POSITIVE PARTNERSHIPS

A GUIDE TO CREATING SUCCESSFUL COMMUNITY SERVICE EXPERIENCES

Welcome to *Positive Partnerships: A Guide to Creating Successful Community Service Experiences*. The approach that this training manual takes, based on our research and interviews with agencies and schools, is that the success of a school community service program largely depends on the level of cooperation and mutual ownership that is built between the sponsoring school and those agencies and organizations which offer service opportunities for students. This approach, *Positive Partnerships,* encourages all parties — agencies, schools, and students — to view the development of student's community service in a wholistic manner.

It is important to train agency staff about student volunteers: it is important to train school personnel in the development and administration of community service/service learning programs; and it is critically important for agencies and schools to realize that their goals are similar and success lies in cooperation. The vision must be shared. Agencies and schools must work together to create a partnership approach that will offer the very best opportunities for students in community service/service learning.

This manual is not intended to address the entire issue of community service; its objective is to provide a look at those components which lead to strong agency/school relationships. It also includes the following:

- key components for good partnerships.
- ideas for setting up or refining programs.
- examples of activities for service projects.

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GLOSSARY

* *BUY-INS*—When one or more people agree to a concept or idea.

* *COMMUNITY EDUCATION*—The coordination of education and community services provided to better serve community residents.

* *COMMUNITY SERVICE*—Addressing societal needs usually through the act of volunteering.

* *NON-PROFIT AGENCY*—An organization whose profit is **not** translated into monetary gain for its members or managers, except for salaries paid for services rendered. For the purpose of this manual, agency is defined as any service site where students can experience community service/service learning through volunteerism.

* *SERVICE LEARNING* —A method by which schools provide youth with an education connected to real world experiences, by incorporating community service into their philosophy and/or curriculum content.

* *VOLUNTEERING* —The act of one who provides a service without financial gain.

* *WIN-WIN* —A situation where both schools and agencies share in the success of a particular arrangement.

* The above definitions should not be viewed as generic. They are to be understood in the context of *"Positive Partnerships."*

USING THIS MANUAL FOR TRAINING PURPOSES

We expect this manual to be used as a training device:

- to assist agencies and organizations as they prepare for student volunteers.

- to teach schools the fundamentals of working with agencies and organizations in order to strengthen their community service/service learning programs.

- to promote the concept of partnership-building as the most effective method of ensuring successful community service/service learning experience for students.

We recommend bringing agencies and schools together for a minimum of 3 hours for training. Follow up sessions can be scheduled as needed to address more specific issues as partnerships are formed.

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* APPENDIX

THE CHALLENGE OF COMMUNITY SERVICE/SERVICE LEARNING

We believe that when schools, agencies, and communities interact positively, everyone benefits. This manual encourages collaboration and cooperation which is the essence of community education.

WHAT IS COMMUNITY SERVICE?

Community Service is a mutually enriching relationship whereby a student, school, and agency give of their time and resources in order to meet the needs of the community.

WHAT IS SERVICE LEARNING?

A method by which schools provide youth with an education connected to real world experiences, by incorporating community service into their philosophy and/or curriculum content.

BENEFITS
OF COMMUNITY SERVICE/ SERVICE-LEARNING

For Students:

The experience:
- builds self-esteem.
- takes learning from the abstract and applies it to life situations.
- encourages social responsibility.
- permits students to see themselves as "part" of the world, therefore having a feeling of belonging.
- encourages vocations in the human services field.
- increases social awareness at an earlier age therefore developing better citizens.

For Agencies:

The experience:
- encourages students to participate, thereby bringing a "fresh look" to the agencies.
- gives students and agencies new perspectives.
- energizes the work environment.
- gives agencies opportunities to interact with impressionable students.
- helps in the development of mentoring relationships.
- provides valuable assistance to agency staff members.

For Schools:

The experience:
- heightens awareness among the community, school and agency.
- helps break down barriers among schools, community and agency.
- provides hands-on experiences for lifelong learning.
- offers opportunities for the development/refinement of values.
- enhances the school's image in the community.

The Results of Community Service/Service Learning:

The experience:
- involves young students in a productive service.
- develops citizenship.
- creates social awareness.
- encourages societal commitment.
- enables students to see a larger world that they do not always know exists.
- helps the community see students in positive ways.
- encourages new friendships and relationships.

"Youth involvement develops into adult involvement and makes the community a better place in which to live."
Joseph Loomis, Principal —
Bay Village High School

"Youth bring high ideals and great energy to the community problem solvers. In return, students learn the lessons of experience."
John Mott, Staff, Youth Program —
United Way Services

When we address the issue of agencies and schools building partnerships,we are referring to the concept of both organizations becoming facilitators in the education process.

WHAT IS A PARTNERSHIP?

People who have a common goal, interest, and commitment in some type of experience that reaches out to others.

Why Are Partnerships Important Between Agencies and Schools?

Partnerships:
- encourage mutual "buy-ins" or agreements on the goals of the program.

- create "win-win" situations.

- help students realize that agencies and schools care about providing meaningful experiences as they work towards a common goal.

- develop a link between agencies and schools that goes beyond community service/ learning; therefore, creating better communities.

What are the Most Important Elements for the Individuals in a Partnership?

The most important elements are:
- open communication.

- interpersonal skills.

- the willingness to invest time and effort.

- established priorities.

- shared expectations and goals.

- mutual respect.

- commitment.

What are the Benefits of a Strong Agency/School Partnership Regarding Community Service/Service Learning?

Partnerships enable **agencies** to:
- increase their visibility in the community.
- become more interactive with the community through the contributions of student volunteers.
- enlarge their volunteer base through the recruitment of student volunteers.
- address the needs of their clients.
- increase public relations through a positive image.

Partnerships enable **schools** to:
- become more connected with the community.
- play an active role in a variety of community issues.
- be pro-active.
- create a stronger public image.
- address the needs of the community.

Partnerships enable **students** to:
- understand the concept of social responsibility.
- experience real world issues as part of the education process.
- realize the connection between community and education.
- feel comfortable with the community service concept and community service agencies.
- realize the program is more credible because of the relationship between schools and agencies.

"School and agencies benefit through a partnership by increasing their understanding of one another's role in helping to develop our youth into contributing members of society."
Christine Kilbane, Teacher —
North Olmsted High School

STUDENTS SPEAK ABOUT VOLUNTEERING....

"Volunteering gives me the satisfaction of knowing that I have helped change someone's life even in a tiny way."

