

FROM

COMMUNITY SERVICE

TO

SERVICE-LEARNING

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Morris, P. V., Redmon, K., and Martin, K. (2004). From Community Service to Service-learning. Purdue University Cooperative Extension Service. W. Lafayette, IN.

Introduction

Get YOUTH Involved in COMMUNITY Service-LEARNING

There is growing evidence to substantiate what many of us have believed and acted upon for years. Namely, youth are motivated to participate in programs which encourage them to be involved in the decision-making process and where they can make a difference in the lives of others. Community service is one way that youth can give back to their communities and impact many lives. Historically, the 4-H youth development program has always included a community service component. A commitment to service is even expressed within the pledge. Hence, “I pledge my hands to larger service, for my club, my community, my country, and my world.”

However, with changing times and impact statements needed for everything we do, it is time to move beyond just the service concept and add more substance, a learning component. Therefore, the concept of community service-learning must be employed. Community service-learning is a method under which participants learn and develop through thoughtfully organized service that is: conducted in and meets the needs of a community. It is a strategy defined largely in terms of character and civic education. It involves working together with others on equal footing toward the shared aim of contributing to the common good and can help engender a sense of community among youth, a crucial factor in youth development.

A meaningful community service-learning experience embraces the expectation that 4-H youth members strive past the experiences that they have already had in school and outside of it, heading towards new experiences with “different” groups, individuals, and situations. To continue to do things one has already done or has expertise in is not “learning.” Learning means doing something new, putting together skills and using them in different ways, problem-solving, communicating on a new level, and/or expanding one’s knowledge about how the world works. However, in order to ensure that specific knowledge and skills are being learned, measurable goals and objectives must be developed prior to the new experience.

A user-friendly resource guide has been developed for your use. The purpose of this guide is to provide you with a step-by-step process and a checklist for planning and delivering community service-learning projects. It is a teaching tool kit for preparing community service organizers, youth volunteers and community collaborators. We wish you success in your community service-learning efforts.

What Youth Gain From Community Service-Learning

By giving back to their communities, young people:

- Learn the value of helping others.
 - Develop leadership, communication and organizational skills and a sense of empowerment.
 - Learn how important the connection is between subject matter and life in the community.
 - Learn how to cooperate with one another and work as a team with diverse groups of people including adults, peers and others with different backgrounds and experiences.
 - Succeed in an area different from academics, athletics or popularity.
 - Build self-esteem from the positive results of their service.
 - Develop problem-solving skills by applying their knowledge to real-world situations.
 - Develop a sense of being responsible for their community and a sense that citizenship requires them to actively participate in their community.
 - Receive recognition for their efforts and possibly college scholarships.
 - Experience the world of work.
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What Clubs/Groups Gain From Community Service-Learning

Carrying out service activities can strengthen a club or group because it:

- Boosts member commitment and involvement by giving members meaningful activities.
- Can involve families and youth in a joint activity.
- Fulfills the “hands to larger service” part of the 4-H Pledge.
- Builds unity among members, allowing them to function better as a team.
- Allows members to get to know one another better as they work together on a common goal.
- Helps youth become invested in their club and community.
- Shows the community how youth can be resources and how they can get things done.

Section 1

LET'S EXPLORE

Ideas for 5- to 8-Year-Olds

It is great to get the younger members of your club or group involved because they are such willing participants. This age group learns best from hands-on experience, making community service an excellent way to involve them. Introducing 5- to 8-year-olds to service at this young age helps them develop a lifelong habit of service to others. Short, quick, easy and lively activities that are simple to complete help this age group succeed in their first service activities!

- A great way to let them help plan the project is to take them on a walk through the community and tell them to be “detectives” trying to spot possible service projects.
- Have your young detectives help recap what they spotted and decide on a project (for instance, picking up trash in the park).
- Adults and older youth can make the arrangements for the project. The kids’ participation could include making trash bag kits that contain supplies such as gloves for the cleaning day and other simple tasks, singing favorite tunes at adult foster care or retirement homes, planting flowers in local parks and community centers and donating their used books and toys to day care centers, domestic violence shelters and literacy programs.
- Once the big day arrives, these youth will be willing to jump right in. This is the most exciting part of the project. Remember to take breaks, have plenty of water and recognize the good work they are doing, as they do it.
- This age group soaks up encouragement, so be sure to praise them. Remember to prepare some sort of recognition or celebration afterwards. They love getting recognition award certificates!

For more information visit the following Web page:

http://www.usaweekend.com/diffday/guide_teacher.html

For Early Adolescents and Teens

Sometimes the hardest part is getting started. A couple of ideas are to start a new club or group officer position and let the new officer use the five easy steps mentioned to get the group going!

Teen Service Officer

If your club or group hasn’t already added the service officer position to its panel of officers, perhaps you should consider it. The purpose of a teen service officer is to have one or two people plan, coordinate and implement community service-learning opportunities for your 4-H club or group. Responsibilities would include working with the club to organize community service-learning activities for a year of service. There are many national service days in which to participate.

