academic goals and activities, scope, and support through focused reflection were the strongly predictive of student academic outcomes. Kirkham (2001) reported that nearly all of the teachers who connected service-learning to their curriculum reported that students who participated in service-learning mastered more knowledge and skills than they would have learned through regular instruction, and that their grades improved and absenteeism decreased. Billig and Brodersen (2007) found that students whose teachers aligned the service-learning experience with standards had higher scores on academic efficacy and engagement measures.

Heber Hunt Elementary “ambassadors” welcomed new students to their school.



## SHOW-ME! PRIMARY

*Heber Hunt Elementary - Sedalia, Missouri - Student Ambassadors*

Fourth grade students at Heber Hunt Elementary in Sedalia conducted research and discovered that their school enrolled 135 new students during the previous school year. After realizing that something needed to be done to help these new students feel welcome, they decided to be the ambassadors who would welcome these new students to their school. Activities were integrated into reading and writing as students read books about new students in schools and wrote letters to local businesses to request coupons to place into a welcome bag. Thank you letters were written to businesses who donated. After interviewing the new students and giving them a tour of the building, the tour guide used technology as they took the information gathered to write a brief biography. Students also took a picture of each new student to place on the “Welcome New Tigers” bulletin board. Students applied their math skills as they graphed the number of new students to the building each month. The fourth graders improved their social studies map skills as they tracked the origin of each new student on a map that hung on the classroom wall.

## SHOW-ME! SECONDARY

*Seckman High School - Imperial, Missouri - Books of Hope*

Through a collaborative and cross-curricular process students wrote and illustrated books for children in war-torn Uganda. Activities were integrated into this Books of Hope service-learning project through Business Technology I (illustrating books using Desktop Publishing) and Special Education Language Arts I & III (writing poetry) classes. At the beginning of the project teachers provided students scoring guides to clearly define grading expectations. Business Technology I students were assessed on usability, technical features, layout, and overall quality of their projects. Language Arts I & III students were evaluated on elements of poetry, grammar and language usage, as well as overall project quality. Teachers graded student work at various points throughout the project’s duration and provided a final grade at the project’s end. The overall project grade contributed to both quarter and semester grade evaluations.

## SHOW-ME! HIGHER ED

*St. Louis Community College - Meramec - St. Louis, Missouri - Art for Children*

Teacher Education students enrolled in EDU 120, Art for Children, at St. Louis Community College (STLCC) worked with children who lived or attended school at Epworth Child and Family Services. The Teacher Education students exposed Epworth students to the visual arts by planning and conducting art lessons on painting, drawing, ceramics and Art History, giving Epworth students the opportunity to use materials and their own creative thinking skills in ways that their normal school days don’t allow. In addition, STLCC students served as role models as they were able to talk with Epworth students about making college a part of their future plans. In return, the Teacher Education students were able to experience first hand the skill, planning, and flexibility required for working with special needs populations.

# REFLECTION

Students participate in systemic varied processes that integrate cognitive thinking related to social issues and their lives as well as empathic response; this affective and cognitive blend deepens the service-learning as students apply and transfer new understandings of themselves, others, and the world around them.

## INDICATORS

Service-learning includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes

Service-learning reflection occurs before, during, and after the service experience

Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions

Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens

Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experiences so that participants understand connections to public policy and civic life