Jodi Ann Seewald
Laurel School

"By volunteering I have gained many qualities: patience, understanding, and sensitivity."

Victoria Kneitzer
North Olmsted High School

"Volunteering gives one a feeling of self-worth knowing that you are making a difference."

Missy Whalen
North Olmsted High School

"Volunteering makes me feel good about myself. I appreciate knowing that I made a difference and that I'm helping someone. When I see a smile for appreciating what I've done I know that I've done my job."

Graig Meyer
St. Ignatius High School

"Volunteering gives me a sensation of worth and a long lasting gratification of helping others."

Suzanne Zanick
North Olmsted High School

In the process of developing this manual, several interviews were held with agencies and schools throughout northern Ohio. When asked the question,

"What is Neccessary for a Successful Partnership?"

They responded:

- *Good rapport between coordinators.*

- *Frequent communication between coordinators.*

- *Good organization and follow-through on the part of coordinators.*

- *Regular agency site visits.*

- *Written evaluations.*

- *Periodic gatherings where agencies have opportunities to discuss volunteer positions with school coordinators and students.*

CREATING A SUCCESSFUL PARTNERSHIP

Key Components:

Foundation

Orientation

Supervision

Documentation

Evaluation

Recognition

In the primary stage of developing a partnership, agencies and schools have different tasks. Therefore, the following section, *Foundation*, is presented in two parts:

Agency Specific   (pages 17-25)
School Specific   (pages 26-34)

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Agencies                          Schools

      Foundation        Foundation

              Orientation

              Supervision

              Documentation

              Evaluation

              Recognition
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│ Recognition │
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 │ Evaluation  │
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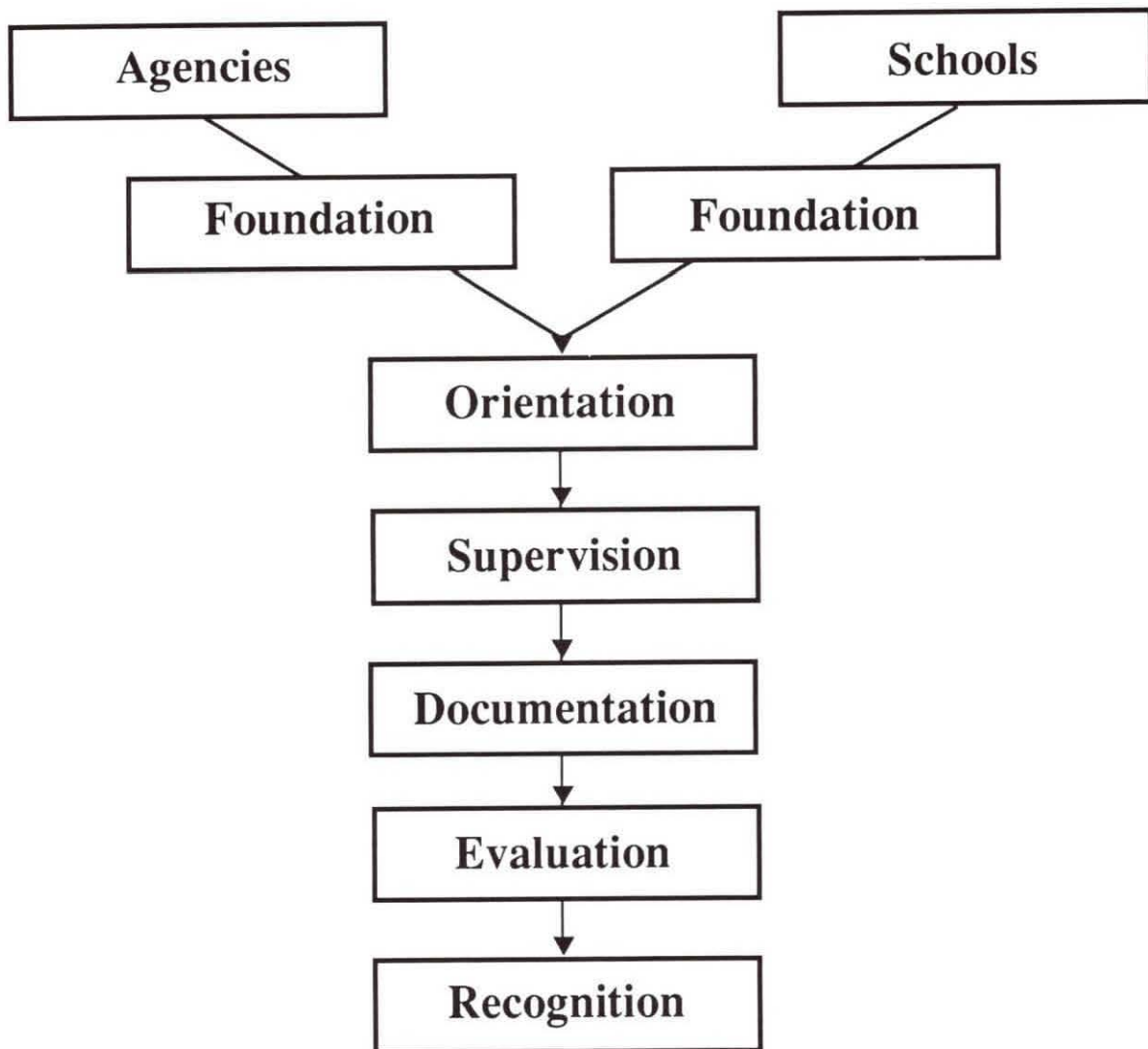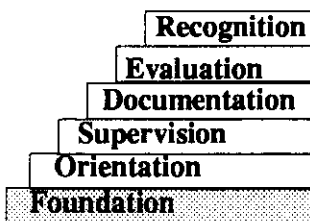
> *Laying the FOUNDATION for success involves assessing agency needs, determining agency readiness and designing appropriate opportunities for students.*

Step 1 Assessing Agency Needs

A needs assessment is a method used for gathering information and data. This information can be used to develop goals and objectives for your program, create activities for student volunteers, and determine the needs of staff. Before involving students in your volunteer program, develop a needs assessment survey to assist you in this process. Consider the following questions:

• What current agency programs would be enhanced by the enthusiasm that student volunteers bring to a project? _____

_____

• Are there new programs or services that could be introduced if you involved student volunteers? _____

_____

• What projects would staff like to see student volunteers do? _____

_____

• Are there projects available that would help students realize the connection between community needs and education? _____

_____

• How would the community benefit from your agency accepting student volunteers?

_____

_____

• How would agency clients benefit from the personal contact of student volunteers?

