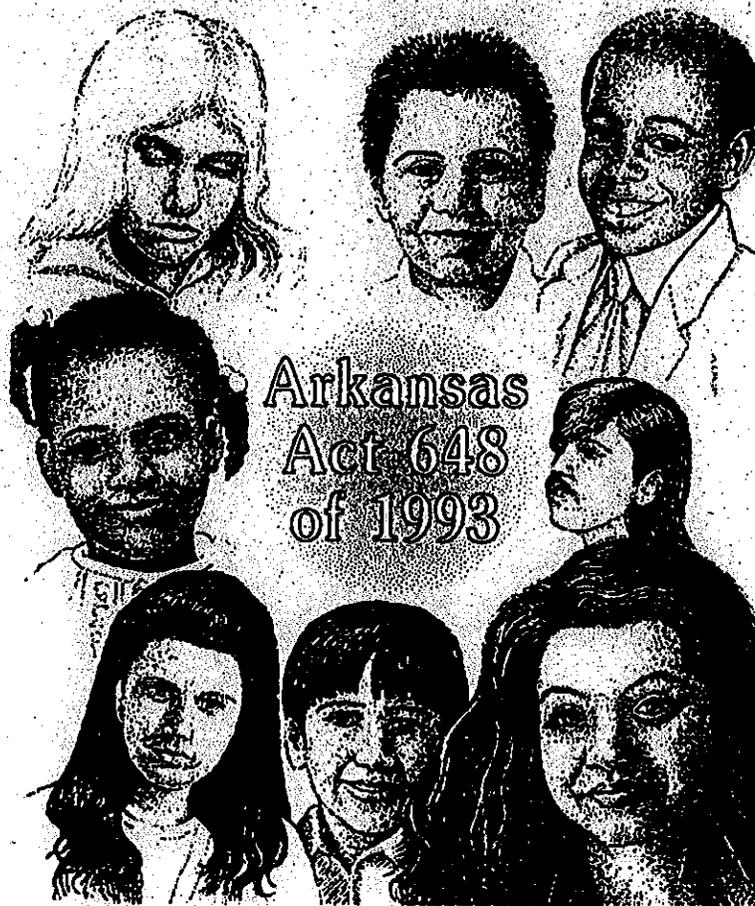


An Approach to Implementing Community Service Learning



Connecting Students and Learning
Through the Community

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FOREWORD

Democracy in America was built by volunteers, those who wrote the laws and those who helped neighbors build cabins and harvest crops. Volunteerism is part of our heritage and recognized by the rest of the world. When needs arose, the community rallied to help. Yet, there has been concern that our generation has not sufficiently demonstrated service to others in such a way that the next generation will pick up the torch. There seems to be more apathy. Two working parents in the home has led to fewer role models of community servants.

Service to one's community, though, is part of being a good citizen and certainly provides the opportunity to learn the needs and resources available within one's community. Why not make it part of the educational process? Schools are a vital part of every community, and service by students would better connect the two.

This was the thinking that led to proposed legislation and the adoption of Act 648 by the Arkansas General Assembly in 1993, requiring the implementation of a community service program for students in grades nine through twelve by the school year 1996-97.

Involving youth in service can, and should, be a win-win situation for everyone. Students may get a better perspective on the relationship between class studies and the real world. They can apply the knowledge and skills gained through course work. They may become better acquainted with the opportunities available for careers, challenges faced by those with special needs, and the community resources necessary to address those critical issues. They should begin to demonstrate an interest and increasing concern for others that will carry over to their school environment. Organizations that involve youth in service should get a fresh look at volunteerism. They may see their organizations from a new perspective.

The Arkansas Department of Education and the Arkansas Division of Volunteerism have collaborated to assist in the statewide implementation of Act 648. This book was prepared by a committee of educators, agency volunteer coordinators, volunteer program developers, trainers, and state agency staff. It is not law. Many schools will have already developed their own process and forms. As permissive legislation, Act 648 places much responsibility with the individual schools. However, schools must be sure the intent of the law is being met by their process.

It is the hope of the committee that this book will provide the assistance needed. Anything you find of interest may be reproduced. There is also a form at the end of this guide which may be torn out, completed, and sent to the Arkansas Division of Volunteerism to request special assistance.

SECTION I

INTRODUCTION

INTRODUCTION

Overview of Implementation Process

This guidebook was written as a collaborative effort between the Arkansas Department of Education and the Arkansas Division of Volunteerism to assist school districts and community organizations in the implementation of Arkansas Act 648 (See Legislation Section). It is primarily for people who are responsible for assisting students interested in connecting learning with volunteer service in their community as a means of earning a high school credit. Those most affected will be teachers, principals, and counselors of students in grades nine (9) through twelve (12).

Others who will benefit from this guide are persons in local community based organizations who may be interested in their program's being a youth community service placement site. We hope it will help organizations to be better prepared for youth volunteers and develop creative community service opportunities with learning perspectives.

This guide may also help parents and students decide whether community service learning is something they wish to pursue.

Prepared by a committee of educators, agency volunteer coordinators, volunteer program developers, students, trainers, and state agency staff, this guidebook is merely a tool. Many schools will have developed their own process and forms. This guidebook should assist schools in complying with the law and community based organizations in assessing their own needs while determining how youth can best be involved in serving the community.

Benefits of Community Service Learning

Students may choose to earn credit for service in their community for a variety of reasons, all of which can be beneficial to the student, the community and the school.

A student may use the experience of community service as:

- a topic for college entrance exam essays
- a means of choosing or discarding a career path
- a means of gaining work experience for use on a resumé
- an avenue from which to secure a college recommendation letter
- a means of getting entry-level experience in the job market
- a means of gaining an extra needed credit for graduation

Students may also learn:

- to better apply knowledge from school subject matter to the real world
- enhanced personal development such as self-esteem, social skills, communication skills, and problem-solving abilities, as well as concern for others
- team-building and character-building skills
- to make an easier integration into the community
- a sense of security and empowerment to become active citizens
- an appreciation of diversity
- a better understanding of the adult work environment
- to make positive choices in use of leisure time

Community Organizations may see:

- a gain in positive visibility and exposure in the community and school
- increased intergenerational experiences
- youth bringing a sense of vitality and excitement to the organization
- new opportunities for funding and other resources
- they are helping nurture the next generation of devoted volunteers

Schools may realize:

- an improved school environment — students learning by doing
- improved communication with parents and students
- increased creative opportunities for teachers
- teachers as mentors and guides
- facilitated experiential learning
- a decrease in discipline problems
- new partners with community members in educating youth
- they are seen as resources to the community, building better support

Parents may see:

- increased maturity in their child
- increased respect from their child
- their child's better understanding of the adult work environment
- a safe and supervised environment for their child
- reasons to brag on their child

With a meaningful placement, everyone gains from this experience

History and Overview of Arkansas Act 648

Former Senator Charlie Cole Chaffin of Benton introduced Act 648 to the Arkansas General Assembly in the 1993 session. The legislation requires secondary schools to implement a community service program for students in grades nine (9) through twelve (12) by the 1996-97 school year, or to file a waiver with the State Board of Education.

- The State Board of Education is the authorized agent to promulgate rules and regulations necessary for the implementation of Act 648.
- By this act, a student who completes a minimum of seventy-five (75) clock hours of documented community service, as certified by the service agency/program to the school, may receive a maximum of one (1) academic credit toward graduation.
- The community service must be in programs or activities approved by the State Board of Education and the local school board. Community organizations or programs may apply for approval as a student placement site through the completion of a site application submitted to the Arkansas Division of Volunteerism (See Section Five, Sample Forms). Formal lists of interested community based organizations/agencies are submitted regularly to the State Board of Education for approval. No prior site visits are made by the Arkansas Division of Volunteerism.
- All eligible community service learning activities or programs must include preparation, action, and reflection components. Upon notification to the State Board of Education, a school district may choose to waive participation in the community service learning program and the awarding of academic credit for community service.
- Once approved by the State Board, the lists are dispensed to the local school superintendents to submit for approval by the local school board. It is recommended that, if a site is unknown or questionable, the local school board authorize a formal site visit prior to granting approval for students to volunteer in such programs/organizations.
- The Arkansas Division of Volunteerism, in collaboration with the State Department of Education, convened volunteer representatives from education, community organizations, and curriculum staff to develop this guide for training and educating school personnel, community organizations, parents, and students on implementing this legislation.
- To schedule training locally or for technical assistance, call the Arkansas Division of Volunteerism at (501) 682-7540 or 1-800-482-5850, Ext. 27540.

COMMUNITY SERVICE, SERVICE LEARNING, OR COMMUNITY SERVICE LEARNING??