## PROVE IT! WHAT THE RESEARCH SAYS

In a study of high school students, Billig, Root, and Jesse (2005) reported that the more cognitive challenge within the reflection activities, the more likely students were to engage in and value school, feel more efficacious, and acquire more civic knowledge and more positive civic dispositions. Root and Billig (2008) found that teachers with the strongest student civic and academic outcomes had reflection activities that asked students to investigate social problems more deeply, alternatives, resolve conflicts among themselves, consider how to persuade others, and manage complex tasks. Eyler and Giles (1999) found that reflection activities helped students apply learning to real-life situations and acquire stronger problem-solving skills. Engaging in reflection also was related to increased openness to new ideas, the ability to see issues in a new way, and the ability to analyze issues systemically. Blyth, Saito, and Berkas (1997) showed that young people who did not engage in reflection within their service-learning projects generally had lower socially responsible attitude scores than those who did. Those youth who engaged in the greatest amount of reflection were the most engaged in school. Waterman (1993) reported that students who engaged in more reflection had stronger self-confidence and social responsibility than those who did not. Eyler, Giles, and Schmiede (1996) found that engagement in critical reflection was associated with a greater likelihood to apply what they learned to understanding and solving social problems.

A William Woods student participates in math games with local 4th graders at the annual math fair hosted by a math education course.



## SHOW-ME! PRIMARY

*Fox Middle School - Arnold, Missouri - 1000 Smiles*

During the 1000 Smiles cross-curricular service-learning project, seventh graders designed educational brochures and supplied items for Jamaicans suffering from poor dental hygiene. Before, during, and after the project, students engaged in many reflective activities. At the beginning, students engaged in a thoughtful team discussion assessing the population's needs and ways they could provide assistance to it. Next, groups of students discussed potential problems and solutions. During the brochure activity, students included self-reflections about themselves and included their thoughts on healthy dental hygiene practice. At the end of the project students wrote and sent letters to the physician who championed the 1000 Smiles program in Jamaica. Lastly, pictures of Jamaicans receiving their dental brochures and dental care were posted in the hallways to spark student discussions and overall reflection of the project's impact on the students.

## SHOW-ME! SECONDARY

*Bailey Alternative High School - Springfield, Missouri - Tutoring Project*

Engaging in mindful thought is a crucial component of any service-learning project. A variety of reflection activities help the students at Bailey Alternative High School improve their own reading skills while helping elementary students do the same. The reading class engaged in a service-learning project in which they tutored at-risk elementary students. During preparation, students engaged in reflection as they created timelines of their own important literacy experiences and discussed their own feelings and attitudes about reading. In addition, students used drawings to reflect the characteristics of a good reading tutor. During the action step, students engaged in weekly written and oral discussions. At the end of the nine week tutoring experience, students engaged in a variety of reflection activities. Students designed their own reflection tools including thinking cubes, questions for the elementary students, book folders and memory books. Each reflection activity allowed both the high school and elementary students to examine their own reading process while examining universal literacy issues.

## SHOW-ME! HIGHER ED

*William Woods University - Fulton, Missouri - Math Fair*

University students in a math education course planned and hosted a math fair for local 4th graders. Prior to the fair, university students gathered information from the 4th grade teachers about what their students needed extra help with before beginning state achievement testing. At the math fair, the students taught the same lessons for different groups of students on rotations. The university students gained experience in adapting the lessons to fit the groups' varying learning styles. To assist with the planning for the following year and the reflection process, the 4th grade teachers completed evaluations at the end of the event.

# DIVERSITY

Student experience affords opportunities to multidimensional understanding and varied points of view. This process allows students to gain perspective, and develop mutual respect and appreciation for others while replacing stereotypes with accurate information.