_____

_____

• How would students gain personally and educationally from volunteering at your agency?

_____

_____

• How many student volunteers could your agency realistically handle? _____

Step 2 | Determining Agency Readiness

Now that you've determined that there are opportunities at your agency, decide if your staff is ready for student volunteers. Consider the following questions:

- Are there clear job descriptions for the projects being performed? _____
  _____
  _____

- Is there adequate work space for student volunteers? _____
  _____
  _____

- Has orientation/training content been defined? _____
  _____
  _____

- Are there reassignment mechanisms in place?_____
  _____
  _____

- Is there adequate supervision available for student volunteers? _____
  _____
  _____

- Are there procedures to address students with special needs or personal issues? _____
  _____
  _____

- Are there established youth standards in place?_____
  _____
  _____

- Is the agency on a bus line? Will transportation be a problem? _____

- Is there adequate parking available? _____

- Is additional liability coverage needed? _____

- Will students need uniforms?_____

- Are there other issues the agency needs to address before involving students as volunteers?
  _____
  _____

Step 3 Involving Staff

The next step in building your foundation is to involve staff. Staff members can be valuable resources as you consider the following:

- What volunteer opportunites are available for students? _____

_____

_____

_____

- What information needs to be included in an orientation/training session for students? _____

_____

_____

_____

- Who will be responsible for supervising students? _____

_____

_____

_____

- What forms will be used to document the students' activities/performance? _____

_____

_____

_____

- What criteria can be used to evaluate student performance? _____

_____

_____

_____

- Should students be recognized for their volunteer activities? If yes, how? _____

_____

_____

_____

Step 4 **Designing Opportunities**

Now it is time to design appropriate activities for student volunteers. Consulting staff throughout this process will enable you to identify areas where student involvement can be most effective. Consider the following criteria when designing opportunities for students:

Is the activity:

- interesting to students?

- realistic to handle?

- structured in content?

- meaningful to students?

- impactful to clients and/or community?

- flexible for student's changing schedules?

Is the activity designed to:

- involve the student's decision-making ability?

- connect education with life situations?

- include a "reflection" component?

Once you have established opportunities for student volunteers:

- Determine what hours and days students will be needed.

- Develop jobs that can be performed as groups or teams.

- Classify jobs with regard to academic level and age requirements.

Step 5 | Organizing Opportunities

Once you have developed appropriate opportunities for student volunteers, organize this information into a user friendly format that can be made available to teachers, students, school coordinators and other personnel. A sample format is provided below. A master form can be found on page 24.

SAMPLE

Agency Name: The Cleveland Children's Museum

Address: 10730 Euclid Ave. Cleveland, Ohio 44106

Contact Person: Dianne Smith,Education Department Coordinator

Phone Number: 216-791-7114

Job Title: Store and Admission Clerk

Supervisor: Gail Jones

Job Description: Greet visitors, take admission money, answer phones, take reservations, give information, handle store purchases.

Minimum Age: 16

Qualifications: Must be reliable and have the ability to interact with museum visitors.

Orientation/Training Requirements: Initial training session will be scheduled with the volunteer.

Special Requirements:

VOLUNTEER OPPORTUNITIES

Agency Name: _____

Address: _____

Contact Person: _____

Phone Number: _____

_____

Job Title: _____

Supervisor: _____

Job Description: _____

_____

_____

_____

Minimum Age: _____

Qualifications: _____

_____

_____

Orientation/Training Requirements: _____

_____

Special Requirements: _____

_____

_____

Step 6 **Gathering Information From Schools**

As schools call you with an interest to send students to your agency, complete the following form and place in your files. The information included on this form will enable you to better understand the school's volunteer program.

NAME OF SCHOOL: _____

SCHOOL CONTACT PERSON: _____

TITLE: _____

SCHOOL ADDRESS: _____

_____

SCHOOL TELEPHONE NUMBER: _____

OFFICE HOURS: A.M._____ P.M. _____

---

1. How many students are available to volunteer? _____

2. Is community service a requirement? ( ) Yes, ( ) No _____

3. Is it a requirement for graduation? ( ) Yes, ( ) No _____

4. Is it a classroom requirement? ( ) Yes, ( ) No _____

    If it is a requirement for any reason, please explain: _____

    _____

    _____

5. How many community service hours are required? _____

    _____

6. Is this a release time or after school program? _____

    _____

7. How do you orient/train the student? _____

_____

8. How is supervision of the student managed? _____

_____

_____

9. Is transportation provided by the school? ( ) Yes, ( ) No _____

_____

10. Give an overview of your program: _____

_____

_____

_____

_____

_____

_____

_____

11. Additional information: _____

_____

_____

_____

_____

_____

At a regional conference, "Supporting Youth Involvement," held in April 1990, sponsored by The Volunteer Center, Cleveland, Ohio, the following question was asked of participants:

"What Can AGENCIES Do To Facilitate Progress In Developing Or Strengthening A Student Volunteer Program?"

Participants responded with the following recommendations:

- *Make information about your agency available to school coordinators and students.*
- *Allow time for tours and group visits.*
- *Encourage support from executive directors.*
- *Train/orient staff involved with student volunteers.*
- *Develop meaningful and positive opportunities for student volunteers.*
- *Provide a directory list of volunteer opportunities for school coordinators and students.*
- *Be flexible with regard to days and hours students can volunteer.*
- *Interview students; connect volunteer opportunities to future job interests.*
- *Make student volunteers feel welcome.*
- *Plan an orientation/training session for students before they begin to volunteer.*
- *Involve existing volunteers to help ease new volunteers into the program.*
- *Give clear job descriptions.*
- *Clarify expectations/responsibilities for student volunteers.*
- *Encourage commitment on the part of the students.*
- *Have reassignment mechanisms in place.*
- *Evaluate your program and student performance on a regular basis.*
- *Give appropriate recognition to students, staff members and school coordinators.*
- *Include student volunteers on the agency board of directors.*
- *Make it work...First experiences are crucial!*

| Recognition |
| Evaluation |
| Documentation |
| Supervision |
| Orientation |
| Foundation |
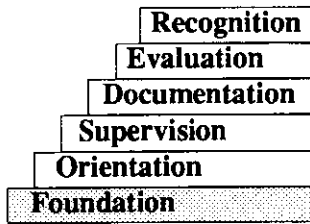
In building a FOUNDATION for a successful partnership, selecting the appropriate agency to work with is an essential component. In this phase, it is vital that both schools and agencies understand each other's needs and objectives.

