

The background of the slide features a close-up photograph of hands engaged in a craft project. One hand is holding a paintbrush, applying white paint to a green plate. The plate already has a marbled design in shades of blue, pink, and yellow. Another hand is visible in the upper left, holding a paintbrush. The overall scene is brightly lit and colorful.

Grounding the Online Graduate Classroom: Service-Learning Partnerships for Professional Development and Advocacy

Kylie P. Dotson-Blake, PhD, LPC
Department of Higher, Adult and
Counselor Education
College of Education

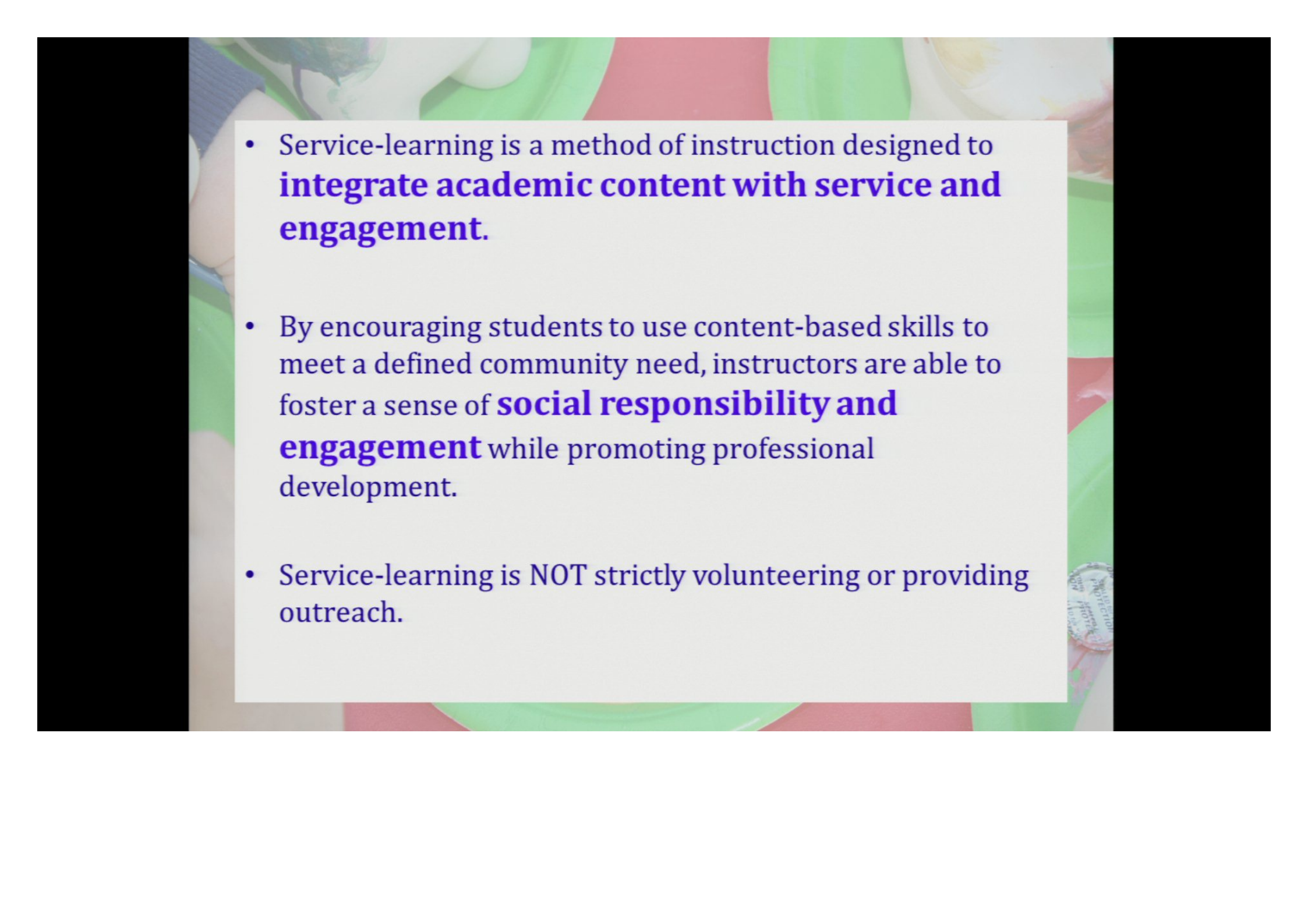
Philosophy of Teaching: Central Elements

- Balanced match of support and challenge
- Integration of content, engagement and service to promote growth
- A firm grounding in theory, professional models, standards and scholarship necessary for development

*The end of all
education
should surely be
service to others.
Cesar Chavez*

**Service-Learning:
Isn't that just for
undergrads?**



- 
- The background of the slide features a close-up photograph of hands holding and manipulating various pieces of brightly colored paper in shades of green, red, and blue. In the lower right corner, there is a circular, textured stamp that appears to be a seal or a mark on the paper.
- Service-learning is a method of instruction designed to **integrate academic content with service and engagement**.
 - By encouraging students to use content-based skills to meet a defined community need, instructors are able to foster a sense of **social responsibility and engagement** while promoting professional development.
 - Service-learning is NOT strictly volunteering or providing outreach.