## INDICATORS

Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives

Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making

Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service

Service-learning encourages participants to recognize and overcome stereotypes

## PROVE IT! WHAT THE RESEARCH SAYS

Spring, Dietz, and Grimm (2006) found that youth from high-poverty communities were much less likely to volunteer than those from other backgrounds. When they did volunteer, the young people from high-poverty backgrounds tended to be motivated by the opportunity to acquire skills for work or school. As a result of their participation, these young people tended to have more positive civic dispositions behaviors than their peers. Billig, Root, and Jesse (2005) demonstrated that diversity in service-learning programming was related to academic engagement, valuing school, enjoyment of subject matters, civic dispositions, and civic engagement. Simmons and Toole (2003), writing about the results of a diversity taskforce, reported a lack of consensus about the relationship between diversity and service-learning. Some service-learning practices led to reinforcing stereotypes and promoting the imbalance of power in the relationship between social groups. Simmons and Toole noted that a missionary ideology is less likely when service planning is based on an assets model, when participants directly address the issue of culture, and when reflection activities ask participants to think about the larger context of societal needs and cultural traditions of those being served and those providing the service. Hammond and Heredia (2002) showed that participation in service-learning helped individuals to become better “culture brokers.” Service-learning was also found to have different meanings and challenges based on the racial or ethnic background of participants. Vang (2004-2005) found that service-learning is an unfamiliar concept in many cultures and that services activities need to be culturally sensitive. Keith (1997) noted that non-White students who participated in service-learning

Tended to learn more when knowledge was presented in context (“field sensitive”), when the learning process was collaborative, when they could see the relationships between their efforts and accomplishments, and when they engaged in activities that allowed repeated experiences with success and therefore promoted patterns of internal attribution...Relationships were perceived as caring. (p. 137)

LaPoint (2004) gave similar recommendations in research about Native American practices. Native American tribes often have strong cultural traditions that promote service, but their beliefs may not be consistent with the beliefs currently driving service-learning in schools and out-of-school programs.

## SHOW-ME! PRIMARY

*Sullivan Primary School - Sullivan, Missouri - Community Character Quilt*

At the Sullivan Primary School students, grades Pre-K through first grade were provided opportunities for moral action. Bowls For Hunger was facilitated by students serving soup in ceramic bowls made in art class. Students performed songs of thanks during the dinner. To symbolically tie the community and schools together as one, each visitor was given a strand of fabric to tie to the “Community Character Quilt” on display in the Performing Arts Theatre. Through class meetings and other activities students were given the opportunity to think of other ways they could provide service to their community and state. After reading the book, *The Rag Coat* by Lauren Mills, and discussing the story line in the book, the Primary School students brainstormed what they could do to help others. Students associated the rag coat to a rag quilt and created quilts from their very own clothing to give to the homeless shelter. With assistance from parent volunteers, quilts and reflection books were made and given to the homeless shelter along with canned goods to the community food pantry. At the District Bowls For Hunger night, quilts were presented by students to the homeless shelter along with their writings. All buildings and campuses in the Sullivan School District provided a service and presented at the Bowls For Hunger event.

## SHOW-ME! SECONDARY

*Lewis and Clark Learning Center - Fort Osage, Missouri - Healing Garden*

Students at Lewis and Clark Learning Center, Fort Osage School District, used a multi-curricular approach to develop a plot of land and improve their academic skills. Healing Garden metaphorically represents the journey of self-discovery that students begin in the Alternative Program. As students bring life and beauty to an unused piece of land, the project comes full circle by providing students with a way to give back to their community. The students developed three areas: A rain garden and fruit plot, a community garden, and solved a drainage problem around the building while beautifying the grounds. Students experienced healthy lifestyles and developed an environmental awareness through this project.

## SHOW-ME! HIGHER ED

*Truman State University - Kirksville, Missouri - Marketing the Milan Clinic*

Truman State University is located near Milan, a rural community in Northeast Missouri with a large percentage of Hispanic residents. The Health Promotion Management and Marketing class (HLTH 325) worked with the NEMO Health Council Milan Clinic to identify the challenges they face in increasing their client base and marketing the clinic within the community. The clinic faced multiple issues in its attempts to attract clients, such as conflicts in healthcare values and perspectives among local immigrants. Students in the course became familiar with diversity in a cultural situation with which most of them were previously unfamiliar. The project also better prepared them to participate in a democratic society by participating in activities to improve the health and well-being of community residents from diverse cultures.

# YOUTH VOICE & CHOICE

Students experience significant age-appropriate challenges involving tasks that require thinking, initiative, and problem solving as they demonstrate responsibility and decision making in an environment safe enough to allow them to make mistakes and to succeed.