Step 1 Identifying Agencies

Begin by identifying agencies with whom you wish to work. Here are a few questions to begin the process.

Who Can Help Me Identify Agencies?

- Chamber of Commerce
- Religious Institutions
- United Way Services
- Health and Human Services Department
- Telephone Book/Yellow Pages
- Local Volunteer Center

- Cooperative Extension Service
- Libraries
- Civic Centers
- City Hall
- Chambers of Commerce
- School Guidance Counselors

What Are Possible Agencies that Accept Student Volunteers?

- Day Care (Youth or Elderly Center)
- Hospitals
- Nursing Homes
- Retirement Communities
- Schools/Literacy Programs
- Senior Citizens Resource Centers
- Parks/Recreation
- Museums
- Animal Shelters

- Libraries
- Local Government Agencies
- Food Banks/Hunger Centers
- Civic Organizations
- Homeless Shelters, Crisis Centers
- Environmental Groups
- Community Centers
- Housing Organizations
- Resident Facilities

Complete the following worksheet by listing names
and phone numbers of agencies in your community.

ANIMAL SHELTERS

(Name/Phone) _____
_____
_____
_____

ENVIRONMENTAL GROUPS

_____
_____
_____
_____

CIVIC ORGANIZATIONS

_____
_____
_____
_____

FAMILY SERVICES

_____
_____
_____
_____

COMMUNITY CENTERS

_____
_____
_____
_____

FOOD BANKS/HUNGER CENTERS

_____
_____
_____
_____

CRISIS CENTERS

_____
_____
_____
_____

HOMELESS SHELTERS

_____
_____
_____
_____

DAY CARE CENTERS (Youth/Elderly)

_____
_____
_____
_____

HOSPITALS

_____
_____
_____
_____

HOUSING ORGANIZATIONS

_____
_____
_____
_____

SENIOR CITIZENS RESOURCE CENTERS

_____
_____
_____
_____

LIBRARIES

_____
_____
_____
_____

SCHOOLS/LITERACY PROGRAMS

_____
_____
_____
_____

LOCAL GOVERNMENT AGENCIES

_____
_____
_____
_____

RESIDENT FACILITIES

_____
_____
_____
_____

MUSEUMS

_____
_____
_____
_____

YOUTH ORGANIZATIONS

_____
_____
_____
_____

NURSING HOMES

_____
_____
_____
_____

OTHER RESOURCES

_____
_____
_____
_____

Step 2 **Gathering Information From Agencies**
Complete the following form to gather the necessary information needed to select an agency.

AGENCY NAME: _____

CONTACT PERSON AT THE AGENCY: _____

TITLE: _____

AGENCY ADDRESS: _____

_____

AGENCY TELEPHONE NUMBER: _____

HOURS OF AGENCY: A.M. _____, P.M. _____

---

1. Does the agency accept student volunteers? ( ) Yes, ( ) No

2. Does the agency require students to volunteer a minimum amount of hours? ( ) Yes, ( ) No

3. What is the agency's minimum age requirement? _____

4. What hours and days does the agency accept student volunteers?
   Days/Hours:
   ( ) Monday _____
   ( ) Tuesday _____
   ( ) Wednesday _____
   ( ) Thursday _____
   ( ) Friday _____
   ( ) Saturday _____
   ( ) Sunday _____

5. Who does the agency serve and what kind of services are provided? _____
   _____
   _____

6. Is group volunteering permitted? ( ) Yes, ( ) No

7. Does the agency have established youth standards? ( ) Yes, ( ) No

8. Is literature available? ( ) Yes, ( ) No

9. Can a visit be arranged? ( ) Yes, ( ) No

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10. Does the agency's philosophy agree with your own? ( ) Yes, ( ) No

11. Is the agency non-profit or for- profit? Is this distinction important to you?

    _____

12. How many students are needed? _____

    _____

    _____

13. How will the students be supervised? _____

    _____

    _____

14. What are the agency's procedures to address students in need or student's personal issues?

    _____

    _____

15. Does the agency provide transportation? Is it on a bus line? ( ) Yes, ( ) No

16. Does the agency provide orientation/training (including dates and times)? ( ) Yes, ( ) No

17. What are the procedures in placing students? _____

    _____

18. Is parking available? Is there a parking fee? _____

    _____

19. Is there a dress code? Are uniforms provided? _____

    _____

20. Do I need additional liability coverage? _____

    _____

21. Are there any potential dangerous circumstances that I should be aware of? _____

    _____

22. Are there vending machines/snack bar? _____

    _____

23. Additional information: _____

    _____

    _____

    _____

    _____

    _____

Step 3 **Organizing Information**

Once you have selected several agencies, the next step is to organize the information that you have collected into a user friendly form for students to use as a reference guide so that they may select agencies for community service projects. It could be organized in the form of a booklet or handout. A sample format is provided below. A master form can be found on page 34.

SAMPLE

CATEGORY:

Agency Name: __The Cleveland Foodbank__

Address: __1557 E. 27th Street, Cleveland, Ohio 44114__

Phone Number: __217-696-6007__

Minimum Age: __14__

Contact Person: __Jennifer English ,Director of Volunteers__

Opportunities: __Repackage food and non-food items which have been donated to the Foodbank in bulk for distribution.__

Comments: __Weekend service must be arranged in advance in groups of at least four students. Volunteers needed at 20 different sites throughout Cuyahoga County to sort food gathered during Boy Scout Drive.__

VOLUNTEER OPPORTUNITIES

CATEGORY:

Agency Name: _____

Address: _____

_____

Phone Number: _____

Minimum Age: _____

Contact Person: _____

_____

Opportunities: _____

_____

_____

_____

_____

_____

_____

Comments: _____

_____

_____

_____

_____

_____

_____

Step 4 **Checking Responsibilities**

Building a strong foundation requires all parties to understand and accept their responsibilities. Discuss these responsibilities with agency coordinators, school personnel, and anyone else involved to ensure that all areas have been covered before students begin to volunteer. Listed below is a checklist to assist you in this process.

Identify the person(s) responsible for each function.	SCHOOL			AGENCY			OTHER			
	Program Coordinator	Teacher	Student Supervisor	Program Coordinator	Student Supervisor	Student	Superintendent	Building Administrator	Parent Volunteer	Not Applicable
DOCUMENTATION										
EVALUATIONS										
LIABILITY										
ORIENTATION/TRAINING										
PUBLICITY										
RECOGNITION										
REFLECTION										
SUPERVISION										
TIME CHARTS										
TRANSPORTATION										
UPDATING THE PARENTS										
OTHER										

At a regional conference, "Supporting Youth Involvement," held in April 1990, sponsored by The Volunteer Center, Cleveland, Ohio, the following question was asked of participants:

"What Can SCHOOLS Do To Facilitate Progress In Developing Or Strengthening A Student Volunteer Program?"