Continuum of Community Engagement and Service Experiences

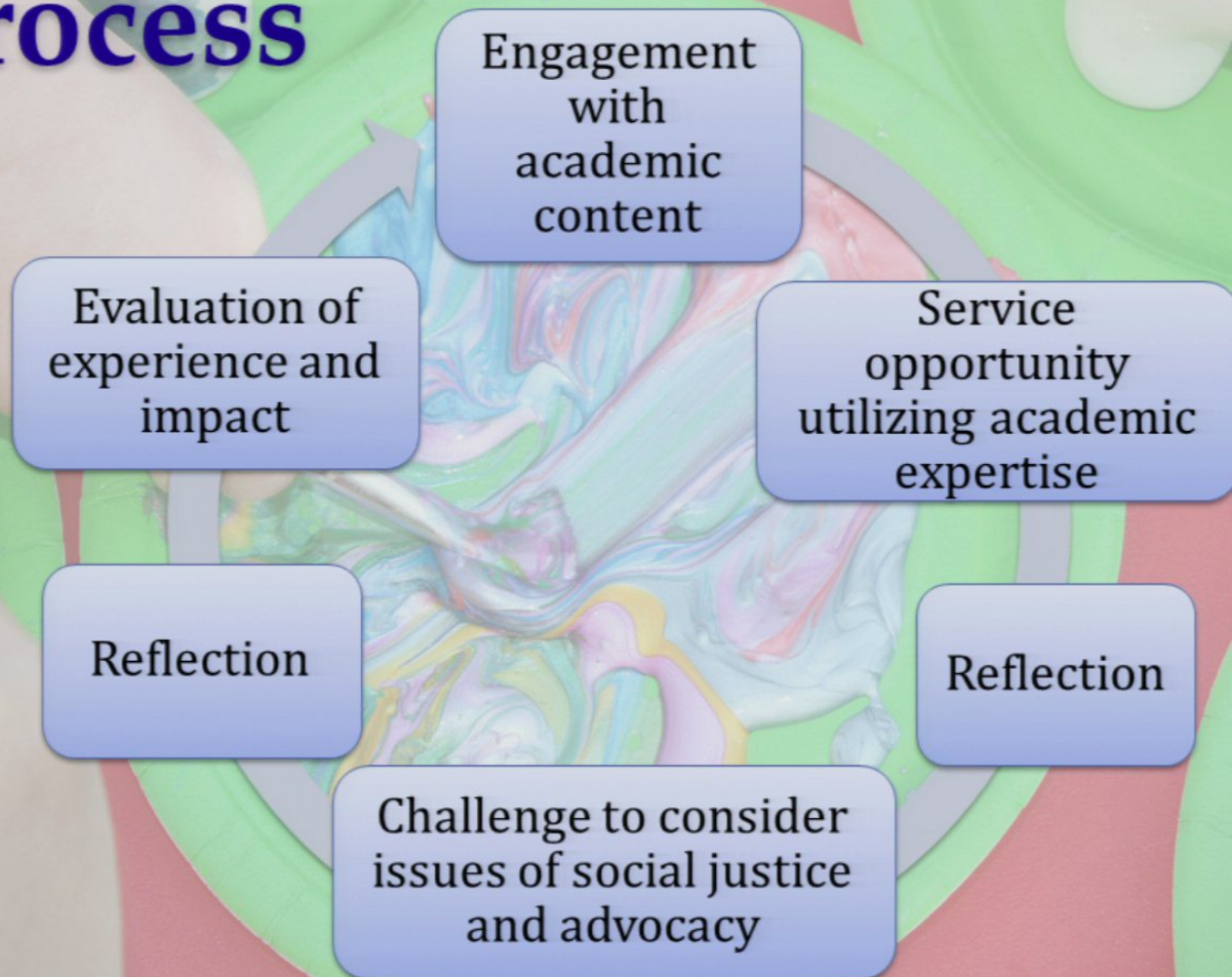
- Engagement
 - Mutually beneficial partnership, shared power
 - Transformational
- Service-Learning
 - Curricular engagement, mutually beneficial partnership, linked to academic content and professional development
 - Transformational
- Outreach
 - Utilizes professional expertise of ECU Faculty and Students
 - Transactional
- Volunteerism
 - Designed to meet needs of community partner, professional expertise not required
 - Transactional

The background of the slide is a photograph showing a pair of hands painting on a green paper plate. The paint is a mix of white, blue, pink, and yellow, creating a marbled effect. The hands are positioned on the left side of the plate, with one hand holding a paintbrush and the other hand steadying the plate. The entire scene is set against a red background.