## INDICATORS

Service-learning engages youth in generating ideas during the planning, implementation, and evaluation process

Service-learning involves youth in the decision-making process throughout the service-learning experiences

Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas

Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making

Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience

## PROVE IT! WHAT THE RESEARCH SAYS

Hart (2007) found that student voice and autonomy were associated with higher academic engagement and achievement in the literacy-based service-learning projects in his study. Bradley et al. (2007) demonstrated that high school students who had more ownership over the development and presentation of their service-learning projects had higher increases in self-confidence, personal efficacy, interpersonal communication, and critical thinking skills. Billig, Root, and Jesse (2005) showed that youth who had voice in all phases of their service-learning projects has stronger academic and civic engagement. Blyth and colleagues (1997) reported that when youth had more opportunities to plan and work together, they experienced higher outcomes. Spring, Dietz, and Grimm (2006) found that when students had roles in planning projects, they were more likely to report being interested in engaging in more service and felt more efficacious. Morgan and Streb (2003) showed that young people engaged in service-learning who had greater opportunities to express themselves made greater gains in political knowledge, were less cynical about government, and had a greater desire to be politically active than others.

PAWSS students collaborated with Giant Steps to make and sell dog treats benefiting the Shannon Foundation.



## SHOW-ME! PRIMARY

*Kirkwood Middle School - Kirkwood, Missouri - PAWSS & Giant Steps*

PAWSS, a girls service group that works to provide support to animal causes, joined with Giant Steps, a school for children with autism, to bake dog biscuits and treats. This was part of a larger service project to raise money for the Shannon Foundation, a refuge for abused and neglected animals in St. Claire. PAWSS members and Giant Steps students worked collaboratively to bake the treats, and assembled them into packages to sell at the Kirkwood Greentree Fair. The two groups also joined in a parade to promote their dog biscuits at the fair. Following the sale of the treats, both groups visited the farm run by the Shannon Foundation to deliver the donation to the organization. The PAWSS girls learned about the disability of autism while at Giant Steps. The children with autism enjoyed the opportunity for interaction with typical peers.

## SHOW-ME! SECONDARY

*Hickman Mills School District - Hickman Mills, Missouri - Driving FORCE*

Teen Driver Safety Project: Be the Driving FORCE, Hickman Mills High School service-learning project created a video program to raise teen awareness about the danger zones surrounding teenage drivers. The project slogan is: "Be the Driving FORCE Behind the Wheel" By Driving *Focused On alert Responsibly Considerately Empowered*. The message was selected because almost every teen in the student leadership group had felt the effects of loved ones dying or suffering injuries in car accidents. FORCE included information for teenagers about distracted driving, aggressive driving, drinking & driving, seatbelts, and making good decisions (becoming empowered) when driving. Students partnered with a local educational network (KCEN) that provided the project with a mentor to help produce a quality video. The student leadership team of this project was comprised of high school students from the district's gifted program (Center Of Differentiated Education). After weeks of hard work and video production activities, the time finally came for the Project FORCE video assembly. The entire student body (1,100 students) attended the assembly and learned about the important issues related to teen driver safety. At the end of the assembly, students completed a post-survey to provide measurable comparison results on the impact of the video. Every student received a FORCE pen and key chain as a reminder to: "Be the Driving FORCE Behind the Wheel"!

## SHOW-ME! HIGHER ED

*Missouri State University - Springfield, Missouri - Tackling Social Issues*

First year Sociology students at Missouri State University participated in an integrated service-learning course which allowed them to use sociological concepts and critical thinking skills to make sense of a social problem. The class identified social problems, worked together to narrow the list, discussed the sociological relevance of the topic, and brainstormed potential social actions that could be taken to address the problem. Groups selected their area of interest, researched the topic, reflected upon it and designed some sort of social action – or series of actions – to address it. For example, groups could choose to organize or attend a rally on affordable housing then spend time serving with Habitat for Humanity. Students were asked to examine the issue from a sociological perspective. In other words, they considered multiple standpoints, examined taken for granted assumptions, and sought to understand how the problem was connected to other aspects of social life.