Participants responded with the following recommendations:

- *Include volunteerism in the curriculum.*

- *Recognize volunteerism as a part of education.*

- *Create a volunteer office.*

- *Allow for daytime volunteer opportunities.*

- *Gain staff support for the program.*

- *Encourage school board and parental support.*

- *Appoint a caring person as the coordinator.*

- *Expand staff if necessary.*

- *Allow students to help design the program.*

- *Encourage student leaders to facilitate program.*

- *Teach students how to dress appropriately for volunteering.*

- *Review and interpret the experience with students.*

- *Document student activities.*

- *Create a volunteer page in the yearbook.*

- *Recognize students and staff for their efforts.*

- *Publicize opportunities for students.*

- *Allow agencies to sell their program through presentations.*

The remaining material in this manual pertains to components that are common to both agencies and schools as they develop/refine community service programs. The components are as follows:

ORIENTATION	(pages 38-41)
SUPERVISION	(page 42)
DOCUMENTATION	(pages 43-44)
EVALUATION	(pages 45-46)
RECOGNITION	(pages 47-48)

Recognition
Evaluation
Documentation
Supervision
Orientation
Foundation

By integrating students into the program through **ORIENTATION** *and training, students can begin to understand the importance of community service/ service learning.*

Orientation is an ideal time to discuss with students their expectations of volunteering. Recently the Cleveland Teen Care Force, a group of student volunteer leaders were interviewed and asked the following question,

"What Do You Expect From An Agency When Volunteering?"

Here are their answers:

We expect:

1. orientation/training and a tour of the agency.

2. proper placement.

3. clear explanations of what we should be doing and what we may encounter.

4. meaningful work.

5. supervisors with good people skills (understanding and flexibility).

6. adjustments to be made if the activity is not working out.

7. supervision without hovering.

8. organization on the part of the agency by knowing how to engage us in the activity.

9. respect for our time.

10. appreciation.

The **Agency's** role in orientation is to:

- provide information about the agency through fact sheets, videos and/or tours.
- explain the purpose of the project in order to help the students realize its importance.
- provide a list of expectations/standards for the student volunteers.
- cover agency policies and procedures.
- designate a staff person to whom the student will report.
- introduce "mentors" to the students, if applicable.
- express its policy regarding client confidentiality.
- give students projects they can realistically handle.

The **School's** role in orientation is to:

- explain the rationale, purpose and goals of community service.
- express its views on the philosophy of community service.
- familiarize students with the personal and educational rewards of volunteering.
- clarify what is expected from students and what to expect when they go to an agency.
- explain to the students what is considered proper behavior at an agency.
- convey the importance of client confidentiality.
- indicate the importance of managing their required hours of community service.
- explain the program to parents through meetings and/or written communication.

If the orientation session clearly explains the importance of community service, you may be confident that students will leave with a better understanding of the program and its expectations. This in turn can contribute to more positive attitudes on the part of students.

"Students are more comfortable and open to the experience when they are involved in orientation. It gives them a clear understanding of the relationship between learning and serving."

Robert Pierce, Teacher —
*North Olmsted High School*

Once the orientation phase has been completed and students are prepared for an agency visit, agencies and schools may want to consider checking the following details:

AGENCY
DETAIL CHECKLIST

		Yes	No
1.	The agency coordinator is aware of the number of students to expect.	☐	☐
2.	Agency staff have been notified of students volunteering that day.	☐	☐
3.	A list of the students' names have been furnished for appropriate agency personnel.	☐	☐
4.	The school is aware of what students will be doing for the day.	☐	☐
5.	Supervision of students has been arranaged.	☐	☐
6.	Name tags are available for staff.	☐	☐
7.	Agency has proper amount of equipment and resources to accomplish the project for the day.	☐	☐
8.	The adult supervisor on site has a copy of an Emergency Medical Form for each student.	☐	☐

SCHOOL
DETAIL CHECKLIST

	Yes	No
1. The agency has been contacted in advance to determine scheduling.	☐	☐
2. School staff have been notified and supplied with a list of names of students who have release time to participate in the community service activity.	☐	☐
3. Arrangements have been made to satisfy transportation needs of students to and from the agency site.	☐	☐
4. Students understand what will be expected of them.	☐	☐
5. Students are aware of the dress code for the day.	☐	☐
6. Name tags for both students and school representative are available, if requested by the agency.	☐	☐
7. Parent permission slips are on file with the school community service coordinator.	☐	☐
8. The adult supervisor on site has a copy of an Emergency Medical Form for each student.	☐	☐

| Recognition |
| Evaluation |
| Documentation |
| Supervision |
| Orientation |
| Foundation |
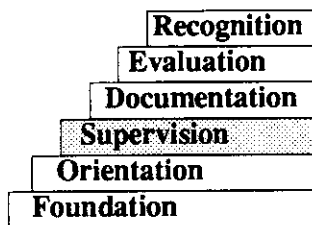
Understanding the importance of quality SUPERVISION and the role of supervisors is a vital part of building an effective program.

What is Involved in the Supervision of Students?

Good supervision:
- involves observing the effectiveness of the student performing the service.

- determines whether the service being performed meets the agency's expectations.

- enables the student to realize the value of the service being performed.

Effective supervisors:
- review school/agency policies with the students, thereby preventing misunderstandings regarding the rules **before** the students begin to volunteer.

- encourage feedback.

- understand that each student has different needs, level of commitment and reasons for volunteering.

- reflect trust, offer support and give guidance on a regular basis.

- give praise on a regular basis for a job well done.

- understand that students have changing schedules and after school activities, and that flexibility is important.

- reprimand students in a private setting—not in front of other students.

- demonstrate patience.

- agree with the value of having students as volunteers.

- do not hover.

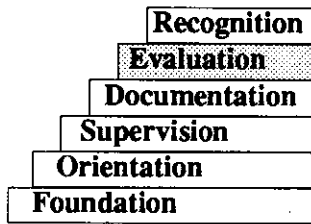- make themselves available for student questions.