Public relations work would also be involved, including notifying your county and state 4-H programs of your successes. You can also report your community service-learning projects to many of the national service day sites.

Another responsibility of the person in this position would be to recognize members who participate in your group projects. In addition to county certificates and ribbons, the YEA (Youth Experiencing Action) recognition programs are excellent ways to recognize members. This position is for someone who likes to see things accomplished and enjoys the satisfaction of helping others.

Section 1

Suggestions for Picking a Project

- Have youth conduct newspaper searches
- Neighborhood assessments
- Surveys and interviews
- Visit other service agencies
- Brainstorm as a group
 - Discuss prominent issues that need attention in your neighborhood and brainstorm ways to address the problems. Prioritize your ideas and select the best one.
- Calendar ideas
 - - Choose a project centered around the National Days of Service

NATIONAL DAYS OF SERVICE

➤ **January 20 – Martin Luther King, Jr. Day**

Purpose: To help keep Dr. King’s legacy of service alive in communities across the country.

Sponsors: Corporation for National Service, Points of Light Foundation

➤ **April – National Youth Service Day**

Purpose: To empower youth people, highlighting their ongoing contributions to their communities and mobilizing their energy, commitment, and idealism through sustainable service.

Sponsors: Youth Service America, National Youth Leadership Council, Parade Magazine, 49 national partner organizations, 13 sponsors including the national sponsor AT&T.

➤ **April 27 – May 3 – National Volunteer Week**

Purpose: To recognize and celebrate the efforts of volunteers at the local, state and national levels.

Sponsors: Points of Light Foundation 1-800-VOLUNTEER

➤ **June 21 – Join Hands Day**

Purpose: To bring young people together with adults to create new and better relationships by working as a team within their own neighborhoods.

Sponsors: American’s Fraternal Benefit Societies in partnership with Points of Light

➤ **October 26 – Make A Difference Day**

Purpose: To inspire and reward volunteers.

Sponsors: USA WEEKEND Magazine, Points of Light Foundation

➤ **November 23 – National Family Volunteer Day**

Purpose: To call families across America to work together in volunteer service to strengthen their families, communities, local businesses, and non-profit organizations.

Sponsors: Points of Light Foundation, Alliance for Children and Families

Section 1

Additional Community Service Activity Ideas

1. Collecting canned goods, money for needy
2. Paint 4-H emblem on livestock barns
3. Sing at nursing homes
4. Give money donations to hospital
5. Heart Fund Drive
6. Paint trash cans in park
7. Contribute to IFYE
8. Work at voting polls
9. March of Dimes
10. Parties for Head-start
11. Work with under privileged children
12. Easter party for under privileged and handicapped children
13. Assist at First Aid Station
14. Plant trees at 4-H Center
15. Help tornado victims
16. Help finance & staff day camp for under privileged children
17. Collect for Muscular Dystrophy
18. Serve at Farm Bureau Banquet
19. Make tray favors for hospital
20. Install flagpole at fairgrounds
21. Develop resource file for use by leaders
22. Conduct Rural Life Sunday
23. Happiness Pill for Rest Homes
24. Wash mail trucks
25. Work with Senior Citizens
26. Cancer Fund Drive
27. City Beautification Project
28. Ring bells for Salvation Army
29. Community Egg Hunt at Easter
30. Pain thrift shop
31. Thanksgiving baskets
32. Plan and prepare a 4-H Exhibit for a community event
33. Fix toys at Christmas
34. Prepare a public services directory
35. Help cut high weeds and clean up litter along township roads

Section 1

36. Paint house numbers on curbs
37. Tag fire hazards
38. Conduct a "Looking At Your Community" survey in your 4-H Club, community or school
39. Build an outdoor fireplace for a community park
40. Establish welcome signs at your city or town limits
41. Adopt a grandparent to be visited each week and on special occasions. Particularly those in nursing homes.
42. Conduct a series of child care clinics for teenagers who babysit
43. Conduct a bicycle safety inspection and clinic at your 4-H club or in your community.
44. Start a shopping service for shut-ins
45. Conduct a neighborhood or community day camp program for children who might otherwise not go to camp
46. Be a big brother or sister group to a handicapped child
47. Develop and maintain a bike-hike trail
48. Make a bulletin board for a church, school, or community center
49. Pack holiday boxes for shut-ins
50. Give a program at a retirement or county home
51. Assist in putting up a community Christmas tree
52. Subscribe to magazines and donate them to a nursing or retirement home or hospital
53. Start a "Teen Teach a Tot" program for preschoolers or first graders learning to adapt to school
54. Establish a babysitting service for parents wishing to vote in elections
55. Repair and repaint bleachers and backstops at your community park
56. Plant flowers in a community park, county fairgrounds, township hall, church or around rural mailboxes
57. Clean up a township or community prior to Memorial Day (May)
58. Make oil drums into litter barrels and locate them in your community. Periodic emptying of these barrels could be a continuation of this project by the group.
59. Clean up a school yard in your community
60. Make a shelter or feeder for birds or other small animals
61. Assist senior citizens or handicapped persons improving the appearance of their homes and property
62. Plant flowers in planters located in downtown areas, local parks and County Fairgrounds
63. Remove old political campaign signs

Selecting Service-Learning Projects

You can use a number of methods to identify service-learning projects. Involve youth in conducting newspaper searches, neighborhood assessments, surveys and interviews. Visit other service agencies. Match the skills and interests of the youth with the identified projects, perhaps through a survey or by brainstorming.