Community Service: Broadly defined, community service means work done in the community without pay. It is sometimes used as a general term similar to volunteerism or youth service and is also used for court-ordered sentencing programs, which can create misunderstandings. The term implies an emphasis on service and not on any formal structured learning component. **[This could be a young candy striper who is looking for something constructive to do in the summer to fill time.]**

Service Learning: Service learning is the blending of both academic learning and the service experience in such a way that both occur as part of school learning. Service learning, or helping others, is connected to classroom learning, in which a strong reflective component encourages students to think about and analyze their experiences. Facilitated teacher-directed activities teach students to identify what they learned and what the learning means. Credit is received through regular course work. Service learning usually occurs through a classroom curriculum in which a group or class participates in the service and the reflection. **[This could include candy stripers who work under the direction of a biology teacher and curriculum to learn the connection between lab work at school and its benefits to hospital patients.]**

Community Service Learning: Community service learning in Arkansas is specific to the implementation of Act 648 of 1993, through which students may receive one unit of academic credit. It is best defined as volunteering or serving in a worthwhile capacity in the community while making a conscious effort to reflect, through some thoughtfully designed method, on what is learned from the service experience. Community service learning *may occur individually or as a group or class experience*. In Arkansas, students in grades nine through twelve may receive a maximum of one academic credit for a minimum of 75 hours of service at an approved site or program when preparation, action, and reflection components are included. This service must be supervised by certified school personnel. **[This could be the candy striper who carefully works out a plan with the hospital volunteer coordinator to volunteer a number of hours and write a special report on how she thinks the hospital can best use candy stripers and other volunteers or how working in the hospital has taught her to be more sensitive to those in trauma.]**

Other Key Definitions

Action: Actual steps taken in the process of community service learning. It includes the work done and documented in the community at approved sites to accumulate hours toward high school credit.

ADOV: The Arkansas Division of Volunteerism is the state office of volunteerism and is housed as a division of the Department of Human Services. Its mission is to encourage, promote and support volunteerism and community service as a means of problem solving through leadership, information sharing, program development, technical assistance, and training. ADOV is a collaborating partner in the implementation of Act 648 of 1993.

ADOV Resource Center: One of the world's largest collections of printed and electronic media pertaining to all aspects of volunteer management issues. Housed with the State Library, information may be accessed free of charge.

Celebration: A formal or informal method of recognizing the student's completion of a project or program goal. It is important that it occur with the student's family, within the classroom, and at the community based organization.

Community Based Organization (CBO): An organization or agency, possibly a 501(c)3, in the community that may choose to apply to be a placement site where students can volunteer and achieve their hours of service.

Preparation: A part of the process that should occur prior to any student engaging in community service learning. There is some form of preparation necessary or advised for students, parents, schools, and community based organizations.

Reflection: A thoughtful response, written or verbal, at any stage of the community service learning project. Reflection includes some response from a peer or adult, and allows time for students to express their thoughts, feelings, what they learned, questions, etc.

State Department of Education: The authorized agent to promulgate rules and regulations necessary for the implementation of Act 648. A collaborating partner in such implementation.

Volunteer Service: Volunteerism refers to people who choose, on their own, to perform some service to others without pay. This may simply be a candy striper who volunteers three hours on Saturday at the hospital.

Youth Service: This is an umbrella term for all the approaches involving youth as resources in the community.

ACT 648 OF 1993

"TO REQUIRE BY THE 1996-97 SCHOOL YEAR THE IMPLEMENTATION OF A COMMUNITY SERVICE PROGRAM FOR SECONDARY STUDENTS."

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1.

(a) Beginning with the 1996-97 school year, a student who has completed a minimum of seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12), as certified by the service agency or organization to the school, shall be eligible to receive one (1) academic credit that may be applied toward graduation.

(b) The community service shall be in programs or activities approved by the State Board of Education and the local school board and shall include preparation, action, and reflection components.

(c) A local school board may grant a waiver of this requirement with notice to the State Board of Education.

(d) The State Board of Education is hereby authorized to promulgate rules and regulations necessary for the implementation of this act.

SECTION 2. Codification Clause

SECTION 3. Severability Clause

SECTION 4. Repeating Clause

ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS
GOVERNING THE ARKANSAS SERVICE LEARNING PROGRAM

1.00 REGULATORY AUTHORITY

- 1.01 These regulations shall be known as the Arkansas Department of Education Rules and Regulations Governing the Service Learning Program.
- 1.02 These regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. 6-16-120 (Repl. 1993).

2.00 PURPOSE

- 2.01 The purpose of these regulations is to establish the requirements for the Arkansas Service Learning Program.

3.00 DEFINITIONS

- 3.01 "Academic Credit" is credit awarded to a student in grades nine through twelve (9-12) after successfully completing a minimum of seventy-five (75) clock hours of documented community service.
- 3.02 "Community Service" is a program or activity approved by the State Board of Education and the local school board which includes the components preparation, action, and reflection.
- 3.03 "Certify" means that a service agency or organization has submitted to the school appropriate documentation that a student has successfully completed sufficient community service to be eligible for academic credit.

4.00 SERVICE LEARNING REQUIREMENTS

- 4.01 In order for a student to be eligible for academic credit for community service, the agency or organization that will certify completion of such service shall be approved by the Arkansas State Board of Education and the local school board.
- 4.02 Documentation to certify community service shall be presented to the local school board in the manner and at such time as prescribed by the local board.
- 4.03 Documentation of community service and/or approval of an agency or organization by the State Board of Education to certify community service for academic credit shall be in a manner and at such time as prescribed by the state board.
- 4.04 All public school districts are approved by the State Board of Education to certify community service so long as the community service is under the supervision of a certified employee of the district. If the community service is under the direction or supervision of an agency or organization, the agency or organization must be approved by the State Board of Education to certify community service prior to academic credit being granted for such service.
- 4.05 Upon notification to the State Board of Education, a school district may choose to waive participation in the community service program and the awarding of academic credit for community service.

**ACT 390 OF 1987 "AN ACT TO PROVIDE THAT QUALIFIED
VOLUNTEERS SHALL NOT BE CIVILLY LIABLE FOR PERSONAL INJURY OR
PROPERTY DAMAGE RESULTING FROM ANY ACT OR OMISSION IN
CARRYING OUT THEIR VOLUNTEER ACTIVITIES."**

The Arkansas Volunteer Immunity Act includes the following definitions:

- ◆ "Qualified Volunteer" means any person who, of free will, provides goods or services without financial compensation to or through any volunteer agency in connection with a volunteer program.
- ◆ "Volunteer Agency" means any volunteer program of all departments, institutions, and divisions of state government, community volunteer organization or any not-for-profit corporation which has received a 501(c)3 designation from the US Internal Revenue Service, other than one established principally for the recreational benefit of its stockholders or members.
- ◆ "Volunteer activity" means any activity within the scope of any project, program, effort, or other regular activity sponsored by a volunteer agency with the intent to effect a charitable purpose, or confer other public benefit including, but not limited to, enhancement of the cultural, civic, religious, educational, scientific, or economic resources of the community.

A qualified volunteer cannot be held vicariously liable for the negligence of another. A qualified volunteer also cannot be held liable for injury or damage sustained by anyone who is a participant in, recipient, consumer or user of benefits of the volunteer's services, except:

1. where the volunteer has insurance, in which case the liability is limited to the amount of coverage
2. where the volunteer acts in bad faith or with gross negligence
3. where the volunteer negligently operates a motor vehicle, in which the liability is limited to the amount of liability coverage carried
4. where the volunteer is providing professional services which he is licensed to perform, in which case the liability is limited to the amount of liability coverage carried.

The Act does not limit the liability of any volunteer operating outside the scope of the volunteer program, nor does it limit the liability of any volunteer agency.

Please note: All Arkansas statutes are available through the Secretary of State's Office.

ACT 970 OF 1987 "AN ACT GRANTING LIMITED TORT IMMUNITY TO DIRECTORS OF NONPROFIT CORPORATIONS AND MEMBERS OF BOARDS, COMMISSIONS, AGENCIES, AUTHORITIES, AND OTHER GOVERNING BODIES OF ANY GOVERNMENTAL ENTITY.

This Act states that no board member of any governmental entity or nonprofit corporation shall be held personally liable for damages resulting from any negligent act or omission of another employee or board member of the nonprofit corporation or government entity. Athletic officials of any amateur contests shall also enjoy this protection. The protection from vicarious liability does not apply to board members of nonprofit corporations which are licensed to serve alcohol. The Act does not apply to the nonprofit corporation itself.

Please note: All Arkansas statutes are available through the Secretary of State's Office.

HOME HELP ABOUT DIGESTS

§.543

Public Law: 105-19, (became law 06/818/97)

SPONSOR: Sen. Coverdell, (Introduced 04/09/97)

RELATED BILL(S): §.544

DIGEST:

(REVISED AS OF 05/21/97) -- Passed House, amended)

Volunteer Protection Act of 1997 - States that this Act preempts Inconsistent State law except when such law provides additional protection from liability relating to volunteers in the performance of services for a nonprofit organization or governmental entity. Makes this Act inapplicable to any civil action in a State court against a volunteer in which all parties are citizens of the State if such State enacts a statute declaring its election that this Act not apply.

Exempts a volunteer of a nonprofit organization or governmental entity from liability for harm caused by an act or omission of the volunteer on behalf of such organization or entity if: (1) the volunteer was acting within the scope of his or her responsibilities at the time; (2) the volunteer was properly licensed or otherwise authorized for the activities or practice in the State in which the harm occurred; (3) the harm was not caused by willful or criminal misconduct, gross negligence, reckless misconduct, or a conscious, flagrant indifference to the rights or safety of the individual harmed; and (4) the harm was not caused by the volunteer operating a motor vehicle, vessel, aircraft, or other vehicle for which the State requires the operator or owner to possess an operator's license or maintain insurance.

Specifies conditions of State laws limiting volunteer liability which shall not be construed as inconsistent with this Act.

Prohibits the award of punitive damages against a volunteer unless the claimant establishes by clear and convincing evidence that the harm was proximately caused by an action of such volunteer which constitutes willful or criminal misconduct or a conscious, flagrant indifference to the rights or safety of the individual harmed.

Provides that the volunteer liability limitations of this Act shall not apply to any misconduct: (1) that constitutes a crime of violence, an act of international terrorism, or a hate crime; (2) that involves a sexual offense or a violation of civil rights law; or (3) where the defendant was under the influence of intoxicating alcohol or any drug.