# RECIPROCAL PARTNERSHIPS

Students participate in the development of partnerships and share responsibility with community members, parents, organizations, and other students. These relationships afford opportunities to interact with people of diverse backgrounds and experience, resulting in mutual respect, understanding, and appreciation.

## INDICATORS

Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses

Service-learning partnerships are characterized by frequent or regular communication to keep all partners well-informed about activities and progress

Service-learning partners collaborate to establish a shared vision and set common goals to address community needs

Service-learning partners collaboratively develop and implement action plans to meet specified goals

Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources

## PROVE IT! WHAT THE RESEARCH SAYS

Wade (1997) showed that strong service-learning partnerships yielded strong outcomes for teachers, youth, and community members in the form of skill and resource acquisition, meeting genuine community needs, and widening partners' understanding of each other and community issues. Reciprocal partnerships were identified as critical success factors in institutionalizing service-learning practice by Ammon, Furco, Chi, and Middaugh (2002), Billig (2002b), and Bailis (2002). Bailis concluded that the most benefit would be derived in a partnership that was long-term, well-designed, and mutually beneficial, characterized by collaborative communication and interaction between the stakeholders and using efficient leveraging of community assets.

Alma Schrader students pay homage to the U.S. Constitution, our forefathers, and modern-day heroes.



## SHOW-ME! PRIMARY

*Alma Schrader Elementary School - Cape Girardeau, Missouri - Constitution Day*

Alma Schrader Elementary School program in Cape Girardeau, “Constitution Day and Heroes Recognition Program - Celebrating Our Country, Our Constitution and Our Heroes Past and Present” has become a time honored tradition since September 2002. The students and faculty of Alma Schrader host this program to pay homage to the United States Constitution, the country’s forefathers, and modern-day heroes. The program is conducted on or around Constitution Day and is the culmination of a school-wide cross curricular Constitution and patriotic related study. The school family regards this program as a gift to the community in celebration of the country and the many sacrifices provided by those who serve her. Local heroes, including government officials, first responders, military personnel and veterans are invited to attend by students and faculty members. Honorees are individually introduced by students and presented with certificates denoting them as eternal heroes of Alma Schrader Elementary School. Especially proud participants are grandparents and veterans whose service was provided long ago. This program has become a welcome tradition within the school and community at large. Partners for this program include individuals from the entire community and school district.

## SHOW-ME! SECONDARY

*Wright City Academy - Wright City, Missouri - Arts in the Park Festival*

The Wright City Academy hosts an annual Arts in the Park Festival as part of their service-learning program. Arts in the Park displays and celebrates the artwork of the district’s students and provides a weekend of free entertainment and art experience for the community. The Academy students have developed a wide variety of community partners to help support their festival. The partner will call the art teachers in the district to plan the event and provide artwork for the show. A staff person at the Wright City Parks department serves as a member of the Academy’s Service-Learning Advisory Council and works directly with the students to develop the event and support the program with both time and financial support. The Warren County Fine Arts Council supports the entertainment and provides the personnel for the judging and awards for the artwork. A staff person at FMB Bank is also a member of the Academy’s Service-Learning Advisory Council and provides financial support for the festival. Students also develop partnerships with the Wright City Chamber of Commerce and local businesses to fund the art activities and entertainment during the event.

## SHOW-ME! HIGHER ED

*Missouri Southern State University - Joplin, Missouri - Art Education*

Spiva Center for the Arts, a local art museum in Joplin, annually plays host to 600 third-graders from the Joplin School District over a two week period. Art Education students from Missouri Southern State University enrolled in a required Art for Elementary course, under the supervision of their instructor, develop curriculum for the art lessons and teach the lessons at the Center. In addition to over 100 hours of service performed, Missouri Southern students are required to write a reflection about the experience. Missouri Southern students are exposed to art education in an arts center that creates an appreciation for art in a manner that classroom lecture and school observation cannot provide. In addition, it builds leadership, civic engagement in support of the arts, and establishes reciprocity between the university and the Joplin area community that Spiva Center for the Arts serves.