Meaningful action includes direct service (tutoring, visiting the elderly), indirect service (environmental cleanup, fund raisers) and advocacy (speaking to officials, notifying the community, writing letters to businesses). Service may be teaching others (demonstrating 4-H project skills, tutoring), producing a helpful product (books, oral histories, plays, computer programs, murals) or addressing a significant need or issue (analyzing local streams, building playgrounds).

While it's understood that participants will benefit most by being involved in a project for a sustained period of time, you can develop a "shopping list" of service activities for one day, one weekend or longer.

- Day:** Fund raiser, bike clinic, cultural fair, serving holiday meal to homeless
Weekend: Park or roadside cleanup, painting mural, building wheelchair ramp
Week: Day camps for needy children, gleaning crops to donate to a food pantry, helping with senior Olympics, "Random Acts of Kindness" week at school









Examples of age-appropriate (10-13) service-learning activities by selected 4-H curriculum categories include:

Environmental Science, Wildlife and Forestry






- ✿ Spray warnings on storm water sewers that flow to lakes and rivers
- ✿ Install 4-H stenciled trash cans in community parks
- ✿ Test drinking water for lead
- ✿ Plant wildlife food plots
- ✿ Plant native plants; make a nature trail
- ✿ Investigate issues which affect groundwater (septic tanks, abandoned wells, farm chemicals, animal wastes) and promote measures to correct them
- ✿ Help conduct an energy audit in school and promote energy-efficient measures
- ✿ Implement a recycling project at school or in a low income neighborhood
- ✿ Start a litter campaign at school or in the neighborhood

Section 1








Foods-Nutrition, Health and Safety

	Conduct a series of food and fitness classes for children in after-school care
	Hold a Food Guide Pyramid food drive for food bank and help with inventory regularly
	Build an obstacle/fitness course for a preschool
	Volunteer weekly at a soup kitchen
	Organize a bike safety clinic and bike hike
	Help with organized sports for disabled children
	Conduct a wellness fair
	Sponsor an alcohol and drug prevention campaign

Plants and Animals

-  Establish a kids' community garden in a vacant lot
-  Restore a neglected cemetery
-  Conduct a chick embryology program at schools
-  Hold a farm day for nursing homes or preschools
-  Help out regularly at an animal shelter; donate rawhide and toys

Citizenship, Personal Development and Leadership

-  Tutor young children in reading, math or science; do "hands-on" workshops
-  Build playground equipment for special-needs children
-  Start a buddy system to befriend disabled students at school
-  Set up a children's books, toys and games exchange in a community center, and schedule regular times to read to or play with the children
-  Start a letter-writing campaign to build more community recreational facilities
-  Learn to sing and then plan workshops and social activities with youth who are hearing impaired
-  Collect food and supplies for an emergency shelter

Section 2

Let's Get Involved

Those providing a service must address a real need as identified by the community. In community service-learning projects the voice of the community is sought and listened to as projects are developed. Every effort should be made to keep every discussion and decision on a positive note. Therefore, assessing the community should include a map of assets and gaps, not just deficits. It is suggested here to use an asset-based approach in working with communities.

The asset-based approach to community collaboration focuses not on the deficiencies, or problems within the community, but on the existing assets and gaps.

This approach is relationship driven. That is, it seeks out individuals who can and will work together in a relationship of equals to accomplish shared goal.

A discussion of the following statements and questions will serve to determine the community's assets and identify existing gaps. This discussion should include 4-H youth members, leaders and adults from the target community.

- Identify the community's resources and assets, including central issues the community faces, and the extent to which they are being met.
- Identify other organizations or agencies active in the community, and what services do they provide.
- What are the unfilled community opportunities for service partnerships?
- What special role can 4-H members play to improve present conditions in the community?

Addressing the Gaps within the Community

There are different types of services to consider when addressing the gaps that exist within a community. Service activities can take many forms from indirect service you perform within your organization to hands-on involvement to education and advocacy.

- Indirect service: Providing resources or services to others without any direct contact with recipients
- Direct service: Hands-on action on behalf of people or issues
- Advocacy for social change: Speaking out on behalf of others and working to change the underlying conditions that keep them in need
- Education for change: Young people become catalysts for change by learning about social issues and sharing what they learn with others

Section 2

Use the chart below to identify possibilities that fit with your group’s priorities, resources, and interests.