Makes each volunteer liable for noneconomic loss only in the amount allocated to such defendant in direct proportion to the percentage of responsibility for the harm for which that defendant is liable. Requires the trier of fact to determine such percentage of responsibility.

SECTION II

READINESS

SITE APPROVAL AND DEVELOPMENT

The first step in site development is approval by the State Board of Education of any community based organization that wishes to serve as a volunteer site for students performing community service for school credit.

The service site should complete the form "Student Community Service Site Application (Act 648)" produced by the Arkansas Division of Volunteerism (ADOV). This form should be forwarded to ADOV, which will present it to the State Board of Education.

Approved sites are listed in the "Recommended Community Service Sites" produced by ADOV. Here are other options for increasing the number of volunteer sites in your community:

- existing nonprofit agencies
- businesses
- volunteer centers
- United Way
- reading the local paper to find out where there are problems and where help is needed
- holding a volunteer fair and inviting CBOs to set up tables
- talking to prospective recipients
- local government officials
- within the school system

Sites included in the State Board of Education's list are those which have submitted an application for inclusion in the list of sites allowed to utilize students who are obtaining school credit.

All sites should be contacted by the local school district to determine their readiness and ability to utilize student volunteers effectively. Ideally, you would visit each site in person. Realistically, time is limited. You may prefer to send a survey or interview the agency by telephone. The important thing is that each site be contacted and approved at the local level.

Whether visiting in person or by mail or telephone, you will want to ensure that there is:

- a job description for every volunteer job that provides worthwhile service experiences
- adequate work space
- adequate supervision and training

Discuss with each site your expectations, as well as its expectations. Decide who will provide the forms to be completed and how often they should be turned in.

Here are some suggestions for community service learning within your school system:

- Tutor younger children.
- Become a mentor to a younger child.
- Beautify the neighborhood.
- Beautify the school and the school grounds.
- Start or expand a recycling program.
- Design a computer database to keep track of student volunteers and available service opportunities.
- Contribute class projects to others, e.g., give artwork to a daycare center or produce a bicycle safety film for an elementary school.

LIABILITY

School administrators, parents, and program organizers may consider liability to be a key issue in community service learning programs. When liability concerns are not handled properly, they can become a major obstacle to program implementation and the support and safety of students involved. Therefore, the issue of liability should encourage educators to develop more thoughtful effective, and well-managed programs of community service learning.

There are guidelines to follow in assessing this area, whether by a school district, a parent, a student, or a community based organization. Most of the following suggestions center on pursuing proactive risk management strategies within the work setting. Ultimately it is the responsibility of the school district and the community based organization to resolve the issue of liability according to local requirements and local district policy.

- The most important point legally is to “not be found negligent.” Program administrators need to determine what policies, procedures, and safety measures need to be in place to avoid any appearance of negligence.
- It is imperative to determine who is the liable party for implementation of the community service learning program. The more closely the program is tied to the school's mission and is a model of teaching, the less complicated it may be to seek insurance coverage or, in some cases, to fit under existing school policies.
- The development of a portfolio of agencies/organizations within a community where community service learning may be performed is the district's responsibility. Ensuring that each participating agency or organization has received approval from the State Board of Education as well as from the local school board is a district responsibility. The integration of the community based organization program with the school's instructional program is also a district responsibility.
- The school district should provide equal opportunity for all students to participate in a community service learning program once it has been adopted as part of the district's Instructional plan.
- The design and implementation of risk management strategies recognize that any educational program involves a certain amount of risk. Benefits include critically evaluating a program for such risks and taking action to prevent problems stemming from those risks. The risk management process includes the following steps:

1. Identify the risk for the program and job positions. Consider what could go wrong in the performance of duties or what might occur due to safety issues at the job site. (Tailor position descriptions to avoid or deal with identified risk.)
2. Measure the risk. Prioritize the identified risk in terms of likelihood of occurrence and magnitude of harm. If either of these is great, reassess the appropriateness of the placement as a community service learning position.
3. Select and implement methods to control the risk if a position remains viable. Develop clearly defined policies and procedures. Include training for students and community based organization personnel. To transfer any remaining risk, parents may be asked to sign additional permission forms, waive responsibility of the agency, and/or purchase insurance for the duration of the placement. Common sense, however, suggests that a greater risk factor may result in little or no student placement in such positions.
4. Finally, have a legal advisor for the school district or the community based organization review the program for areas in which potential liability problems are likely to occur. Continually review and revise program policy and procedures to minimize risk.

WORKING WITH STUDENTS WITH DISABILITIES

"Everyone can be great because everyone can serve."-Martin Luther King, Jr.

Students with disabilities — physical, mental, and emotional — benefit greatly from community service, as does the community from them.

For the most part, these individuals can perform the same work as their peers, with little or no special accommodations.

In fact, there are some jobs that students with disabilities can do even better. An example of this would be working with other students who have special needs. Another example would be an activity such as mass mailing. It may be something most students with disabilities would accomplish with pride and a feeling of satisfaction that other students might find repetitious and, therefore, may be inclined to make mistakes. The learning component in a mass mailing for students with disabilities would be working in a group, keeping on task, sequencing, etc. This learning component is a marketable skill that the youth will find invaluable, not just as an adult, but now.

A BILL OF RIGHTS FOR VOLUNTEERS

- I. The right to be treated as a co-worker
 - ...not as "just free help"
 - ...not as a "prima donna"
- II. The right to a suitable assignment
 - ...with consideration for personal preference temperament, life experience, education, and employment background
- III. The right to know as much about the organization as possible
 - ...its policies
 - ...its people
 - ...its programs
- IV. The right to training for the job
 - ...thoughtfully planned and effectively presented
- V. The right to continuing education
 - ...as a follow-up to the initial training
 - ...information about new developments
 - ...training for greater responsibility
- VI. The right to sound guidance and direction
 - ...by someone who is experienced, well-informed, patient, and thoughtful
 - ...and who has time to invest in giving guidance
- VII. The right to promotion and a variety of experience
 - ...through advancement to assignments of more responsibility
 - ...through transfer from one activity to another
 - ...through special project assignments
- VIII. The right to be heard
 - ...to have a part in planning
 - ...to feel free to make suggestions
 - ...to have respect shown for an honest opinion
- IX. The right to recognition
 - ...in the form of promotion
 - ...and awards (or some tangible evidence)
 - ...through day-by-day expressions of appreciation
 - ...and by being treated as a bona fide co-worker
- X. The right to a place to work
 - ...an orderly, designated place
 - ...conducive to work
 - ...and worthy of the job to be done

TRANSPORTATION

Transportation can be a major organizational issue in implementing a community service learning (CSL) program. Most schools have little experience utilizing the community as an extended classroom. It is important that all stakeholders in the CSL program consider the many options for transportation, as well as the alternative of creating service activities located at the school site. When transportation is required, this is a perfect time to involve the support and creativity of an advisory council, business partner, or parent volunteers.

If a school or district is conducting CSL workshops, it is wise to involve the persons responsible for transportation. An understanding of CSL as a model of instruction may help them to ensure that it receive the same treatment as any course in which transportation is routinely provided by the district. When considering transportation, school personnel and community based organizations must study liability issues such as driver restrictions, minimum district or state insurance requirements for drivers, background checks, and requirements for any extra training. The school district's legal advisor can often provide background information. Safety training for students should also be explored.

Possible solutions to the issue of providing transportation fall within three categories: Stay on site or leave only occasionally, utilize existing school resources, and generate new methods of transportation. Viewed within these contexts, school and community organization personnel may more readily identify answers to transportation dilemmas.

*** *Stay on site or leave once or twice.***

There are numerous instances of K-12 service projects where the students never leave the classroom. Other projects require only occasional trips to volunteer sites.

Examples of CSL opportunities within schools include cross-age tutoring, mentoring or education programs, helping new or foreign students, or conflict mediation.

- Woodworking students could make toys, or home economics students could make clothes for children in homeless shelters.
- Senior citizens could come into the school classrooms for reciprocal help (many senior citizen homes have their own transportation).
- Students could do projects as advocates for a particular issue, with most of their work occurring in the school setting.

*** Utilize existing school resources.**

What transportation resources already exist within the school? One way to minimize problems when regular transportation is necessary is to choose service sites in the immediate neighborhood surrounding the school. Then a transportation option may be for students to walk to the service site. Other possibilities are:

- Use school buses.
- Use other vehicles designated for athletic transportation.
- Use district vans or driver education cars.
- Build a transportation budget into your building budget to pay CSL transportation costs.

*** Generate new methods of transportation.**

A district may develop new approaches to transportation for CSL students which add to existing district resources or which call on community resources. The following ideas involve both approaches.

- Add new options in transportation within the district. One school bought a fleet of bicycles especially for transportation to service sites. If this is done, students should be educated about bicycle safety. Liability issues must also be checked.
- Utilize local community organizations. Local business partners or a service organization (Kiwans, Optimists, Lions) may be willing to donate a 10- to 15-person van. Again, liability must be considered because the seating capacity of a van affects the licensing requirements of the driver.
- Utilize a van and driver from the nonprofit agency where the students are volunteering to take students to and from the agency.
- Have taxis volunteer X number of hours of transportation per week.
- Ask a car dealership to donate a van for CSL use only. The dealership could place its name on the side of the vehicle to receive credit for the assistance.
- Utilize existing mass transportation. In some schools, bus companies have supplied bus tokens or fares. In some communities, students have been given a lower rate on the public transportation system, receiving a special identification card.
- Seek ideas from community supporters. Ask the parent-teacher organization, school board, school advisory committee, or similar groups to generate suggestions for ways in which transportation options may increase. Offers of assistance may come from these sources.