Service-Learning in Counselor Education Program

**School Counseling Professional
Specialization**

Cyclical Process



Counseling in Schools Course SL Project

- Integrated Data-Driven Service-Learning Project (IDSL Project)
- Students choose partner teams and school counselor with whom to collaborate
- Must address social justice/advocacy theme

Includes following components:

- Community Cultural Context Essay
- E-Poster Proposal
- 4 Reflexive Journals
- Narrative explanation of service initiative with rationale developed from professional literature
- Full MEASURE (Stone & Dahir, 2011)
- MEASURE Report Card
- E-Poster presenting project
- Artifacts that were used in the initiative (lesson plans, group session plans, parent ed and/or marketing materials) are left behind for the school counselor's continued use.

Unique to Online Graduate Students...

- Developmentally more prepared to direct their own engagement
- Have existing professional connections and relationships
- Ability to build upon connections in the students' home communities

Family-School-Community Teams: An Initiative to Support Probation-Involved Youth

Purpose

An initiative intended to enhance team engagement by family, school and community members in the task of supporting probation-involved youth to successfully conclude that involvement.

Rationale

- Youth with multiple disorders and disabilities are disproportionately represented in the justice system and in the alternative school setting.
- Approaches which address the needs of youth in all their environments have a greater chance for success.
- Family involvement makes a positive difference in student achievement, attendance and behavior as well as in family efficacy.

Initiative

What we did for this initiative was to form a team for each student, emphasizing to them that this was their team. Two data elements were measured; the number of parents who became actively engaged with the school, and the number of community resource partners who were involved to serve the needs of the students and/or their families.

Results

Family engagement with the school increased through this initiative from 20% to 100%.

The number of community resource partners has doubled, from 3 to 6.

References

- Henderson, A. T., Johnson, V., Mapp, K. L., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family/school partnerships*. New York, NY: New Press.
- Lipsey, M. W., Howell, J. C. (2010). *Improving the Effectiveness of Juvenile Justice Programs: A New Perspective on Evidence-Based Practice*. Center for Juvenile Justice Reform, Georgetown Public Policy Institute.
- Chris Ferguson, Program Associate with contributions from Maric a Ramos, Zena Rudo, and Lacy Wood (2008). *The School-Family Connection: Looking at the Larger Picture: A Review of Current Literature*. Austin, TX: National Center for Family & Community Connections with Schools.
- Larson, K. A., K. David Turner, K. D. (2002) *Best Practices for Serving Court Involved Youth with Learning, Attention and Behavioral Disabilities*. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention

The Five Step Partnership Process



Curriculum Night at South Central High School

Rachel Uhas
Rebeckah Hauss
East Carolina University

Overview

South Central was labeled a low performing school by the state of North Carolina in 2010 because the graduation rate was below 60% for 3 consecutive years. As a result they (and 2 other schools) were awarded a 3 year grant to help improve graduation rates. A key element of this grant is parent involvement. Curriculum Night was designed to help educate parents about curriculum and to give them tips about how to help their children with academic skills.



Literature Review

"When parents were more involved in their children's schooling, the children performed better academically (as reflected by grade point averages) and were more engaged in school. Students reported more effort, concentration, and attention across four main subject areas: math, English, social studies, and science." (Gonzalez 2002, p.132) Our project was aimed at helping parents become more involved in their children's academic lives.

References

- Fehrmann P, Keith T, Reimers T. (1987) Home influence on school learning: direct and indirect effects of parental involvement on high school grades. *The Journal of Educational Research*, 80 (6), 330-337. Retrieved from <http://www.jstor.org/stable/27540261>
- Gonzales, A. (2002) Parental involvement: its contribution to high school students' motivation. *The Clearing House*, 75 (3), 132-134. Retrieved from <http://www.jstor.org/stable/204190724>

Curriculum Night

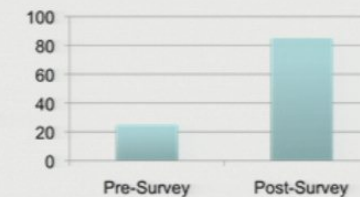
The program began with teacher and staff introductions. After that parents were served snacks, (made and served by the students!) and given a chance to look over the presentation schedule and fill out the pre-survey. Parents were able to attend 3- 20 minute sessions in any subject area. At the end everyone came back to complete post-survey and for a prize raffle.