Addressing the Gaps within the Community			
Service activities can take many forms, from indirect service you perform within your organization to hands-on involvement to education and advocacy. Use ideas on this chart to identify possibilities that fit with your group’s priorities, resources, and interests.			
Type of Service:	Examples	Benefits	Challenges
Indirect service: Activities that provide resources or services to others without any direct contact with the recipients	<ul style="list-style-type: none"> ➔ Organizing a food drive ➔ Collecting blankets and winter clothing for homeless people ➔ Raising funds for organizations, causes, or disaster relief ➔ Preparing food for a shelter ➔ Creating care packages for new teen moms, refugees, or other groups in distress 	<ul style="list-style-type: none"> ➔ Meets important needs ➔ Can build connections to distant places in the world ➔ Does not require transportation 	<ul style="list-style-type: none"> ➔ Doesn’t put young people directly in contact with recipients ➔ Can perpetuate stereotypes or an “us and them” attitude about people being served
Direct service: Hands-on action on behalf of people or issues	<ul style="list-style-type: none"> ➔ Assisting an elderly person or someone with a disability with shopping or other household tasks ➔ Tutoring younger children ➔ Helping immigrant families practice speaking and writing in English ➔ Being a mentor to a younger child ➔ Working on home repairs or construction of affordable housing 	<ul style="list-style-type: none"> ➔ Provides opportunities for relationship building ➔ Can increase cross-cultural understanding ➔ Personalizes social and justice issues by connecting them to individual people ➔ Can offer immediate, tangible results 	<ul style="list-style-type: none"> ➔ Demands a stronger commitment from young people ➔ Typically involves multiple visits over time or an extended experience ➔ Usually requires transportation

<p>Advocacy for social change: Speaking out on behalf of others and working to change the underlying conditions that keep them in need</p>	<ul style="list-style-type: none"> ➔ Sponsoring a voter registration campaign ➔ Working to educate potential and current voters about issues ➔ Writing letters to the editor or submitting articles about social issues to newspapers or other media ➔ Participating in boycotts or goods or services that exploit vulnerable populations and/or harm the environment ➔ Speaking up about social issues at town or committee meetings ➔ Working on behalf of individual policy makers or other leaders 	<ul style="list-style-type: none"> ➔ Highlights justice issues for young people, reminding them of the systemic conditions that can perpetuate injustice ➔ Gives young people experience in civic engagement and world issues 	<ul style="list-style-type: none"> ➔ Results almost never come quickly and may not be recognizable for years, if ever ➔ Issues can be divisive and solutions complex ➔ Some types of political involvement may be inappropriate for some groups
<p>Education for change: Young people become catalysts for change by learning about social issues and sharing what they learn with others</p>	<ul style="list-style-type: none"> ➔ Develop a presentation about local hunger issues, HIV/AIDS education, or other themes ➔ Compile and distribute a list of easily accessible resources for families in distress ➔ Immersion opportunities where young people experience a different culture or setting in an intensive experience ➔ Participating in community events and celebrations that honor the richness in the community's diversity 	<ul style="list-style-type: none"> ➔ Builds young people's information-gathering and leadership skills ➔ Positions young people as resources in their community ➔ Provides the knowledge for young people to get more directly involved in issues and advocacy 	<ul style="list-style-type: none"> ➔ By itself, does not provide direct contact with people in need ➔ Can create conflict if issues are controversial

LET'S GET BUSY!

Plan of Action Worksheet

An action plan needs to be developed after the collaborating team identifies a community service-learning project. The team should consist of 4-H educators, volunteer leaders, youth representatives from both organizations (4-H and partnering agency), school staff, and members of the community. Several planning meetings should be scheduled to determine how every detail will be managed. Every team member should have a voice and everyone has a responsibility. Below is a sample format that may assist your team in planning and preparing.

Name of Our Project: (Project Title) _____

What We Are Going to Do: (Description) _____

What We Hope Will Happen: (Desired Outcome of Service) _____

What We Hope to Learn: (Learning Objectives) _____

How Many Participants Are Needed: (Number of Youth Involved) _____

Knowledge and Skills We Need: _____

What We Need to Know Before We Start: (Training/Orientation of Participating Youth) _____

Who in the Community Will Help Us? (Collaborators) _____

Contact Person and Phone Numbers: _____

Have all volunteers been approved? Yes _____ No _____

If no, contact your Extension Educator immediately.