SECTION III

THE PROCESS

**Key Elements for an Effective
Program:
Preparation, Action, Reflection, and
Celebration**

SCHOOLS

PREPARATION

Preparation lays the groundwork for "learning" to occur while performing community service. Since service is intended to meet a community need, preparation requires an awareness of community needs and ways in which students can address those needs through "community service with a learning component." *The Cone of Experience* offers a visual representation of the ways in which the experiences of community service learning contribute to student achievement. (See page 34.)

Schools need to prepare for student learning through community service by:

1. Understanding Act 648 and its connection to the instructional program through
 - Curriculum frameworks
 - Drug education
 - Character education
 - School to work transition
 - School systems and outside agencies
 - The Americans with Disabilities Act (ADA)

The focus of Act 648 of 1993 is student learning. Community service learning (CSL) has instructional value because it helps students achieve a variety of learning objectives. Explicit connection with existing district curriculum ensures that this link is present in every aspect of community service. For example, a student's service may involve various forms of writing and opportunities to speak to groups (English/Language Arts) as well as examining persisting community issues (Social Studies). A student can learn how agencies outside the schools support the work of the schools and how the Americans with Disabilities Act serves the needs of Americans with special needs. Schools must establish those links so school staff, students, parents, and CBOs understand the expectations. Curriculum connections are found on page 35.

2. Clarifying the definition of community service learning (CSL)

A quote from the Alliance for Service-Learning in Education Reform (1993) captures the essence of community service learning.

The transition from community service to community service-learning occurs when..."There is a deliberate connection made between service and learning opportunities which are then accompanied by conscious and thoughtfully-designed occasions for reflecting on the service experience."

3. Identifying the purposes and benefits of CSL

The purposes flow from connections with the district mission and curriculum. All constituencies within the school community — school, student, and parent — benefit from CSL. To earn one unit of academic credit, school districts may choose to require a greater number of hours than the seventy-five hours (75) set forth in Act 648 of 1993.

4. Soliciting necessary support within the school community

Constituencies within the school community may not recognize the value of CSL. Defining the program through its curricular connections, other purposes, and benefits to the school, students, and parents are initial steps in securing support within the school community. Meeting with leadership from the faculty, students, and parents to explain the program builds a base through which wider support may emerge. The key is complete and timely information.

5. Determining the roles of administrators and certified staff

Clarification of roles is critical to successful implementation of CSL. Administrators must be involved in the process since it relates directly to overall school goals. Rules and regulations require supervision by a certified employee of a district. Certified staff members participating in the program should receive guidelines to direct their work with students. Guidelines may address such areas as manner of student supervision; length of time allowed to fulfill the district's minimum number of hours for one unit of credit; expected results; components of preparation, action, reflection, and celebration; and similar issues. See the Position Description for a CSL Supervisor on page 38.

6. Determining the educational setting in the school in which this will occur

In supervision of CSL students, there are choices in scheduling teacher-student interaction time so that students may earn academic credit through community service. A district may prefer that teachers meet with and supervise students through regularly scheduled classes. Or the district may decide to pursue the program through teacher-student conferences set at times determined by the participants. The decision may be left to the discretion of the teacher should there be sufficient flexibility.

7. Reviewing material in Section III

Section III (Readiness) contains essential materials concerning issues of liability and transportation. School administrators and teachers should review these to ensure smooth operation of the program within the district.

8. Brainstorming possible barriers

Barriers, real or perceived, can hinder the implementation of a successful community service program. Anticipate barriers and be proactive in addressing them. Potential obstacles and possible solutions are addressed on page 36 in "Troubleshooting Tips." Review them to determine whether or not any apply to your school.

9. Site identification, visitation, and recruitment

Prior to meeting with CSL students, staff must identify potential community sites as appropriate for the program. Utilized will be the list of approved sites as submitted to the State Board of Education and approved by that body and the local school board. Act 648 stipulates that only approved sites may be used for placement when academic credit is granted to a student. New sites can be added by completing a site application form, found on page 58, and returning it to the designated agency. The list of *Approved CSL Sites* is available from ADOV and Teacher Center Coordinators in the Educational Service Cooperatives.

All sites should be contacted by the local school district to determine their readiness and ability to utilize student CSL volunteers effectively. Ideally, the CSL supervisor or a designee visits each site individually. Realistically, time is limited. The supervisor may prefer to send a survey or interview the agency by telephone. The important thing is that each site be contacted and approved at the local level.

Whether visiting in person or by mail or telephone, you will want to ensure that there is:

- a job description for every volunteer job that provides worthwhile service experiences
- adequate work space
- adequate supervision and training

The Supervisor may discuss with sites the expectations of each party. An example is who provides forms to be completed by the CSL volunteer and how often they should be turned in. It is an opportunity to establish good communication.

ACTION

Schools implement CSL through:

1. Scheduling staff development

Staff development at the school level incorporates information as determined during the period of preparation. The program facilitator must be prepared to lead involved staff through a process of identifying and using information critical to the operation of the program at that site. While staff working with students must be more thoroughly initiated, all certified and uncertified staff should be aware of the purposes and benefits of CSL under Act 648.

2. Motivating students

Part of every preparation process is generating student excitement about the opportunity to participate in community service. These are ways in which to accomplish this.

- Include students in the planning. How do they want to help their community?
- Invite an older student who has participated in CSL to speak.
- Watch videos such as *Today's Heroes*.
- Survey parents and adults doing service.
- Invite a community person to speak to the class on related issues.
- Invite someone from a community based organization to speak.
- Organize a field trip to service sites so students can see the setting first hand.
- Research an issue.
- Publicize what last year's CSL students achieved to generate new interest.

3. Establishing a calendar/schedule for students' community service to ensure successful completion in a timely manner

A school has the flexibility to require that the 75 or more hours be completed within a shorter or longer time frame. For example, a student may earn the required hours over a four-year period (grades 9-12) or within one semester. Regardless of the time frame, the CSL Supervisor and each student should jointly establish a timeline for completion of the community service. This timeline should take into account the graduation date and school calendar as necessary. Students may also earn credit in community service at multiple sites as long as the learning component exists in each instance.

4. Scheduling a conference with parents and students to outline responsibilities and benefits

Since community service entails independent student work, it is important that both parents and students understand the responsibilities inherent in seeking academic credit under Act 648. Both must understand that learning is basic to the process and that

successful completion of the required hours requires evidence of learning. The district sets forth the criteria in advance by which student learning will be judged so that earning of the academic credit can be verified. A contract between the school, student, and parent/guardian can state the terms of the student's successful completion of the community service credit and thereby avoid misunderstanding. At the same time, all should be aware of the benefits inherent in program participation. If possible, schools can establish a "group conference" with all interested students, parents or guardians, and school personnel. The CSL Supervisor may use this opportunity to explain the roles and responsibilities of students and parents and to stress to parents the academic responsibility their children have to complete their volunteer service in a timely manner.

5. Providing instructional time to guide students

Certified staff should have sufficient time to guide students in CSL, either through regularly scheduled classes or through individual conferences. Students may be assisted in researching available sites, selecting an appropriate site, jointly establishing criteria for a successful community service placement, conferring to verify success of student placement according to established criteria, and simultaneously choosing a means of reflection.

Students can brainstorm projects which would meet curricular objectives as well as be appropriate and interesting. These projects then form the basis of further exploration by students as part of their community service preparation. Students can share the results of research with classmates so that a variety of sites and related issues are addressed within a class setting. If a student is working independently, he/she may discuss research results with staff in conference settings.

The school should provide support to students in their efforts. If students identify, research and analyze issues in conjunction with the focus of community service sites, staff might:

- Provide materials such as local newspapers or books for student research into community problems and needs.
- Accompany students on a "walk-around" of the school and/or community to observe needs.
- Assist students as they develop a survey for classmates or residents about needs.
- Arrange for students to attend a city or council meeting to hear about needs.

Learning necessary skills can range from writing techniques to necessary procedures used in the setting of the community service site. For instance, if a student serves in a nursing home, a resource speaker can familiarize the student(s) with the special needs of its residents, activities they enjoy, and the parameters of student service at that site. This can occur in the school setting prior to service as well as at the site.

6. Providing students the opportunity to share their reflections in the school setting as appropriate. "Student Reflection" offers suggestions of ways in which this may take place. (See pages 39-45.)

REFLECTION

Just as students benefit from reflection, so do the school administration and faculty benefit from evaluation of the community service learning program. This process will help to determine strengths and weaknesses.

Evaluation can include looking at students' reflection, communicating with the site supervisor, communicating with other school personnel, communicating with parents, and/or a perceptual survey of teachers and parents. Results may be shared with school, students, parents, and sites. A key resource is *Reflection: The Key to Service Learning*, available from the National Helpers Network, 25 West 43rd Street, Room 612, New York, NY 10036-8099.

CELEBRATION

While celebration is a responsibility of the community based organization, it is also appropriate at the school level. Celebration may take many forms, elaborate to simple. Essentially it is recognition of a successful program completion in a manner which meets criteria established by the school and which contributes to personal growth of students involved. The process of celebration recognizes the achievement of student participants in community service.