# PROGRESS MONITORING

Once students identify and authenticate the need, they use varied methods to observe and track change and improvement as they carry out the service-learning process. Advancement toward intended or developing outcomes is examined along with effectiveness of applied procedures and recognized mutual benefits. Findings are shared with stakeholders.

## INDICATORS

Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience

Service-learning participants collect evidence of the equality of service-learning implementation from multiple sources throughout the service-learning experience

Service-learning participants use evidence to improve service-learning experience

Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders to deepen service-learning understanding and ensure that high quality practices are sustained

## PROVE IT! WHAT THE RESEARCH SAYS

Billig, Root, and Jesse (2005) reported that assessment and progress monitoring in service-learning were related to students' enjoyment of subject matters, civic knowledge, and efficacy. Greene and Diehm (1995) showed that progress monitoring of student work in the form of frequent written feedback on written reflections was associated with valuing education and personal investment in service. Shumer (1997) summarized the research on service-learning and concluded that reflection and feedback were necessary for helping service-learning practitioners to monitor the flow and direction of practice to ensure that goals were met.

Cotley College students partnered with a local school district to run Project S.U.C.C.E.E.D. An Afterschool Program.



## SHOW-ME! PRIMARY

### *Yeokum Middle School - Belton, Missouri - Internet Safety Campaign*

Students from the Yeokum Middle School in the Belton 124 School District developed a Public Awareness Campaign that included brochures, pamphlets, public service announcements, and live performances to inform the public about internet safety and the dangers of sexting, bullying, sexual harassment, and child pornography. Students conducted research on the internet, watched informational videos, interviewed other students and members of the community, attended a workshop at a local university about the rights and responsibilities of students pertaining to the 4th Amendment. Students were evaluated at different steps of the project - data collection to determine need, display of information, observation during group work, pre and post surveys (inventories), and their final project.

## SHOW-ME! SECONDARY

### *Ritenour High School - Ritenour, Missouri - PeaceJam*

Before delving into their recycling project, students in the Ritenour High School PeaceJam group completed a pre-survey to help determine how their service-learning work would impact themselves and their community. The survey asked questions such as whether or not they felt proud of their community, whether youth could make the world better, and if they helped address problems in their community. They then began observing recycling practices in their cafeteria, taking notes and creating a plan to address a problem they all saw, a lack of recycling in their school. After spending the school year teaching their classmates about proper recycling and refitting the receptacles with specialized lids, they then went back to the same questionnaire, this time as a post-survey, to see how their attitudes were changed by the project.

## SHOW-ME! HIGHER ED

### *Cottey College - Nevada, Missouri - Project S.U.C.C.E.E.D.*

Project S.U.C.C.E.E.D: An Afterschool Program is a sustainable, mutually beneficial partnership between Cottey College in Nevada and a nearby regional school district. Because the partnership is long-term and involves several Cottey College courses, evaluation and assessment is essential in nurturing the partnership.

Informally, student leaders, along with faculty, rated the success of each meeting and made adjustments in planning for future meetings as needed. For example, one of the plans initially was to encourage personal and academic goal setting and achieving. However, immediate evaluation determined that was not a realistic goal for the project due to logistical barriers. The students were able to adjust their goals and move forward. More formal evaluations took place at the end of the semester through a written assessment survey. While the results were generally favorable, improvements were made based on the evaluations.

# DURATION & INTENSITY

The length of the experience allows for a complete and thorough process as articulated in the Five Stages of Service Learning with age appropriate content, skill development, and depth of material covered.