Health and Safety Concerns: (Risk Management/Liability Issues)

_____ ➤ Health form and permission forms*

_____ ➤ Field trip forms*

_____ ➤ Youth Behavior Expectation forms (4-H 785y)*

_____ ➤ Approved drivers

What We Will Need:

Funding Source: _____

Facilities: _____

Equipment: _____

Materials/Supplies: _____

Transportation: _____

Printing/Duplication: _____

Publicity: _____

Recognition: _____

* See Appendix

Section 3

Risk Management Checklist

There is always the potential for injury or damage in doing service projects. Risk management involves assessing the risk, reducing or controlling it and making sure adequate insurance is in place to cover liability issues. Some of the common issues that must be addressed are:

Transportation:

- ___ ☼ Whenever possible, use approved leaders as drivers. If staff, volunteers or parents drive, make sure they have a current driver's license and know their car insurance must cover any liability.
- ___ ☼ Set up clear policies about seat belt use and rowdiness.
- ___ ☼ If the collaborating partners are to provide transportation, make sure they have adequate insurance.

Insurance:

- ___ ☼ Determine if our organization's insurance and that of your collaborating partners already covers, or can be modified to cover, community service-learning activities – transportation, volunteers and sites. If not, you may need to purchase additional insurance.

Parental Permission:

- ___ ☼ **Require** a signed parental permission form* before youth can become involved in any community service activity. It will not absolve you from responsibility for negligence. (However, if parents are made aware of exactly what the youth will be doing in the project and give their written consent, then you have some proof they have assumed the risks involved.)
- ___ ☼ Permission slips* should include the work site location, type of transportation, dates and times of service.

Medical Release/Health Form:

- ___ ☼ Supervisors should keep up-to-date medical release/health forms* within reach. These forms permit medical attention in an emergency and inform the medical provider of the youth's health insurance coverage. The health form also alerts supervisors and medical personnel to existing health conditions or current medications.

Screening, Supervision and Preparation:

Take every precaution to assure reasonable safety and document those steps.

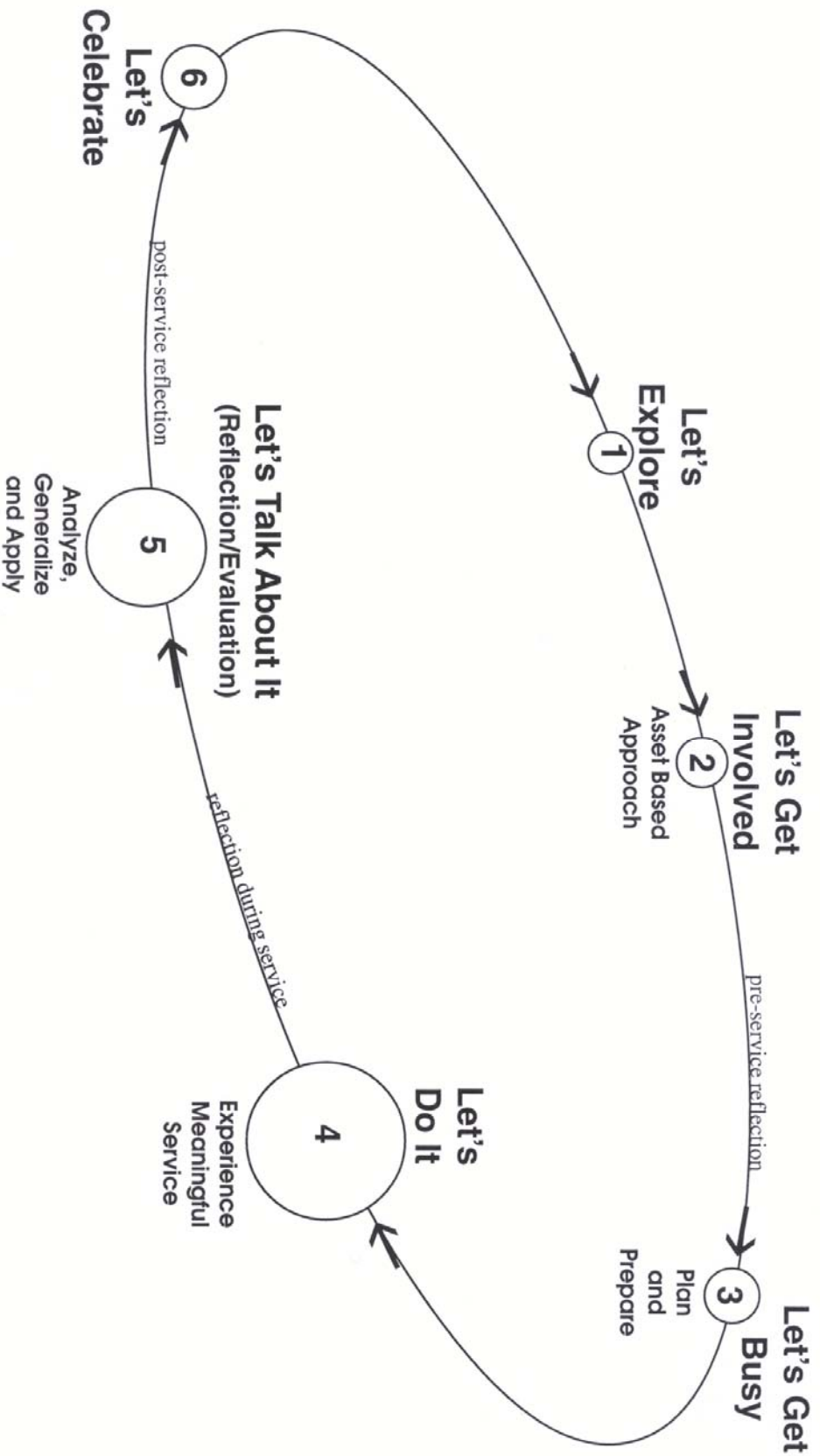
- ___ ☼ Screen site and volunteers.
- ___ ☼ Provide adequate adult supervision, and keep a master chart showing how young people are being monitored.
- ___ ☼ Provide emergency training for responsible adult and teen leaders.