There is a continuum of recognition from least powerful to most powerful, with efforts which range from perfunctory formality to systematic and proper use of praise, reprimand, and celebration. The most effective recognition moves beyond the perfunctory stage to systematic planned recognition. Specific means include acknowledgment at school assemblies, recognition in the local paper, or a display of reflection pieces within the school setting. These can reflect the range of recognition cited earlier.

Celebration or recognition succeeds best when it is matched to the person and to the achievement. It should also be timely and specific. Celebration can be a collaborative effort with the volunteer site.

STUDENTS

Student preparation, action, reflection and celebration correspond closely to the suggestions for the school. Where sufficient explanatory material exists in the previous part, it will be referenced in this section.

PREPARATION

Preparation lays the groundwork for "learning" to occur while performing community service. Since service is intended to meet a community need, preparation requires an awareness of community needs and ways in which students can address those needs through "community service with a learning component" (CSL).

Student volunteers need to prepare for community service by:

1. Understanding Act 648 and its connection to the instructional program

Review the information in the "School" section.

2. Understanding the nature of community service with a learning component

Review the information in the "School" section.

3. Understanding the educational setting in the school in which this will occur

Review the information in the "School" section.

4. Participating in site research and selection

In determining placement sites based on those approved by the State Board of Education, students can talk to local experts and prospective recipients; read books, as well as newspaper and magazine articles; and communicate through electronic bulletin boards. Students should receive appropriate instruction in using surveys, making telephone calls, interviewing or any strategies which involve interactions with the public. Identifying, researching, and analyzing issues associated with various sites may also be a part of this step.

5. Establishing a formal commitment to the community service program at the selected site(s)

Students must plan their projects and learn the necessary skills to be successful. This includes a thoughtful approach, guided by school staff, to the way in which the project proceeds and culminates. Entering the project with necessary skills in place assures students a degree of confidence as they pursue community service.

ACTION

1. Choose a form of available community service action (direct, indirect, advocacy) at the site. Please see the Community Based Organization section for examples of each form of action.
2. Determine time frame for service
3. Identify method(s) of reflection. Initiate as appropriate.

Reflection can be both formative and summative. Teacher and student should determine what method is most appropriate over a specified period of time. Again the student must know the criteria prior to initiating the project, including criteria associated with the component of reflection. Use of a Structured Journal is a valuable tool to provide both formative and summative reflection. Details of the process appear at the end of this section.

4. Perform service

As a student performs the community service, he/she should maintain contact with school personnel through conferences or classes. This assures a report of ongoing progress in a manner agreed on by both teacher and student.

REFLECTION

Reflection is a time to gain through experience, review service action, and evaluate the volunteer site. Accompanying materials supply numerous examples of ways in which reflection can be utilized as a positive tool for both school and student.

CELEBRATION

Students can contribute ideas about celebrating completion of a community service project or assignment. They may also share in creating appropriate recognition for classmates who have completed assignments. It is important that students know their efforts make a difference.

PARENTS

PREPARATION

Preparation lays the groundwork for support of the "learning" which occurs when students perform community service. Service is intended to meet a community need, and parents can assist in creating an awareness of those needs as well as in suggesting ways students may address them. Parents may even work within a setting appropriate for community service learning activities, thereby providing a unique resource for the school program.

Parents may assist in preparing students for community service by:

1. Understanding Act 648 of 1993 and its connection to the instructional program

Such understanding may be developed through conversations with school personnel and with students. This will build support of a community service learning (CSL) program among parents. The links to a student's academic program should be explicit.

2. Comprehending the meaning of CSL

Parents can profit from knowing about both service learning and CSL so it is clear how the program supports student achievement and promotes student growth in other ways.

3. Identifying the purposes and benefits of CSL

Benefits recognized by parents may include:

- seeing increased maturity in students
- experiencing increased respect from students as a result of their improved understanding of the adult work environment
- recognizing a safe and supervised environment in which students may learn and develop in new ways
- realizing strengthened family bonds as a result of "real world" encounters
- encountering new perspectives on student capabilities and reasons for pride.

4. Determining their role in the CSL process

Parents should attend any preparatory meetings to familiarize themselves with the CSL program and opportunities for students. This allows them to develop an appreciation of the program philosophy and its operating procedures, and they have the opportunity to ask questions pertinent to their student's participation. Especially important is establishing the link between academics and community service learning, as well as

gaining a formal commitment, consent, or permission for their student's participation. Parents also should know in which educational setting the CSL program takes place within the school (regular classes, scheduled or occasional conferences, or other arrangements), schedule for completion, any liability implications, and similar details.

5. Learning about approved sites

Parents can receive a list of community sites approved by the State Board of Education and the local school board where CSL programs may operate. They may wish to confer with students about various placement opportunities before a final commitment is made, taking an active interest in helping students choose their project or projects. They may also know of additional sites for placement to recommend to the Arkansas Division of Volunteerism for approval by the State Board of Education and the local school board.

ACTION

Parents assist in CSL implementation through:

1. Making a formal commitment to support the CSL learner

If a formal contract was not signed at the time of preliminary conferences, this should occur now. Elements of agreements are outlined in previous sections, and they provide ideas for its format. The CSL Supervisor and parents should mutually understand that any questions about the placement are addressed to school personnel, not to personnel of the community based organization. Parents must also recognize the timeline for completion of the CSL program in order to receive one unit of academic credit toward graduation.

2. Assisting with transportation

Provision of transportation is a major factor in a successful CSL program. Parents may be sources of the transportation itself or of ideas for other approaches to arranging transportation between school and placement sites.

3. Assisting with research and resources relevant to placement

As students begin their learning at the site, occasions may arise when they require additional resources and assistance to learn about their placement. Parents can assist as required to facilitate work at the library, community interviews, or other undertakings which add substance to the placement experience.

4. Participating in conferences

School, student, and parent may decide whether and how often parents participate in school-based conferences about the CSL program. Students will meet with the Supervisor in a predictable manner, and parent interest and involvement may be valuable to this effort.

REFLECTION

Parents may benefit from sharing the formal reflections of students as they progress through the CSL program. If parents are to see such materials, students should be involved in the initial decision and aware of this potential use. Final reflection pieces or activities may be the focus of parents involvement, rather than intermediate pieces and activities. Parents may also suggest ways in which authentic reflection can occur.

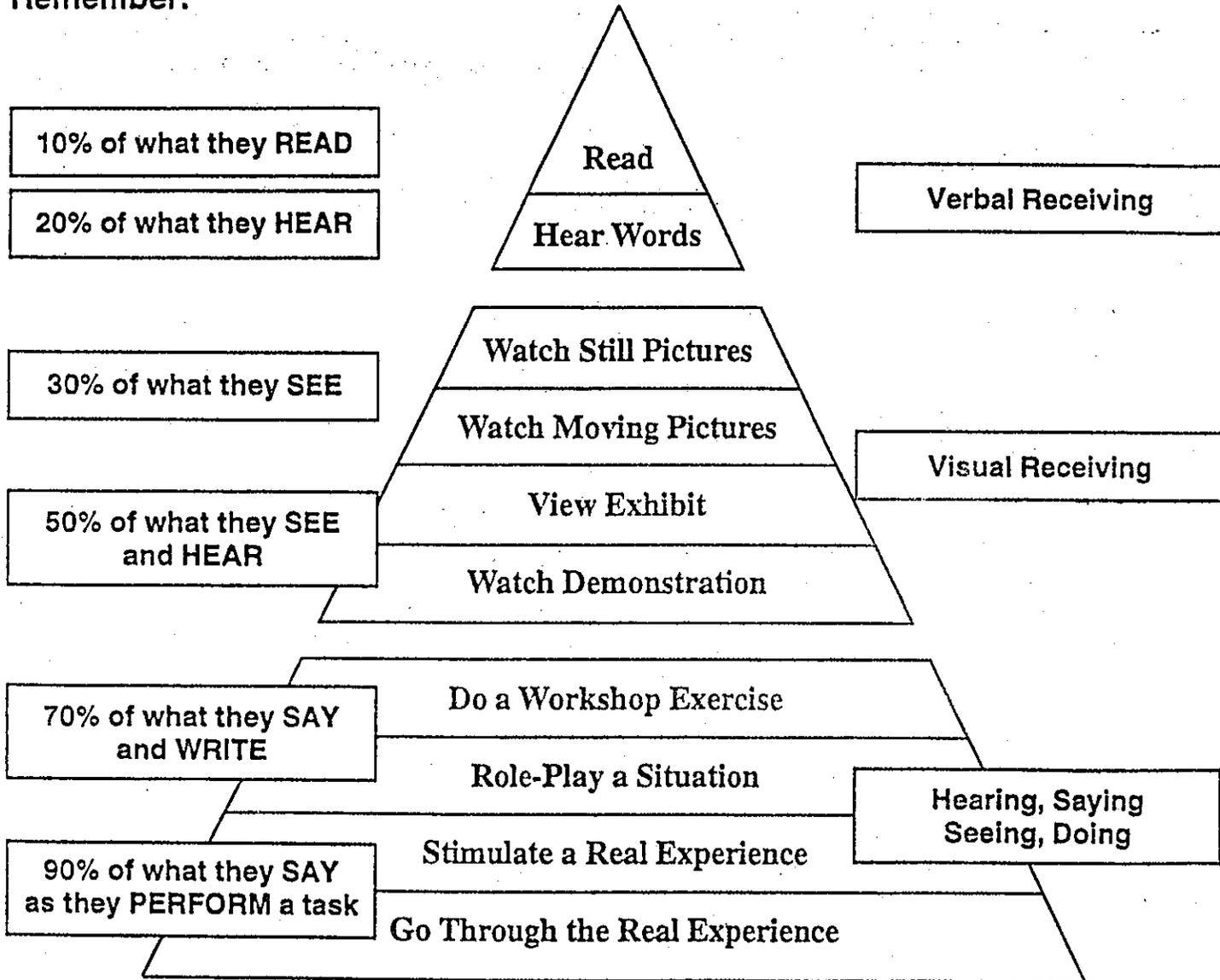
CELEBRATION

Parents may take part in the celebration of student achievements in two ways. First they can support the actual event through volunteering time or other resources. Secondly they can attend and join in recognizing student successes.

