**Community Service Learning Elective**

**Course Description**

The semester pass/no pass course is designed to engage our youth in a meaningful community service placement that closely parallel's a student's career pathway interest. The course may introduce students to many of the main tasks and functions of a community service organization: planning, community education, volunteer recruitment and management, public relations and fundraising. Working in conjunction with a local community service agency, students will support projects related to the agency's primary service mission.

The course will serve a two-fold purpose of a) addressing community-based issues and needs and b) developing leadership, problem-solving and practical skills related to community service projects.

This course will demonstrate how community service can make a substantive contribution to addressing human needs in our community. The experience and skills gained in this course will benefit students by developing college and career readiness skills as well as developing their civic skills as citizens in service to their community working with local community service agencies.

Course Objectives:

• To develop an appreciation of social and civic responsibility.

• To develop students' leadership skills.

• To learn practical organizational skills associated with specific volunteer service agency functions.

• To develop and apply skills in advocacy and problem solving.

• To assess and strengthen self-awareness and personal skills related to service, leadership and college/career readiness.

**Rationale for Proposed Course**

The counseling department at Glencoe High School, with the support of our administration, would like to offer a new elective class that aligns with the Oregon Department of Education’s Essential Skills. Within our department, we currently have the option of giving students work experience credit, through either working in our Glencoe greenhouse, or if students have outside employment. This would provide another opportunity for students who desire to gain real world experience in the field of career exploration. In addition, community service learning offers the option for students to build volunteerism into their school day as an elective. As the reduction of electives has taken place over the past years, this allows students to create a fuller schedule, at no cost to the school or district.

The counseling department at Glencoe is excited by the possibility of offering a class within our department that has a broad application in college/career planning. We see the ability to relate this class directly to many specific career guidance lessons our students complete through Naviance (implementation 2014-15) and career related learning experiences through our partnership with the Hillsboro Chamber of Commerce. As well as a way to bridge practical application to students career pathway courses and elective work completed at Glencoe. There is also the possibility of offering Glencoe community service/ PCC cooperative learning dual credit, adding an additional layer of practicality to this elective course.

We see the potential for students to become stand out candidates for scholarships and college admissions applications by providing community service learning built into their school day, so that students can draw upon these experiences when drafting scholarship and admissions essays. We are interested and excited about an option in career guidance that allows students the opportunity to gain insight and practical hands on experience. We hope to open up students’ minds to the possibility of viewing community service as not only serving our community, but also building career connections and references for the future.

**Academic Content Standards**

**The above course and activities cover a *majority* of the below essential skills state standards** (grades 9 – 12 Benchmarks): <http://www.ode.state.or.us/teachlearn/certificates/diploma/essential-skills-definitions.pdf>

1. **Read and comprehend a variety of text\***

*This skill includes all of the following:*

* Demonstrate the ability to read and understand text.
* Summarize and critically analyze key points of text, events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.
* Follow instructions from informational or technical text to perform a task, answer questions, and solve problems.

*\*text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats*

**2. Write clearly and accurately**

*This skill includes all of the following:*

* Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology.
* Develop organized, well-reasoned, supported, and focused communications.
* Write to explain, summarize, inform, and persuade, including business, professional, technical, and personal communications.
* Use appropriate conventions to write clearly and coherently, including correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.

**4. Listen actively and speak clearly and coherently**

*This skill includes all of the following*

* *This skill includes all of the following:*
* Listen actively to understand verbal and non-verbal communication.
* Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.
* Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques.
* Use language appropriate to particular audiences and contexts.

**6. Use technology to learn, live, and work**

*This skill includes all of the following:*

* Use technology to participate in a broader community through networking, collaboration and learning.
* Recognize and practice legal and responsible behavior in the use and access of information and technology.
* Use technology as a tool to access, research, manage, integrate, and communicate ideas and information.

**7. Demonstrate civic and community engagement**

*This skill includes all of the following:*

* Apply knowledge of local, state, and U.S. history and government to explain current social and political issues.
* Perform the civic and community responsibilities essential to living in a representative democracy.