## INDICATORS

Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration

Service-learning is conducted during concentrated blocks of time across a period of several weeks or months

Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes

## PROVE IT! WHAT THE RESEARCH SAYS

A 1997 study by Eyler and Giles showed that more intense service-learning experiences provided participants with more opportunities to contribute to the community, more varied and challenging tasks, a greater sense of ownership over the project, more opportunities to form collegial relations with professionals, and more opportunities to apply academic content to real world situations. Each of these factors has been found in the literature to be associated with stronger academic and civic outcomes. Hours alone are not sufficient to determine quality, though, but rather the content of the experience and the teacher facilitation in addition to the hours is important (Blyth, Saito, and Berkas, 1997). Duration was related to multiple positive outcomes in the National Learn and Serve evaluation (Melchior and Orr, 1995), and Billig, Root, and Jesse (2005) found that duration of at least one semester was significantly related to all civic outcomes and enjoyment of subject matters. Billig and Brodersen (2007) also showed that duration was positively related to students' valuing school, civic engagement, social responsibility, and locu of control. In addition, Scales, Roehlkepartain, Neal, Kielsmeier, and Benson (2006) showed that duration had a positive impact on young people's commitment to learning.

Students at SCORE learned to knit so they could produce hats for those who cannot afford cold weather clothing.



## SHOW-ME! PRIMARY

*Hickman Mills School District - Hickman Mills, Missouri - Spread Your Wings and ButterFLY!*

Fourth and fifth grade students at Hickman Mills C-1 School researched information about butterfly species, their habits, and their nutritional needs. The class took a trip to visit a local botanical center where the “experts” spoke to them about creating a butterfly garden. Students collected soil samples from the courtyard and sent them away to be tested to determine a strategy for ground preparation. Students graphed the butterfly garden on paper and then transferred the information to the actual ground site. Students received a budget and they priced and purchased the plants necessary to create the garden. Students’ knowledge of butterfly species, life cycles, and migratory patterns were incorporated into the educational stepping stones that they created as a walking path. Students hatched butterfly chrysalis, and those butterflies were released in the garden as part of the celebration activities. Students have raised environmental consciousness through the publicity that this project produced. Community members have a “back-to-nature” area that can be enjoyed for group get-togethers or private quiet time. Patrons of the school district have seen a positive image of our young people as problem-solvers, not problem-creators. This project also contributed toward the conservation of butterfly species and other natural resources. The impact of this project is sustainable. Students and community volunteers will continue to work on this project from year to year, maintaining and increasing the garden. Future funds needed will be secured through student fund-raising, program funds, and private donations.

## SHOW-ME! SECONDARY

*SCORE - Nixa, Missouri - Hats for Christian County, Dare to Care*

The students at SCORE, Nixa School District, started a service-learning project called Hats for Christian County, Dare to Care. The students and teachers learned to knit, crochet, and use Knifty Knitter looms to produce hats for infants, children and adults. These hats were distributed to Newborns in Need, The Least of These, and the cancer center for infants, families, and cancer patients unable to purchase cold weather clothing. The students’ Child Development Unit included information about how appropriate clothing can affect the health of children. In FACS class, students completed a unit that addresses the clothing needs of all members of the family, including elders and family members with health challenges. This project has grown and now includes silk screening silk scarfs for cancer patients.

## SHOW-ME! HIGHER ED

*St. Louis Community College - Meramec - St. Louis, Missouri - Information Systems*

Students from the Information Systems Department of St. Louis Community College at Meramec worked with Webster Rock Hill Ministries (WRHM), a non-profit emergency social service organization that provides a variety of programs for over 6,000 people in the Webster and Rock Hill areas in St. Louis.

The project required analyzing existing collection forms and reporting requirements, converting the manual process into technical forms, and then building the software tools from scratch. The students built the application software, tested it, installed it on the Ministries’ machines, and trained the Ministries’ staff and volunteers to use it.

This project is ongoing in order to keep pace with the growing requirements of WRHM. Our students add new forms, services, and queries based on the Ministries’ needs and provide on-going technical support.