CONE OF EXPERIENCE

People Generally Remember:

Learner Activity



Adapted from materials produced by Dr. Katherine Tift for the National Drug Abuse Training Center. For further information on the "Cone of Experience", see Raymond T. Wimon, *Educational Media*, Charles Merrill Co., 1969, Columbus, OH.

CURRICULUM CONNECTIONS THROUGH COMMUNITY SERVICE LEARNING

Community service learning can be linked to any curriculum area and can support student learning expectations set forth in the Arkansas Curriculum Frameworks. Following is a breakdown of a few of the subject areas and goals which it is possible to meet through community service learning.

<i>Science</i>	<i>Social Studies</i>	<i>Math</i>	<i>Language Arts</i>
<ul style="list-style-type: none"> -relevance of science -rational and creative thinking -environmental studies -health education -nature, biology -sanitation -aging process -pollution -genetics/ disabilities -nutrition -public health/ health regulations 	<ul style="list-style-type: none"> -political, historic and economic aspects -social awareness -political awareness -diversity issues -local government -cultural sensitivity -citizenship -critical thinking and problem solving 	<ul style="list-style-type: none"> -appreciation -express and interpret mathematical ideas -measuring -estimating -problem solving -budgeting -calculating -graphing -surveying -analyzing 	<ul style="list-style-type: none"> -research -writing -formal speaking -informal speaking -reading -communication skills -critical thinking -effective listening -language appreciation -literature appreciation
<i>Vocational Education</i>	<i>Health</i>	<i>Music & Fine Arts</i>	<i>Family Studies</i>
<ul style="list-style-type: none"> -communication skills -socialization -job tolerance -work ethics -appropriate behavior -work habits -personal appearance 	<ul style="list-style-type: none"> -self concept -interpersonal relationships -substance abuse -health practices -food and nutrition -disease -safe living 	<ul style="list-style-type: none"> -appreciation -historical, cultural, and social context -aesthetic judgments and decision making -active expression 	<ul style="list-style-type: none"> -food and nutrition -interpersonal relationships -child development -concept of family

Adapted from the Maryland Student Service Alliance

TROUBLE SHOOTING TIPS

Perceived or real barriers to the implementation of Act 648 of 1993 may exist at the local level. Some common problems are listed below with possible solutions for a Community Service Learning (CSL) program.

Lack of Time for Certified Staff?

- Do service after school.
- Do service during class time, study hall, or lunch.
- Rotate periods for service.
- Block off chunks of time; prioritize.
- Team with other staff; divide the work.
- Use student interns to assist you; their service project would be to assist in coordinating the group's project.
- Use parents to help with organization and preparation.

Conflict in Students' Schedules?

- Do in-school projects during CSL scheduled class time.
- Do mini projects over several semesters.
- Offer incentives or rewards in addition to the academic credit.
- Negotiate with coaches and/or other advisors.

Reservations among Parents about Service?

- Give them complete and timely information about CSL.
- Educate them with a parents workshop or a video about service.
- Invite them to participate along with their kids.

Lack of Transportation?

- Do projects within walking distance.
- Get bus tickets.
- Ask parents to drive.
- Have students drive if they are licensed.
- Get special insurance and drive them yourself.
- Learn the school bus schedule and see about intercepting buses that pass your school.
- Check with teachers at your school who get buses frequently to find out how they do it.
- Solicit donations of rides from bus companies.
- Use the transportation of the agency that you are serving.
- Have those being served come to the school.

Limited Teacher Energy?

- Set limits for yourself.
- Accept small gains.
- Be flexible.
- Have a sounding board.
- Delegate tasks.
- Recruit volunteers.

Lack of Money?

- Put on a fund raiser.
- Apply for a grant (local businesses, fraternal organizations).
- Get "adopted" by a local business.
- Ask for PTA or other school funding.
- Have a "serve-a-thon"; collect pledges for hours of service provided on a certain day.

From Maryland Student Service Alliance

**COMMUNITY SERVICE LEARNING SUPERVISOR:
POSITION DESCRIPTION***

JOB GOAL

To supervise the academic work of students earning credit toward graduation under the provisions of Act 648 of 1993 by establishing standards of performance, overseeing community placement, and annually evaluating the program within the local district.

PERFORMANCE RESPONSIBILITIES

1. Know and understand the provisions of Act 648 of 1993 and Rules and Regulations issued in compliance with that Act. Utilize the implementation manual developed by the Arkansas Division of Volunteerism (ADOV) and the Arkansas Department of Education (ADE).
2. Determine potential placement sites as approved by the State Board of Education and the local school board.
3. Create awareness of the program within constituencies of the school community: school staff, parents, and administrators.
4. Establish standards for successful completion of community service in order to earn academic credit.
5. Guide students in their selection of community service learning sites.
6. Meet with the students on a regular basis to assist them in preparing for community service learning and in planning their action component as well as to evaluate student reflection activities.
7. Maintain a record for each student in the program by
entering service hours earned;
preparing required paperwork to transmit credit and grade; and
transmitting Community Service Learning records as necessary.

The Community Service Learning Supervisor will have scheduled time each day to assist CSL students. The supervisor's daily schedule should be arranged so that he/she has adequate opportunity to meet or communicate with students earning academic credit under the provisions of Act 648 of 1993.

*This Position Description serves only as an example and is not intended as mandatory for any Arkansas school district.

STUDENT REFLECTION

Basic Reflection Prompts

These questions are basic and provide early practice for those students who have not engaged in reflective activities. They are somewhat specific and do not lend themselves to more creative expression of the community service learning experience. If such questions are used, students should be challenged with more thoughtful probes several weeks into the program.

Factual questions ask what? who? where?

1. What are four things which you smelled, saw, heard or touched?
2. What was the course of events?
3. Describe the people you met today.
4. Describe the place of your community service learning. Include aspects such as light, color, decoration, and/or ventilation.
5. Describe the equipment which you have used.
6. Describe what you did to prepare for today.
7. Name five things that are most memorable about today.
8. Describe some of your interactions with people in the community program.
9. How do people in the community based organization appear to you?
10. Did you work by yourself or in groups? Describe the setting.
11. In two words describe the place.
12. Were there other volunteers? In what work were they involved?
13. What was the best/worst thing that happened today? Why?

A second set of basic prompts goes beyond factual response in asking students to express an opinion about the community service learning program. The following examples illustrate such questions which continue to direct student responses to a great degree.

Questions ask: how do you feel...?, in your opinion...?

1. How did you feel when we first got there; how did you feel when we left?
2. What made you feel that way at first?
3. At what point did your feelings change? Describe what happened.
4. What did you learn about yourself? What did you learn about your peers?
5. What did you learn about the population served?
6. What did you do today you were particularly proud of?
7. How are you different/similar to other members of this group?
8. How did differences strengthen the group?
9. In what instances did being different help and hinder the group members?
10. How are you different/similar to members of population served?
11. Who assumed leadership roles during the activity?
12. How did the group respond to the leader?
13. What would have happened if this group had been larger or smaller?
14. What would you do differently if you were starting the activity again with the same group?
15. What would you like to say to the group members?
16. How is your life similar to or different from theirs?
17. If you were one of the people you served, what would you think of yourself?
18. What other needs do you think the people you served have?

Adapted from Maryland Student Service Alliance

Open-Ended Reflection Prompts

These prompts require more thoughtful and effortful responses from students. They may follow many paths in responding unlike the more directed questions set forth above.

1. What was hard or easy about this week/month? (Think about the people you serve, the topics you work with, your service activities; you can write about an ongoing problem or a particular incident.)
2. What is getting harder or easier about your Community Service Learning? Why?
3. What have you accomplished?
4. What have you learned?
5. What conclusions have you drawn?
6. What have you "given" of yourself to others this week?
7. What have others "given" of themselves to you? What have you learned because of it?
8. Describe a particularly difficult situation. How did you deal with it? Were you a "leader"? How would you approach it differently if it were to happen again?
9. How is this experience affecting you? Please explain your response.

Adapted from Handbook for Continuous Improvement.

The Structured Journal

Structured Journals provide feedback from participants about their service experience in a way which offers valuable insights to the supervising teacher. Participants are asked to write in their journals on a regular basis (at least bi-weekly), responding to basic, open-ended questions posed by their supervisor to encourage reflection.

Structured journals help the supervisor and school to understand the impact of the program on participants (changing attitudes towards service, life, different types of people, etc.); to receive feedback on program activities; and to glean insights into project development that might not otherwise be observed. They also help participants get more out of their service experience by encouraging them to reflect on what they've learned about themselves and others. In turn, this will help them become better service providers and citizens by heightening their awareness of and sensitivity to service issues.

Uses

- To learn about issues your participants are facing so you can better address these issues.
- To receive a first-person account of site activities and glean insights on what works well and what needs to be reworked.
- To gain insight into relationships at sites and flag possible areas of conflict that need to be addressed.
- To obtain "stories" to enhance your reports, storyboards, etc.