Media Release Forms:

- ___ ☼ Members of the community for which the service is being provided may not wish for their names or pictures to be included in publicity.
- ___ ☼ Always obtain written permission* from them (or their parents if they are under 18).

* See Appendix

The Six-Part Community Service Learning Cycle



In the cycle, young people actively assess community needs, plan and prepare for their service project, experience meaningful community service, reflect on and assess what happened throughout the process, and apply what they've learned to future situations. The community service-learning cycle has been proven to help develop leadership, caring, personal competence and citizenship in young people.

Section 5

Let's Talk About It (Reflection)

Experiential Learning Cycle

Reflection is structured around the Experiential Learning Cycle, which is also the basis for the Service-Learning Cycle.

The Cycles:

- What?...Do and Share:
What are some adjectives that describe your experience?
What were your feelings?
What was most rewarding?
What was most difficult?

➤ So What?...Process:
How did the information and skills you've learned help you?
How was the experience different from what you expected?
Why is it important to serve your community?

➤ So What?...Generalize:
What issues did this experience make you think about?
What are challenges that face us in these issues?

➤ Now What?...Apply:
How has the project changed your attitudes about these issues?
What will you notice now that you didn't notice before?
What can we do individually and as a group to have more impact in this area?
What is one thing you can do next week that will make a difference?

Number of youth involved _____ Number of adults involved _____
Total number of man hours used to complete this project _____
Multiply the number of man hours by \$10.00 per hour \$ _____
Total cost, including in-kind donations, to complete this project? \$ _____
Total financial impact to the community as a result of completing this community service project. \$ _____

Submit this report form to the County Extension Educator upon completion of the community service project.

Section 5

Planning Reflection Activities: Instructions

Use the Reflection resource list of learning style suggestions to plan:

- 1) A pre-service reflection activity
- 2) A reflection activity to occur during service
- 3) A post-service reflection activity

Plan activities that will help students **connect their service experience to the curriculum.**

Plan activities that will help students **develop a better understanding of the larger community issues, problems, and solutions.**

Plan activities that will help students form a **personal connection to the service issue and/or curriculum.**

Reflect Activities For All Kinds of Learners			
Oral	Written	Visual/Drama	Logical/Mathematical
<ul style="list-style-type: none"> ➤ Group discussion ➤ Debate ➤ Presentation ➤ Interviews ➤ Telephoning ➤ Debriefing ➤ Singing ➤ Cassette recording ➤ News reports ➤ Feelings forums ➤ Lobbying ➤ Representation on advisory Board or council ➤ Q & A Session ➤ Chain stories ➤ Research Sharing ➤ Speeches 	<ul style="list-style-type: none"> ➤ Journals ➤ Creative – poetry. Drama, prose ➤ Public Service Announcements ➤ Rap ➤ Jingle writing ➤ Newsletters/newspapers ➤ Commercials ➤ Surveys ➤ “recipe” for service ➤ riddles ➤ brochures/flyers ➤ essays ➤ cartoons ➤ pen-pal ➤ proposals ➤ petitions 	<ul style="list-style-type: none"> ➤ charts/posters ➤ photography/video ➤ visual art ➤ mime ➤ skits ➤ power point presentation ➤ murals ➤ scrap books ➤ dioramas ➤ mosaics ➤ puzzles/games ➤ charades ➤ improvisations ➤ mobiles/models ➤ animation ➤ quilting ➤ flags 	<ul style="list-style-type: none"> ➤ graphs ➤ charts ➤ fundraising ➤ story problems ➤ survey analysis ➤ experiments ➤ cause/effect ➤ compare/contrast ➤ brainstorm solutions ➤ time lines ➤ create and test hypothesis ➤ measure impacts ➤ scaled models ➤ make predictions ➤ maps

ASSESSMENT AND EVALUATION

ASSESSMENT (Educators Only)

Purpose

- Verify that program activities and accomplishments are the ones originally intended.
- Promote the case with various stakeholders.
- Add to existing knowledge of the field of service-learning/community service-learning: what works and what does not.
- Assist in the reassessment of program goals and objectives.
- Improve the way services are delivered to constituents.