	Recognition	
	Evaluation	
	Documentation	
	Supervision	
	Orientation	
	Foundation	
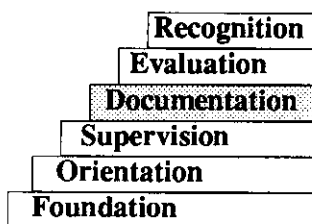
DOCUMENTATION means keeping accurate records of what student volunteers are doing throughout their community service activity.

What Basic Forms are Needed for Accurate Documentation?

The information below provides you with the name of the form, a brief description and a page number for locating the form in the manual.

PAGE NUMBER	NAME OF FORM	DESCRIPTION
53	Time Chart	Tracks dates, times and the description of the service being performed.
54	Participation Form	Lists the agency's name, date of participation, description of the activity, time of departure/ return, transportation arrangements, dress code, and emergency medical information.
55	Application	Lists the student's name, address, phone number, age, parent/guardian information, medical emergency information, and the student's interests for placement.
57	Commitment Agreement	An agreement signed by the student and agency coordinator, accepting their respective responsibilities before the student begins to volunteer.

PAGE NUMBER	NAME OF FORM	DESCRIPTION
59	Group Project Evaluation *(Completed by Agency Coordinator/Supervisor)*	Evaluates group projects performed by students from the *agency's point of view.*
61	Group Project Evaluation *(Completed by School Coordinator/Supervisor)*	Evaluates group projects performed by students from the *school's point of view.*
63	Evaluation of Student Performance	Evaluates the student's performance related to the service.
65	Student Evaluation of Placement	Evaluates the placement, agency and the agency supervisor from the *student's point of view.*

```
| Recognition    |
| Evaluation     |
| Documentation  |
| Supervision    |
| Orientation    |
| Foundation     |
```

> *EVALUATION is an important part of the planning process occuring throughout the program. Whether you are developing a new program or strengthening an exsisting one, evaluation plays a valuable role.*

What Role Does Evaluation Play In This Process?

An Evaluation:

- determines if the program is meeting its objectives for both agency and school.

- identifies the program's strengths and weaknesses.

- pinpoints areas in need of adjustment.

What Are Different Methods of Evaluation?

- Agency Visits

- Focus Groups

- Individual Conferences

- Questionnaires

- Student Groups

"A good evaluation process between school and agency can be the most important part in ensuring success in the partnership."
Roberta Watson —
Mayfield City Schools

The following material can serve as a quide as you develop and/or improve your evaluation process.

WHAT NEEDS TO BE EVALUATED?	The Student Volunteer's Performance	The Agency's Student Volunteer Program	The School's Community Service/Service Learning Program
WHO USUALLY EVALUATES?	Agency Coordinators Agency Supervisors Staff Other Personnel	Agency Coordinators School Program Coordinators Students Other Personnel	School Program Coordinators Students Other Personnel Administrators
CRITERIA FOR EVALUATING:	• ability to work with minimal supervision. • attendance record. • willingness to follow directions. • quality of work. • relationship with clients. • relationship with fellow workers. • sense of responsibility. • interest in the project. • use of good judgement. • willingness to learn.	• orientation/training. • value of service. • supervision. • agency's readiness for students. • evaluation process. • documentation procedures. • staff cooperation. • working environment.	• planning process. • organization of program. • agency selection process. • recruitment of students. • placement of students. • orientation/training. • supervision. • documentation procedures. • evaluation process. • publicity.

Group Project Evaluation Forms can be found in the appendix on pages 59-62.These forms can be used to evaluate larger groups of students where individual evaluations are not feasible.

```
Recognition
  Evaluation
    Documentation
      Supervision
        Orientation
          Foundation
```
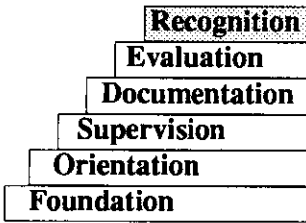
> **RECOGNITION** is a way of making students, agency and school coordinators feel appreciated. It is a means of promoting community service — encouraging others to participate.

Different Ways of Recognizing:

Agencies

- Write a "Thank You" note or letter of appreciation to the agency coordinator.

- Publish an article in the local newspaper recognizing the agency.

- Plan a community-wide, inter-agency recognition event, inviting key public figures.

- Encourage local businesses to sponsor recognition parties.

- Publish a newsletter recognizing the agency.

- Send a letter to the head of the agency, complimenting the agency coordinator/supervisor.

Students

- Sponsor a "volunteer of the week/month/year" to promote achievements.

- Award mugs, pens, etc., for different levels of community service.

- Permit students to speak at other schools about their volunteer experiences.

- Plan a "pizza party" to recognize student volunteers. Invite parents, teachers, and agencies.

- Publish student's accomplishments in a newsletter.

- Publish an article in a local newspaper.

- Furnish a certificate of appreciation/completion for the student.

Schools

- Invite the school representative to participate in youth advisory panels.

- Send a letter of appreciation to the school representative and a carbon copy to the superintendent.

- Encourage parents, students, and other people involved in the program to recognize teachers through letters, awards, and/or community gatherings.

- Sponsor the school representative at local conferences on school volunteerism.

- Publish an article in the school's newspaper recognizing the school's representative.

- Host a reception, where school coordinators and student volunteers can be recognized.

"Recognition is a free part of community service -
thanking students, thanking agencies."
Roberta Watson —
Mayfield City Schools

APPENDIX

IDEAS FOR YOUTH PROJECTS

- **Bicycle Shop**: Train troubled youth specific skills such as how to fix bicycles or small engines in youth-run shops.

- **Big Buddies**: Act as "big buddies" to children who need support and guidance.

- **Blood Drive**: Help run blood drives for the Red Cross.

- **Board Membership**: Serve on non-profit and governmental advisory and decision making boards.

- **Building**: Build houses, public facilities, parks, playgrounds, school materials or other structures. Put up snow fences, bleachers and other temporary structures.

- **Clothes Collection**: Collect clothes, food, toys and other goods for public pantries and other organizations.

- **Community Education Classes**: Teach classes to the public in subjects such as computers, performing arts, etc.

- **Community History**: Research oral history or other local history projects for communities. The researchers could also present the information to the community through books and videos, or by acting out historical dinners.

- **Cook Meals**: Cook meals at soup kitchens for community dinners.

- **Crisis Centers**: Support the staff of battered women's shelters and emergency shelters.

- **Day Care**: Care for young children in day care centers, pre-schools and facilities such as battered women's shelters.

- **Emergency Services**: With appropriate training, give medical aid as Emergency Medical Technicians on volunteer Ambulance Services. Fight forest fires. Build dikes and sandbag to prevent flooding.