Benefits

- Heightens understanding of participants' needs.
- Enhances the participant's learning experience.
- Improves the ability of participants to express themselves on paper.
- Provides participants with a personal record of their feelings/experiences during their service.
- Builds an extensive resumé of descriptive information on your program, its impact, and its specific projects.
- Requires little "setup" time and is inexpensive.
- Encourages reflection. The process of thinking through the questions you pose will teach participants to reflect on what they've learned and what they value.

Implementation Tips

- Have participants buy their own journal notebooks so they may make a personal monetary investment and feel more of a commitment to writing in the notebooks.
- Discuss the usefulness of structured journals with participants. Get their feedback on how they feel about writing in the journals, and if they feel comfortable sharing their thoughts with you. Also discuss how you will use the journal entries.
- Try using different approaches to see what generates the most open feedback (e.g., have one group respond to questions while another free-writes).
- Decide how often you want participants writing in the journals. Be careful about asking them to write too frequently as they may burn out and pay less attention to what they are writing. Conversely, encourage them to write as frequently as they like and not to limit themselves solely to the questions you pose.

- Determine what you want to know about participants' service experience:
 - Ask some questions repeatedly to monitor changes in attitude. For example, what was the best and the worst thing about your service experience this month? What did you learn about yourself and/or others this month?
 - Introduce new questions to spark reflection on a certain issue (e.g., you might ask participants involved with a homeless shelter such questions as what do you think are the causes of homelessness, how do you think we should address this issue, or how has your service experience affected the way you act toward homeless people.
- Collect journals regularly, and return them promptly. You may want to add comments that encourage participants to expand further on a particular issue or to consider another perspective. Or leave the journals blank so as not to alter their entries. Talk to your participants and ask them what they would like you to do.
- Develop a system for keeping track of the entries, e.g., copying sections and keeping them in a binder, entering them into a computer file, etc. Always ask permission before sharing a participant's writing with others.
- Ask participants to review their journals at the end of their term of service and write a final entry (to be given to the program) on what they have seen, done, and felt over the past months. Have them reflect on what changes they have noted in themselves and the effect they have had on others. Keep a binder of these final entries so that other participants can learn from their experiences.

Limitations

- Journals that are required, structured, and read by others may appear to be a personal intrusion and stifle participant honesty and enthusiasm. Before assigning journals, make sure your participants are willing to share their thoughts with you. Consider making journals voluntary or giving participants a choice of topics to write on (including whatever is on their minds). One problem with voluntary journals is that you may not hear from the participants you most need to understand better— those who are unhappy in the program. Also, if participants write on topics of their choice, it is difficult to spot changes in attitude, etc.

From "Tools & Practices: Structured Journal," Corporation for National Service

Activities for Reflection

Reflection options other than written responses should be offered to students. Following are examples of student activities which allow them to reflect on what they have learned.

- **Creative Writing.** Submit articles and poems to the school newspaper, literary arts magazine, or the local media. The articles should be reflective rather than narrative in content.
- **Journal.** Reflect on service through journal writing. This activity is most effective if carefully structured--ask students detailed questions, encourage them to share their thoughts with each other.
- **Discussion.** Use Pair-Share or another small group discussion strategy for students to talk about service experiences.
- **Stories, Books, Quotes.** Read and discuss stories or case studies related to the students' service experience. Also, ask students to write a short story based on their experiences. Be sure the story shows a community need through the perspective of one or more characters in the story.
- **Guest Speaker.** Invite a community member to share his or her service experiences. Suggest that the speaker have a theme, such as "How Service Makes Us Better Citizens." Have students prepare questions to ask the guest speaker.
- **Class Work Assignments.** Reflect on service in regular assignments (weekly essays, research papers, oral presentations, etc.).
- **Art.** Express feelings about service through art. Be creative--draw, paint, etc.
- **Scrapbook.** Create a scrapbook about service experience. It could include pictures of service sites, newspaper articles, mementos of the service project and samples of students' writing (letters to editor, essays, poems, etc.)
- **Music.** Listen to music lyrics to stimulate discussion. Ask students to lead this session--they know today's music!
- **Role-Play.** Act out problem situations that may have occurred during the service project. Brainstorm solutions.
- **Mock Talk Show or City Council Meeting.** Create a scenario to discuss the issues the students have chosen to address.
- **Video.** Tape students as they serve. Watch the video and discuss it in a group.

- **Dance.** Create a dance or physical expression of the service experience.

From the National Association of Partners in Education, Inc.

COMMUNITY BASED ORGANIZATIONS

PREPARATION

Preparation lays the groundwork for "learning" to occur while performing community service. Since service is intended to meet a community need, preparation requires adequate time to identify needs and figure out how to effectively address those needs through "community service learning."

Community based organizations need to prepare for student volunteers by:

- Understanding Act 648 and its role in the organization.
- Revisiting community based organization's mission statement, goals, and objectives.
- Training staff to be able to identify their volunteer needs.
- Learning how to effectively communicate with youth.
- Preparing to help expand leadership and interpersonal and communication skills in the youth.
- Discussing liability issues, including child labor laws and the Americans with Disabilities Act (ADA).
- Benefiting community based organization, for example, increased productivity, intergenerational experiences, and helping to groom our future work force.
- Including youth in your planning process.
- Developing the plan for evaluation.

Part of the student's responsibility in preparing for community service learning is to choose their volunteer site. Community based organizations should be prepared to address students' questions as students survey organizations with which they are interested in volunteering. Preparation is an important part of this service learning process for the students. CBOs should not only be available for school community service fairs, but also be proactive in coordinating them within the community.

To help students choose their volunteer site, CBOs will want to have these things in place.

Prepared materials to send to potential student volunteers, which include:

- application form
- volunteer eligibility requirements
- history, mission statement, and purpose of agency
- job descriptions

Position Description/Project Description should include:

- job duties
- jobs in which youth are interested and that are meaningful
- benefits to youth
- levels of advancement, if possible
- compliance with Americans with Disabilities Act and child labor laws
- an ensured learning component
- projects that are available for all students, regardless of their developmental age
- reinforcement of preparation, action, reflection
- an identified supervisor and procedures

Other needed forms: (Schools may have some they want you to use.)

- sign-in sheet
- evaluation tool
- student letter of intent

Interview process should:

- promote proper placement based on abilities and interests
- properly reflect knowledge of questions that are legal/illegal

Orientation and training of students should include:

- agency history, mission, purpose, and volunteer opportunities
- organization expectations from youth, i.e., timeliness, dress code, behavior
- agency procedures, rules, etc.
- liability issues, including child labor laws and ADA
- volunteer eligibility requirements

On-the-job training for youth should:

- reinforce expectations, guidelines, and boundaries
- provide any procedures necessary to ensure successful task completion
- demonstrate use of special equipment

Adequate supervision should:

- provide age-appropriate tasks
- provide developmentally appropriate supervision
- allow for reassignment or advancement as necessary

ACTION

Once students have worked through the preparation process, they are ready to engage in action, which can take three major forms. Examples of the three types of action and possible student-learning outcomes are:

Direct Service

tutoring, mentoring, visiting the elderly, distributing food, etc.

Students learn to...

- be responsible for their own actions
- be dependable
- make a difference in another person's life
- solve problems
- care for another person
- focus on the needs of others, and place personal issues in context
- get along with people different from themselves

Indirect Service

drives, collections, fund-raisers, cleanups, environmental projects, construction, etc.

Students learn to:

- work as a team and cooperate
- play different roles in a group
- take pride in an accomplishment
- organize people to get a job done
- involve others (recruit them to help)
- perform project-specific or job-specific skills
- value working with others to solve problems

Advocacy

lobbying, speaking, performing, etc.

Students learn to:

- persevere
- articulate a concern and suggest solutions
- work with adults
- persuade people to act in a new way
- understand relationships among issues
- appreciate the duties and privileges of citizenship
- appreciate the political process
- recognize that one person can make a difference

REFLECTION

Just as the students benefit from reflection, so do the community based organizations. This process will help CBOs evaluate the strengths and weaknesses of their youth volunteer program.

Before the first student enters the door of the CBO, it is extremely important that the preparation piece include a plan for evaluation. It is at this time that the staff needs to identify what the students will do to help the CBO meet the goals and objectives of their mission statement while providing meaningful community service experiences to the students.

At the outset of planning, therefore, you must decide on your measuring stick so that success can be recognized and rewarded. Do you judge the success of a volunteer services department by the number of hours served or the quality of service rendered, or both?

A meaningful job description is an essential tool for evaluation. Other tools to help in this process would be sign-in sheets and input from staff, clients or customers, and the students themselves.

There are five components of a total evaluation. The CBO staff, students, clients or customers, school, and parents. A total evaluation will need feedback from all five groups. Collaboration will be necessary for a true picture of the program. It would be advisable to work with the other four components to ensure this.

Remember that you cannot fail if you learn from your mistakes.

CELEBRATION

Recognition and celebration have long been used as motivators of volunteers who are performing community service. While recognition should be continual and ongoing, celebration normally marks the end of a service activity, or a specific number of hours of or years of service.

Celebrations and recognition are important to the closure of service projects. It gives the volunteers an opportunity to shout to the world, "We are finished!" Celebration is also an opportunity to tell those who worked on the project just how valuable their service was to the community.

Here are two ideas you can use to "capture the moment." One, create a Hall of Fame with photos of service projects. Two, take a photo of the student being congratulated by his or her service supervisor. Frame the photo and piece photographs of top performers in a central school area.