Stakeholders Unite

1. Counselors: Organized event and invited parents.
2. Teachers: Prepared and presented critical information about curriculum and helping strategies.
3. Administrators: Provided meeting space for the event. Used money in their budget to pay for food.
4. Students: Prepared and served food to teachers and parents.
5. Community Members/Businesses: Provided donations for raffle.

Analysis

- Pre-survey results reflect the percentage of parents who felt familiar with curriculum knowledge before the event.
- Post-survey results reflect the percentage of parents who felt they gained knowledge to assist their child with curriculum after the event.



Karla Jarvis
COAD 6406
East Carolina University
jarvis.k13@student.ecu.edu



Purpose

This poster shares an initiative undertaken by staff and students at Cape Hatteras Secondary School, addressing childhood hunger in a small community. This initiative involved a food drive that was linked to Homecoming activities at the high school and encouraged the entire student body's participation. One targeted class of Seniors was selected to help plan and implement the program, exposing them to the positive value of community service while also developing valuable career-related skills such as listening and oral communications, goal setting, self-direction and self-management skills.



Rationale

One in five children in North Carolina go hungry. Approximately 28% of food pantries in the state report having had to turn clients away for lack of food items. Hungry children are not only more likely to experience health issues, hungry children struggle in school and are more susceptible to behavioral and emotional issues that can have crippling, life-long effects. Addressing this issue as a school, while developing valuable college and career readiness skills, creates a winning combination.



Figure 1. This map shows the prevalence of food insecurity rates throughout the state of North Carolina and comparison nationwide.

http://www.kansasfoodbank.org/files/2010/02/mmg_chart_usamap.png

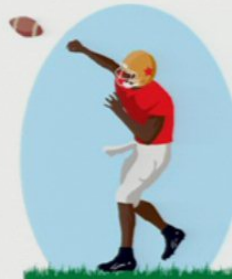
Tackle Hunger! A Service Learning Initiative at Cape Hatteras Secondary School

What We Did!

A targeted group of Seniors recruited two male and two female staff members to compete against each other in a football throwing contest. Boxes were set up in the hall, one for each staff member. Students were encouraged to bring in food pantry donations to "vote" for the teacher they thought would win. During the Homecoming pep rally at the end of the week, the teachers competed and the winners were awarded ribbons. The food collected in the drive was donated to the Hatteras Island Food Pantry to be distributed locally.

Stakeholders Involved (Taking the "village approach"...) :

- | | |
|------------------------|---------------------------|
| • Counselors | • Parents/Families |
| • Administration | • Social Worker |
| • Teachers | • School Librarian |
| • Students | • Community Agency Member |
| • Student Organization | |



Results/Impact

Prior to the initiative, the targeted group was surveyed about community service. The survey indicated ~20% of the students had participated. Looking at available data from previous food drives at CHSS, less than 20% of students participated. After the project, data revealed that 100% of students in the targeted class were involved in the initiative and ~44% of the general student population participated in food drive, above the goal of 30%.

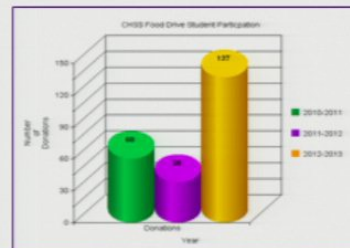


Table 1: Student Food Drive Participation for available data years

College/Career Readiness Skills

- Civic engagement
- Understanding systems
- Teamwork
- Listening and oral communications
- Goal setting
- Social skills
- Problem solving
- Cooperate with others
- Self-direction
- Self-management skills
- Learning to advocate
- Citizenship
- Application of knowledge
- Integration of personal growth into career development



Suggestions for Future Work

Suggestions for future work include having more student to student contact to encourage participation. For example, having older students visit younger students' classrooms and talk about the initiative. A further suggestion would be to provide the students more opportunities to be involved in projects that help our community and develop a sense of meaningful service.


"It made me feel good to know that I was doing something to help others in my community. It made me want to do more."

Senior Participant



The Food Pantry...

The Hatteras Island Food Pantry is housed at the United Methodist Church in Buxton, and serves the people of all seven villages on the island. It is the only food pantry on the island that is recognized by Dare County Department of Social Services. The pantry, which began in 1990, generally helps about 4,000 families a year with about 80,000 meals, a vital resource for those in need.

The background of the slide is a photograph showing a pair of hands mixing various colors of paint (white, blue, pink, yellow, and green) on a bright green plastic plate. The paint is being swirled together, creating a marbled effect. The hands are positioned on the left side of the plate. The overall scene is brightly lit, and the colors are vibrant.

If you are interested in pursuing the S-L Designation for your course...

- <http://www.ecu.edu/cs-acad/fsonline/sl/servicelearning.cfm>