Framework for Assessment

- What is the aim of assessment?
- Who wants or needs the assessment information?
- What resources are available to support the assessment?
- Who will conduct the assessment?
- How can one ensure the results are used?

Types of Assessment

- Impact or Outcomes-based evaluation: What were the results of the program? Were community needs met? What is the impact on youth learning? What is the impact on community needs?
- Process evaluation: “Provides descriptive about the participants and the services the program offers. It answers the question of why or why not the program is working”. What are the strengths and weaknesses of the program? How did the partnership work? How can components of the program (supervision, communication, reflection, training, orientation) be improved?

Methods to Assess

- Questionnaires, surveys, checklists
- Interviews
- Documentation review
- Observation
- Focus groups
- Case studies
- Combination of the methods listed above

Rules of Thumb

- Design assessment tools to “capture perceptions of relationships and interactions, sense of commitment and involvement, and importance/impact of the service project”
- Use the team approach including students, faculty, staff, community members, and service recipients in the assessment process.
- Utilize a scholarly approach to assessment so that results will be taken seriously.

Section 5

EVALUATION (Youth and Educators)

The two purposes for evaluating a service-learning program are:

- 1) to measure the impact of the program on the participant, the collaborating partners and on the community and
- 2) to help improve the program so it can be more effective in the coming years.

IMPACT MEASURES

Participant Outcomes

- What two or three things made this program worth the time and effort?
- Name one way you used your 4-H skills and knowledge.
- Name one thing you learned about an issue in your community.
- Name one thing you learned about yourself.
- To what extent did you gain the following:
New skills or new way to use old ones; a special relationship with team members; greater responsibility and leadership roles; a sense that I was making a difference; increased awareness of community needs; greater understanding of a community issue; knowledge about myself; goal to look for more ways to serve my community

Community Partner Outcomes

- What are two or three things your agency gained from being involved in the service-learning program? Can you describe benefits in terms of dollars saved?
- To what extent did your agency gain the following:
Increased visibility; expanded networking; enhanced volunteer recruitment opportunities; increased services to clients

Community Outcomes

Questions for Participants, Adult Supervisors, and Community Partners

- What were the expected community outcomes or benefits?
- To what extent were each of those achieved? List tasks completed/not completed.
- Can you describe benefits in terms of dollars?
- What were some unanticipated outcomes?

Questions for Service Recipients

- How has the program benefited you personally?
- How has the program benefited your community?

PROGRAM IMPROVEMENT

Participants

- How effective was the service-learning program in the following areas:
Asking for and accepting your ideas; providing training and orientation; placing you in an appropriate service activity; providing adequate supervision; helping you reflect about your experiences

Adult Supervisors/Community Partners

- How effective was the service-learning program in the following areas:
Fostering shared decision-making; engaging youth in responsible roles over a sustained period; providing structured opportunities for reflection; defining clear roles and responsibilities for all involved; promoting good attitudes and work habits; providing adequate supervision; arranging recognition and publicity

Questions for all

- What are three strengths of the program? What are three ways it can be improved?

Section 6

Let's Celebrate

Be sure to find a way to celebrate program success. Help youth members, volunteers, and funders who made the program a success feel appreciated and valued for their participation. Some ideas include, but are not limited to, providing refreshments, thank you notes from club volunteer leaders, or passing out mementos of the day.

Examples:

It is the policy of the Purdue University Cooperative Extension Service that all persons have equal opportunity and access to its educational programs, services, activities, and facilities without regard to race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability or status as a veteran. Purdue University is an Affirmative Action institution. This material may be available in alternative formats.

APPENDIX

**4-H Youth Health Form/Addendum to the 4-H Youth Health Form
Field Trip and Activities Permission and Release Form
Youth Behavioral Expectations 4-H 785y**

**HEALTH FORM
(Youth)**

Event/Activity/Trip

County _____ Dorm and/or Room Number _____

Name _____ Birthdate _____

Street Address _____ City _____ State _____ ZIP code _____

(_____) _____
Day Phone Number _____ Evening Phone Number _____

List any activities the participant should avoid (i.e., swimming):

<u>Physical Record of Participant</u>	<u>Yes</u>	<u>No</u>
Heart Condition	_____	_____
Diabetes	_____	_____
Ear Infections	_____	_____
Bedwetting	_____	_____
Allergy to any medication	_____	_____
List medicines allergic to: _____		
Other allergies (i.e., food, dust, pollen, animals)	_____	_____
List other allergies _____		
Date of last tetanus shot: _____		

Please list any current medication being taken on reverse side of this form.