- **Environmental Cleanup**: Clean up rivers, lakes and parks and otherwise beautify the environment.

- **Fund Raising**: Raise funds for charities or to fund service projects.

- **Garden**: Develop and help maintain community gardens.

- **Homebound**: Daily or weekly, check in on homebound people to make sure they are all right; also run errands for them.

- **Home Chores**: Paint houses, check and/or replace smoke detectors, put up storm windows, rake leaves, move heavy items and other work for senior citizens or disabled people who live alone.

- **Hot Lines**: Staff youth hot lines or other public information lines.

- **Meals on Wheels**: Deliver Meals on Wheels or distribute government commodities, toys or other goods to people in need.

- **Overseas Volunteers**: Get training to go overseas to provide public health services, build schools or give other services to Third World people in need.

- **Paint-A-Thons**: Organize large scale community service projects, possibly with pledges to raise the money for charity.

- **Peer Helpers**: After training in communications, referral and other necessary skills:
  — Orient new students to the school.
  — On referral from the school counselor, talk with troubled students.
  — Pair up as "big buddies" with special education students.
  — Tutor peers who are having trouble with their classes.
  — Help resolve conflicts.

- **Performing Arts:** Perform music, theater, dance, puppetry and other arts for young people. Performances are best if they promote audience interaction.

- **Plant Trees:** Plant trees, shrubs flowers and other plants. Wild bird or other habitat enhancement are also needed.

- **Public Awareness:** Convey information about health issues, current events, public safety, social and environmental issues, academic or other subjects to young people and to the public through the arts, videos, lectures, written works or experiential activities.

- **Public Media:** Produce newsletters, newspapers, cable TV programs or other public information sources.

- **Read for the Blind:** Read written materials for blind people. Assist others with disabilities.

- **Recreation Programs:** Organize recreation or outdoor education programs for younger youth.

- **Recycling:** Increase public awareness about recycling, then collect and process recyclables.

- **Research:** Research information for non-profit organizations or public agencies. Examples include: surveying households about their solid waste disposal; counting wild birds; collecting local crime statistics; interviewing youth, seniors or other groups about their need for services.

- **Special Equipment:** Construct special equipment such as wheelchair ramps for disabled people.

- **Special Olympics:** Run Special Olympics or other events for mentally or physically handicapped youth.

- **Tax Preparation:** Assist non-English speakers or low income people with tax or other application from process.

- **Tutoring:** Work with teaching staff to help younger students in need or extra tutoring. Tutors may teach groups, individuals or even a whole class.

- **Victim Aid:** Follow through with crime or accident victims to assist with their recovery.

- **Visit Institutionalized People:** Provide companionship for hospital patients, prisoners or residents in nursing homes or institutions for the mentally or physically handicapped. Individual youth may pair up with individual people in need through Adopt-a-Grandparent or similar programs.

- **Visual Arts:** Design posters for non-profit organizations or for public information. Design parks or other public spaces. Paint murals in downtown areas. Create cards or gifts for senior citizens.

- **Voter Education:** Distribute voter registration information. Assist with voter registration.

- **Youth Agencies:** Lead youth leadership groups such as Camp Fire, YMCA, YWCA, 4-H, Boy Scouts, Girl Scouts, Junior Achievement, Jack and Jill, ethnic leadership groups, and many others.

- **Youth Leadership:** Organize youth leadership training events.

- **Youth Sports:** Athletes can coach younger athletes in their sport.

These ideas have been reprinted with the permission of the National Youth Leadership Council.

For further information, contact:

The National Youth Leadership Council
1910 W. County Rd. B
Roseville, MN 55113
(612) 631-3672

TIME CHART

Student Name _____

School Coordinator _____ Telephone # _____

Agency Coordinator _____ Telephone # _____

Date	Agency Name	Time In	Time Out	Total Hours	Activity	Agency Initials

PARTICIPATION FORM

Date _____

Student Name _____

Agency Name _____

Date of Visit _____

Activity _____

Time — Departure _____   Return _____

Transportation Arrangements _____

_____

Dress Code (if applicable) _____

As a parent/guardian, I give permission for my son/daughter _____ to
<div align="center">(Name of Student)</div>

participate in the activities taking place at _____
<div align="center">(Agency Name)</div>

_____	_____
Parent/Guardian Signature	Date

MEDICAL EMERGENCY AUTHORIZATION

In the event of a medical emergency and reasonable attempts have been made to reach me, I hereby give permission for the representative in charge to arrange for emergency medical treatment for this student.

_____	_____
Parent/Guardian Signature	Date
_____	_____
Telephone Number (Home)	Telephone Number (Work)

Is student allergic to any type of medication? _____

If you have any questions, please contact me at _____
<div align="center">(Name of School)</div>

_____	_____
Supervisor's Name	Title

APPLICATION

Date _____

Student Name _____

Address _____

Telephone # _____

Date of Birth _____

Parent/Guardian Name _____

Address _____

Telephone # _____

Father's Work # _____

Mother's Work # _____

Guardian's Work # _____

In case of an emergency, please contact:

Name _____

Address _____

Telephone # _____

Physician's Name _____ Telephone # _____

Do you have any medical/physical limitations? ❑ Yes ❑ No

If yes, explain

_____

Why do you want to volunteer?

_____

_____

What are your special skills or interests?

_____

_____

Do you have previous volunteer experience?

_____

_____

Interests/Placement (√)

- ❑ Arts/Culture
- ❑ Education/Tutoring
- ❑ Health/Medical
- ❑ Human Services/Underprivileged
- ❑ Day Care

Do you have any particular agencies in mind that you would like to work with?

1. _____   2._____

3. _____   4._____

Days/Times Available

M ❑   T ❑   W ❑   TH ❑   F ❑   SAT ❑   SUN ❑

All Day❑   Morning ❑   Afternoon❑   Evening ❑

Comments _____

_____

_____ has been placed at the following agency(s):

(Name of Student)

1. _____   2._____

3. _____   4._____

_____   _____
Student's Signature   Date

_____   _____
School Supervisor's Signature   Date

I give permission for my son/daughter to participate in community service program.

_____
(Name of School)

_____   _____
Parent/Guardian Signature   Date

STATEMENT OF COMMITMENT

I realize that as a participant in the community Service Program , I not only represent myself but
also _____ School. I understand this responsibility and because of
  (Name of School)
this, I make the following commitment:

1. I will be punctual and conscientious in my attendance for the time of my volunteer activity. I will notify my supervisor in advance if I am unable to participate as scheduled.