**8. Demonstrate global literacy**

*This skill includes all of the following:*

* Demonstrate knowledge of diverse cultural, linguistic, and artistic expressions.
* Apply a global perspective to analyze contemporary and historical issues.

**9. Demonstrate personal management and teamwork skills**

*This skill includes all of the following:*

* Participate cooperatively and productively in work teams to identify and solve problems.
* Display initiative and demonstrate respect for other team members to complete tasks.
* Plan, organize, and complete assigned tasks accurately and on time.
* Exhibit work ethic and performance, including the ability to be responsible and dependable.

**Impact on Content Program**

Since this class would be offered as an elective, it is not expected to have a significant impact on staffing within the counseling department. In addition, only one section of this course each semester will be offered each year.

Currently, most students receive their career related learning experiences aligned with essential skill standards, through their 11th and 12th grade focus program of study course work, senior seminar and services through the Hillsboro Chamber of Commerce. Ideally the community service elective would be offered to all grades, so that real world, practical application of career exploration can begin in the lower grades.

It is not expected for the course to have a significant impact on the Counseling Department budget.

**Projected Additional Costs**

In order to add this course at Glencoe, the only direct cost to the counseling department is printing the community service learning paperwork, which is a 10 page document that includes, a transportation release form, a student evaluation of experience, community service coordinator evaluation, community service log and student contract.

No other supplies or equipment are necessary for this course. There is, however, the possibility of providing bus passes for students who need transportation assistance.

**Course Organization:**

The course engages students in a semester long community service placement with a local non-profit agency or organization. For semester 1 and/or 2, the elective will pilot with the Hillsboro Parks and Recreation BLAST program in our local elementary schools, but will work on creating other organizational partnership with that align with the Oregon career pathways. Prior to the beginning of the semester, the class will identify a set of project functions, such as: education, public relations, agency communications (newsletter, email and website), and will match student's who career interests align through presentations conducted in elective and focus program of study courses. Each student will be interviewed by the organization, complete paperwork requested by agency, then once approved by organization the student will be met with the school to work coordinator to go over Glencoe community service paperwork and course will be added to student's schedule by counselor prior to semester beginning.

Agency is expected to record student's attendance throughout the semester and report any issues to school to work coordinator. Throughout the semester, each student will maintain a weekly journal documenting his or her service hour activities and contributions to the organization. This, and a 1 page summary of the student's efforts and achievements throughout the course of the semester, will comprise a self- evaluation report due during the last week of class. At the end of the semester, students will present a summary of their work to the school to work coordinator through the completion of their weekly journal entries and community service packet, consisting of elevations, attendance records and hours completed students will earn pass/no pass credit.

**Evaluation**

Establish procedures for individual performance, for monitoring the progress of the course and recommending changes.

The following is a rough approximation of what will be expected of each student to earn credit:

• 60 hours community service work, calculated by 90 minute, rolling block high school schedule, (on site at the agency, documented in student journal and log)

• Summative Evaluation Report completed by student and on-site supervisor

**Action Research Plan**

**Identify the goals of the proposed course**

The goals of the course are:

Outreach: This will involve students and community organizations in activities in support of the Glencoe High School student body, Hillsboro School District and city of Hillsboro.

Community Education: This involves educating members of the on campus and off-campus communities about non-profit organizations, such as BLAST.

College/Career Pathway Planning: To offer a CRLE elective class within the school day that provides direct application to the career world and the area in which the students live. At the end of this course, student will be able to perform all of the skills that are listed in the Academic Goals section of this proposal.

**What data will be collected?**

Data will be collected on enrollment and number of successful community service hours of completion.

**When and how will data be collected?**

Data will begin to be collected as soon as the end of this year (assuming the course is approved) to record the amount of students with interest who participated in the pilot BLAST program titled under work experience. Once the course begins, teacher can collect data on the number of students enrolled. Data will continue to be collected in regards to enrollment.