# SERVICE-LEARNING RESOURCES

## MISSOURI

### MISSOURI CAMPUS COMPACT

[www.missouricompact.missouristate.edu](http://www.missouricompact.missouristate.edu)

Helps develop and strengthen service-learning and civic engagement partnerships between member colleges and their communities. Committed to enhancing students' responsibility, citizenship, and awareness of their communities and reinvigorating higher education's concern for improving the quality of life in society.

### MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

[http://dese.mo.gov/divcareered/service\\_learning\\_index2.htm](http://dese.mo.gov/divcareered/service_learning_index2.htm)

The Department of Elementary and Secondary Education (DESE) is the administrative arm of the State Board of Education. It is primarily a service agency that works with educators, legislators, government agencies, community leaders and citizens to maintain a strong public education system. Through its statewide school-improvement activities and regulatory functions, the Department strives to assure that all citizens have access to high-quality public education. DESE does not regulate, monitor or accredit private, parochial or home schools.

### MISSOURI SERVICE-LEARNING NETWORK

[www.mosln.org](http://www.mosln.org)

The Missouri Service-Learning Network works to enhance, promote, and sustain meaningful service-learning in the state of Missouri.

### MISSOURI SERVICE-LEARNING PORTAL

<http://portal.kidscarecenter.com/sites/ServiceLearning/default.aspx>

This site includes reporting forms, deadlines for the current school year and any upcoming events for current subgrantees as well as information for potential subgrantees. Check often to see if there is any new or updated information.

### CHARACTERPLUS

[www.characterplus.org](http://www.characterplus.org)

CHARACTERplus®, a project of Cooperating School Districts, works to advance the cause of character education and sustain its impact on the lives of educators and students by designing, promoting and facilitating processes and best practices serving educators and enhancing their commitment to character education actively recruiting and developing community support, and continually evaluating the impact of our programs and services.

# SERVICE-LEARNING RESOURCES

## NATIONAL

### LEARN AND SERVE AMERICA

[www.learnandserve.gov](http://www.learnandserve.gov)

Learn and Serve America provides direct and indirect support to K-12 schools, community groups and higher education institutions to facilitate service-learning projects by providing grant support for school-community partnerships and higher education institutions, providing training and technical assistance resources to teachers, administrators, parents, schools and community groups, and collecting and disseminating research, effective practices, curricula, and program models.

### NATIONAL CAMPUS COMPACT

[www.campuscompact.org](http://www.campuscompact.org)

Campus Compact is a national coalition of more than 1,100 college and university presidents - representing some 6 million students - dedicated to promoting community service, civic engagement, and service-learning in higher education.

### NATIONAL SERVICE-LEARNING CLEARINGHOUSE

[www.servicelearning.org](http://www.servicelearning.org)

Learn and Serve America's National Service-Learning Clearinghouse (NSLC) supports the service-learning community in higher education, kindergarten through grade twelve, community-based organizations, tribal programs, and all others interested in strengthening schools and communities using service-learning techniques and methodologies.

### NATIONAL YOUTH LEADERSHIP COUNCIL

[www.nylc.org](http://www.nylc.org)

NYLC leads America's youth, educators, and communities to redefine the roles of young people in society through service-learning, empowering youth to transform themselves from recipients of information and resources into valuable, contributing members of a democracy.

### PEACEJAM

[www.peacejam.org](http://www.peacejam.org)

PeaceJam brings young people together with Nobel Peace Laureates to tackle the toughest issues facing our planet - from basic needs, such as access to water, to basic rights, such as social justice and human security.

### SLICE (SERVICE-LEARNING IDEAS AND CURRICULAR EXAMPLES)

[www.servicelearning.org/slice](http://www.servicelearning.org/slice)

SLICE is an easy-to-search database full of hundreds of high-quality service-learning lesson plans, syllabi, and project ideas. Lesson plans are submitted by educators and service-learning practitioners.