Any other medical record information that would be beneficial during the program or in an emergency:

PARENTAL AUTHORIZATION

Pursuant to Indiana Code Paragraph 16-36-1-6 and subject to any limitations listed below, I request and authorize Purdue University Cooperative Extension Service employees and their authorized agents to arrange for all reasonably necessary medical care, including transportation and hospitalization, for my child while in attendance at and participating in 4-H Youth Development events and activities.

I also understand that, as a result of my child's participation in this program, it will be necessary for Purdue CES employees and other authorized personnel with the program to have access to relevant medical information pertaining to my child, and I authorize the use and disclosure of my child's medical information to promote a safe and healthy experience for my child.

Parent/Legal Guardian Signature _____ Date _____ Witness to Parent/Legal Guardian _____ Date _____

Parent/Guardian Telephone: (_____) _____ (_____) _____
Home Work

Both above signatures required for acceptance to participate

In case we cannot reach you, please list the name and phone number of a second party to contact:

Name _____

Address _____

Telephone: (_____) _____ (_____) _____
Home Work

Please complete the addendum on reverse side

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ADDENDUM TO THE 4-H YOUTH HEALTH FORM

Complete this form if **prescription medications** are being taken by the student at the time of the event or if **over-the-counter medication** is to be administered by an Extension staff member or other authorized personnel.

Medications must be carried in their original containers.

County: _____

4-H member's Name: _____

Name of Medication: _____

What Illness/Condition is this medication intended for: _____

Check one of the following:

Tylenol/Ibuprofen may be administered by 4-H Youth Development event personnel

Benadryl may be administered by 4-H Youth Development event personnel

Medication is to be self administered by student

Medication is to be administered by 4-H Youth Development event personnel

Dosage: _____ Refrigeration? Yes No

Special Instructions: _____

Other information (if applicable): _____

Date(s) to Administer: From _____ To _____

Prescribing Doctor's Name: _____ Phone: () _____

Note: This form is to be used as a reference for 4-H participants who require any medication (prescription or "over-the-counter"). Administering of the medication is the responsibility of the participant. If health facilities and/or personnel are available at the facility and you prefer the trained personnel to administer the medication, you may request this prior to the event.

Event: _____ Date (s): _____

Signature of Parent/Legal Guardian _____ Date _____

Signature of Parent/Legal Guardian _____ Date _____

Revised 10/04

Youth Behavioral Expectations

**To Promote the Well-Being of Youth for
4-H Teen Leaders Who Work
with 4-H Youth Development Programs in Indiana**

*“Those who believe in and work with youth
have confidence in our future.”*

These Youth Behavioral Expectations give 4-H teen leaders the opportunity to reaffirm their commitment and dedication to the well-being of 4-H members. When all individuals sign a copy of this document, they are making a collective statement that youth in the 4-H Youth Development Program are being treated with respect, dignity, and attention to individual needs.

In my role as a teen leader I will:

- Respect, adhere to, and enforce the rules, policies, and guidelines established by the Purdue University Cooperative Extension Service including all laws related to child abuse and substance abuse.
- Conduct myself in a courteous, respectful manner, exhibit good sportsmanship, and demonstrate reasonable conflict management skills.
- Be truthful and forthright when representing the 4-H Youth Development Program.
- Under no circumstances possess, consume, or be under the influence of alcohol, tobacco or tobacco-like products, illegal drugs, or other dangerous substances at 4-H Youth Development Program events or activities.
- Recognize that verbal or physical abuse, failure to comply with equal opportunity and anti-discrimination laws, or committing criminal acts are not acceptable practices in 4-H Youth Development Programs.
- Accept my responsibility to represent 4-H Youth Development Programs with dignity and pride by being a positive role model for other youth.
- Accept supervision and support from salaried Extension staff or designated management volunteers.
- Will participate in orientation and training, which includes youth protection standards, sponsored by the Purdue Cooperative Extension Service.
- Operate machinery, vehicles, and other equipment in a safe and responsible manner when working with other youth participating in 4-H Youth Development Programs.
- Treat animals in a humane manner and teach program participants appropriate animal care and management.
- Use technology in an appropriate manner that reflects the best practices in youth development.
- Accept my responsibility to promote and support the 4-H Youth Development Program in order to develop an effective county, state, and national program.

I have been given the opportunity to review these expectations and the opportunity to ask questions, and those questions have been answered to my satisfaction. By signing below, I acknowledge that I have read and agree to abide by the behavioral expectations in this document. I understand that my failure to comply with these expectations may result in disciplinary action or termination of my youth leadership position in the Indiana 4-H Youth Development Program.

Print 4-H Member Name

Date

4-H Member Signature (required if 18 years of age or over)

Date

Parent/Legal Guardian Signature

Date

Parent/Legal Guardian Signature

Date

Educator Signature

Date

A signed copy of the Youth Behavioral Expectations will be on file in the respective administrative office.

These Behavioral Expectations and related policies have been developed by faculty, educators, staff, and volunteers to strengthen the work of those who believe in the 4-H Youth Development Program.

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Revised 10/06