2. I will consider as confidential all information which I may hear concerning other people, students, patients, employees, and agencies/institutions.

3. I will strive to make my work of the highest quality and I will accept supervision graciously.

4. I will always conduct myself with dignity, courtesy, and consideration.

5. I will notify the _____ program coordinator of any
                           (Name of School)
    problems, concerns, or suggestions regarding my activity.

The agency and its designated supervisor understand and agree that they:

1. will help the student gain a perspective of the overall operation of the agency; its role in addressing social issues and needs; and the education, skills, and career opportunities related to it.

2. will designate a qualified person to supervise the student's time, activities, and evaluation.

3. will introduce the student to appropriate staff and orient him/her to the overall organization, its goals, and role he/she will play in its functions.

4. will provide adequate initial direction to the student so that he/she feels comfortable with the assignment and can proceed with appropriate independence.

5. will contact the program coordinators should a problem arise, such as in attitude, attendance, or performance.

7. will participate in judging the student's performance and experience by means of an evaluation form provided by the program.

	Name of Agency	Activity
1.		
2.		
3.		

THE UNDERSIGNED, ALL PARTICIPANTS IN THE COMMUNITY SERVICE PROGRAM, DO HEREBY AGREE TO THE INTENT OF THE ABOVE TERMS AND EXPECTATIONS.

_____   _____
Student   Date

I am aware of my son/daughter's commitment to community service, as indicated above. I understand that he/she is responsible for arranging his/her own transportation to and from this activity unless other arrangements have been made. I will do all that I can to help, support, and encourage him/her with this responsibility. I give my son/daughter permission to participate in the above-identified activity.

_____   _____
Parent or Guardian   Date

_____   _____
Program Coordinator   Date

_____   _____
Agency Representative   Date

GROUP PROJECT EVALUATION
(To be completed by Agency)

Project Description:_____

_____

_____

		5 Excellent	4	3 Satisfactory	2	1 Poor
1.	Were you satisfied with the quality of work completed by the students?	❏	❏	❏	❏	❏
2.	Were the students able to work without constant supervision?	❏	❏	❏	❏	❏
3.	Were the students cooperative?	❏	❏	❏	❏	❏
4.	Did the project meet your objectives?	❏	❏	❏	❏	❏
5.	Did the students seem prepared for the experience?	❏	❏	❏	❏	❏
6.	Did the students work well with staff?	❏	❏	❏	❏	❏

7. How did the students respond to the project?

_____

_____

_____

8. Were there any problem areas?

_____

_____

_____

9. Were there any outstanding contributions?

_____

_____

_____

10. What adjustments should be made, if any?

_____

_____

_____

11. Comments:

_____

_____

_____

GROUP PROJECT EVALUATION
(To be completed by School)

Project Description:_____

_____

_____

		5 Excellent	4	3 Satisfactory	2	1 Poor
1.	Did the agency satisfactorily meet your expectations?	❏	❏	❏	❏	❏
2.	Was adequate supervision provided?	❏	❏	❏	❏	❏
	By the agency?	❏	❏	❏	❏	❏
	By the school?	❏	❏	❏	❏	❏
3.	Was the agency prepared for the students?	❏	❏	❏	❏	❏
4.	Was it a safe environment in which to work?	❏	❏	❏	❏	❏
5.	Did the project meet your objectives?	❏	❏	❏	❏	❏
6.	Was it an appropriate project for the students?	❏	❏	❏	❏	❏
7.	Were the students adequately prepared for the project?	❏	❏	❏	❏	❏
8.	Were the students' expectations met?	❏	❏	❏	❏	❏
9.	Did the project provide meaningful work for the students?	❏	❏	❏	❏	❏
10.	Did the students have the freedom to develop and use new ideas, if appropriate?	❏	❏	❏	❏	❏

11. How were community needs addressed?

_____

_____

_____

_____

12. How will you express this to the students?

    _____

    _____

13. What attracted you to the project?

    _____

    _____

14. What worked well?

    _____

    _____

15. What would you change?

    _____

    _____

16. What would you add?

    _____

    _____

17. What would you delete?

    _____

    _____

18. Are there further opportunities for students at the agency? Yes ❏   No ❏
    If yes, please specify:_____

    _____

19. Comments:_____

    _____

    _____

    _____

    _____

    _____

EVALUATION OF STUDENT PERFORMANCE

Date _____

Name of Student _____ Class _____

Name of Agency _____

Address _____

City _____ State _____ Zip _____

Telephone# _____

Agency Supervisor's Name _____

Date of Service: From _____ To _____

Hours of Service _____

Please check the rating which best describes this student's performance in terms of the following qualities:

	5 Excellent	4	3 Satisfactory	2	1 Poor
Ability to Work With Minimal Supervision	❏	❏	❏	❏	❏
Attendance	❏	❏	❏	❏	❏
Follows Direction	❏	❏	❏	❏	❏
Punctuality	❏	❏	❏	❏	❏
Quality of Work	❏	❏	❏	❏	❏
Relationship with Clients	❏	❏	❏	❏	❏
Relationship with Fellow Workers	❏	❏	❏	❏	❏
Sense of Responsibility	❏	❏	❏	❏	❏
Shows Initiative	❏	❏	❏	❏	❏
Shows Interest	❏	❏	❏	❏	❏
Uses Good Judgment	❏	❏	❏	❏	❏
Willingness to Learn	❏	❏	❏	❏	❏
Overall Rating	❏	❏	❏	❏	❏

Agency Supervisor's Comments:

_____

_____

_____

_____

_____

_____

School Supervisor's Comments:

_____

_____

_____

_____

_____

_____

_____   _____
Agency Supervisor's Signature   Date

_____   _____
School Supervisor's Signature   Date

STUDENT EVALUATION OF PLACEMENT

Date_____

Student Name _____ Agency Supervisor _____

Project Description _____

_____

Agency Name _____ Student Coordinator_____

INSTRUCTIONS: Check the most appropriate box for the criteria given.

Criteria	Excellent 5	Good 4	Satisfactory 3	Poor 2	Very Poor 1
Placement related in an educationally meaningful experience					
Importance of placement to the needs of the community					
Sufficient training was provided to perform work					
Expected duties and responsibilities were clearly defined					
Supervisor made valuable suggestions on ways to improve performance					
Supervisor was available when I needed assistance					
Willingness of supervisor to listen to my ideas					
Willingness of other workers to provide assistance					
Relevance of experience to career goals					
Overall rating of this placement					
Your personal rating of placement for you					

COMMENTS: _____

_____

_____

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