

Work-Based Learning: Types of Work-Based Learning Models and Delivery Systems

Service-Learning Project

Service-Learning Project experiences enable students to learn and apply CTE Program Standards, technical, social, and personal skills to improve the community, continue individual growth. They also develop a lifelong ethic of service.

Key Aspects of Service-Learning Projects

During a service-learning experience, students identify an interest and a community need and then develop and complete a project. Students complete structured activities **before, during and after the experience to reflect** and self-assess.

The National Youth Leadership Council (NYLC) established eight standards for service learning:

1. **Meaningful Service:** Service learning actively engages participants in meaningful and personal relevant service activities.
2. **Link to Curriculum:** Service learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.
3. **Reflection:** Service learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.
4. **Diversity:** Service learning promotes understanding of diversity and mutual respect among all participants.
5. **Youth Voice:** Service learning provides youth with a strong voice in planning, implementing and evaluating service-learning experiences with guidance from adults.
6. **Partnerships:** Service-learning partnerships are collaborative, mutually beneficial and address community needs.
7. **Progress Monitoring:** Service learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals and uses results for improvement and sustainability.
8. **Duration and Intensity:** Service learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Steps for Service-Learning Project Roles

Steps for the Service-Learning Coordinator

- **Review** career assessment results.
- **Identify** interested and qualified students.
- **Cultivate** community partnerships to help secure contacts for students.
- **Orient** student to expectations, including safety requirements (e.g., personal protective equipment).
- **Work** with students to develop a project framework.

- **Confirm** logistics, including transportation for students, parent/guardian permission and emergency contact information.
- **Encourage** students to share information regarding supports and accommodations needed to be successful in the workplace so that any community partners may be aware of student needs (e.g., health issues or dietary restrictions).
- **Finalize** each student's Service-Learning Project Plan with the student, parent/guardian and employer.

Steps for the Student

- **Planning and Implementation**
 - Identify an area of interest.
 - Define a community need.
 - Establish community contacts.
 - Get a preapproval of the project.
- **Research**
 - Conduct academic research.
 - Identify experts in the field.
 - Become familiar with relevant local, state, and federal ordinances, codes, and laws.
 - Organize findings and data.
 - Review research with WBL and Service-Learning coordinator (and project partner, if applicable).
- **Proposal Development**
 - Define the project (who, what, when, where, and how).
 - Follow written standards and expectations.
 - Define project resources.
 - Create a project timeline.
 - Receive approval from project partner, if applicable.
- **Approval and Permission**
 - Present proposal for approval.
 - Edit as needed.
 - Obtain permissions or permits.

Source: NYLC