There are some simple rules to consider when choosing methods of recognition.

1. Match the recognition or celebration to the person. Some people are shy and prefer little fuss, some thrive on humor, and others need the support of a number of people. Be sure that the form of recognition is appropriate both to the person's demeanor and his or her place within your organization.
2. Match the recognition to the achievement. An organization should have a system of awards for various levels. For common everyday achievements, impromptu, informal awards are appropriate. Formal awards are appropriate for major accomplishments or the end of the project. Remember, the student is receiving school credit for his or her community service. This, in itself, is an earned award.
3. Be timely and specific. When done at an appropriate time, the power of motivational recognition is most realized. Clarity of recognition helps to establish group direction and goals.
4. Most opportunities for recognition occur on a daily basis in informal situations, not formal luncheons or the giving of plaques.

When making formal awards, consider what the students most enjoy; better still, ask them to help in planning. In many cases the celebration involves service and brings together both those being served and service providers. Some popular examples of awards and celebrations for students are:

Awards

- scholarships to college
- wearables (T-shirt, tie, watch, sweatshirt)
- letters of recommendation to college/employer
- certificates of appreciation or achievement
- volunteer of week/month recognition
- nomination for community and national awards programs
- local government recognition

Celebrations

- picnics
- special privileges, role, or event (ball game or concert)
- social event, i.e., pizza parties
- music event
- special field trips to fun activities
- verbal "thank yous" daily
- gift certificates from donor business (video rental, movie passes)
- recognition in staff newsletter
- special pins/pens, T-shirts, mugs, etc.
- written notes for "job well done"

What better way to celebrate service than by doing service? National Youth Service Day was first observed in Arkansas in 1992 by bringing together 40 youth from across the state. In April 1997, the Arkansas Division of Volunteerism partnered with the Department of Education and brought together 1,300 youth to celebrate and do a beautification project at the Little Rock Zoo.

**THE GREATEST CELEBRATION IS THE SELF-GROWTH
OF THE STUDENT, FAMILY, AND COMMUNITY**

How Ready Is Your Organization for Youth Volunteers?

There is no simply checklist of what you need to do to get involved in community service learning. Here are some of the things that are important to have in place— or to create —when developing a program. For each one, mark the level of readiness you perceive.

1. How much have you worked with volunteers (youth or adults) on other projects?
A lot Some None

2. Is someone eager to be a champion for community service learning within your organization? Is she or he available to work with students?
Eager Willing Reluctant

3. Do you see youth as a valuable resource for your organization? Do you believe youth will bring fresh ideas and approaches that will help you better address community needs?
Viewed as resources Neutral Viewed as problems

4. Can you provide adequate supervision for students?
Plenty Some Little

5. How much does your organization use well-defined job descriptions for volunteers?
Always Sometimes Never

6. How open is your organization to involving youth in decision-making roles in the organization once they have shown their commitment to your organization's mission?
Very Somewhat Not at all

7. How readily could students apply what they would do in your organization to what they are learning in school and to real-life situations?
Very Somewhat Not at all

8. How appropriate and accessible are your facilities to the age and skill levels of youth who will be providing services?
Very Somewhat Not at all

9. How flexible is your organization to designing services to fit students' schedules?
Very Somewhat Not at all

Ideas for Generating Student Reflection

Reflection is an essential part of community service learning. It is this step of the process that makes the students focus on what they have learned. It helps them to realize the new knowledge, skills, and understanding they have gained through their volunteer experience. Although it is up to the student and their school coordinator, it is helpful for CBOs to be aware of the types of reflection activities their student volunteers may be participating in. **Ask your student volunteer what their reflection component/plan is, so that you can help keep them on track.**

Speaking	Writing	Activities
<ul style="list-style-type: none"> • One-on-one conferences with leader/teacher 	<ul style="list-style-type: none"> • Essay, research paper 	<ul style="list-style-type: none"> • Gather information needed to serve or understand a project
<ul style="list-style-type: none"> • Whole class/group discussion 	<ul style="list-style-type: none"> • Journal or log kept daily, weekly, or after a service project 	<ul style="list-style-type: none"> • Conference or workshop presentations
<ul style="list-style-type: none"> • Read and discuss case studies 	<ul style="list-style-type: none"> • Poems 	<ul style="list-style-type: none"> • Portfolio
<ul style="list-style-type: none"> • Oral reports to the group 	<ul style="list-style-type: none"> • Special project report 	<ul style="list-style-type: none"> • Plan a training session for other students or program leaders
<ul style="list-style-type: none"> • Discussions with community members or experts on an issue 	<ul style="list-style-type: none"> • Narrative for video, film, or slide show 	<ul style="list-style-type: none"> • Plan recognitions/celebrations
<ul style="list-style-type: none"> • Public speaking on the project (for parents, community leaders) 	<ul style="list-style-type: none"> • Guide for future volunteers 	<ul style="list-style-type: none"> • Plan future projects
<ul style="list-style-type: none"> • Tutoring younger students 	<ul style="list-style-type: none"> • Self-evaluation or evaluation of the program 	<ul style="list-style-type: none"> • Recruit peers to serve
<ul style="list-style-type: none"> • Testimony before policy-making bodies 	<ul style="list-style-type: none"> • Newspaper, magazine, or other published articles 	<ul style="list-style-type: none"> • Allocate program budget
<ul style="list-style-type: none"> • Mock talk show or city council meeting 	<ul style="list-style-type: none"> • Thank you notes to CBOs 	<ul style="list-style-type: none"> • Painting, drawings, collages, or other artwork
<ul style="list-style-type: none"> • Simulation or role playing 	<ul style="list-style-type: none"> • Student evaluation of CBO 	<ul style="list-style-type: none"> • Dance, music, or theater presentations • Scrapbook

SCHEDULING OPTIONS FOR COMMUNITY SERVICE LEARNING

Scheduling can become a major organizational concern when implementing a community service learning (CSL) program. Educators are particularly sensitive to issues of time. The question becomes "How am I going to fit community service learning into an already busy schedule?" An answer may be exploring alternative ways to incorporate service as part of a daily schedule.

Educators committed to implementation of community service learning may be stymied by the constraints of an existing schedule. School staff can engage in one or more of the following activities in seeking to develop a workable model for inclusion of community service learning as an elective for students.

- Staff may collaborate to create the ideal schedule for incorporating community service learning at the school site. Sharing the current dilemmas presented by the schedule provides an opportunity for suggestions to work within an existing schedule. Beyond that, the staff may move to develop an ideal schedule for incorporating CSL and suggest steps to implement that plan. This is an ideal opportunity for faculty to work in small groups as problem solvers, sharing what they gain in a large group setting.
- Individual faculty members may also post their daily schedules, showing ways in which to include CSL. After an opportunity to review the schedules, faculty and administrators may offer comments, observations, or questions about proposed solutions.
- Faculty and administrators may also react to the following prompt: "What are your greatest concerns when you think of adding community service learning to the school day?"

School faculty and administration, as well as community based organizations, may need suggestions for imaginative ways to solve a scheduling dilemma. The following are possibilities to pursue:

- Plan service projects at the school site or in close proximity to the school site.
- Emphasize the connection between CSL and the instructional program of the school (school curriculum, higher order thinking skills, problem solving and them-based learning).
- Dedicate reasonable school time to develop a project idea in class with delivery of service occurring on student's personal time.

- Plan opportunities for students to work at school to develop and construct a product which meets an identified community need.
- Offer CSL as part of summer school.

SORTING OUT THE COMMUNITY SERVICE LEARNING OPTIONS

Community service learning programs can take many forms; there is not a set model that works for everyone. Many people think of a series of continuums that show options. Here are some of the many options you have when you start community service learning. All may be appropriate at different times and for different reasons. Have the participants mark the options on each line that fall within the comfort level of their organization or institution. Compare the opportunities marked.

Management	
Formal collaboration with the district schools, and/or others	Informal coordination with a teacher or school
.....
School-led	Agency-led
.....

Types of Service		
Youth-initiated projects		Existing projects
.....
One-day projects	Short-term projects	Ongoing projects
.....
Work at the school	Work at the agency	Working in the community
.....
Directly work with people	Institutional supported projects	Issue-oriented advocacy
.....

Learning Components		
Not integrated with the school curriculum	Integrated into one Subject area	Integrated into a multi- disciplinary curriculum
.....
Reflection on site only	Reflection in site and in classroom	Reflection only in the classroom
.....

Types of Youth				
Individual youth	Small teams	Large teams	Whole classes	Large (whole school)
.....
K-6 students	Middle grades students (grades 6-8)	High School Students (grades-12)
.....
Single age of youth	Many ages of youth	Youth and adults
.....

Adapted from The Points of Light Foundation curriculum.

SECTION IV

SAMPLE FORMS

NON-PROFIT / COMMUNITY ORGANIZATION

SITE APPLICATION

Community Service Learning

(Act 648 of 1993)

1. Name of the school district and school initiating this application.

(School district) _____

(School) _____

2. Name of the Community Service Learning faculty supervisor with whom this non-profit / community organization will be working _____

3. Non-profit / Community Organization Information:

County: _____ School: _____

Name of Non-profit / Community Organization: _____

Address: _____

(Street)

(State)

(Zip Code)

Phone Number: _____ Fax Number: _____

E-mail Address: _____

Name of Director/Contact Person: _____

Hours of Operation: _____ Staffing – Number of Employees: _____

Number of Volunteers _____

4. What service(s) does your non-profit / community organization provide? _____

5. Would your non-profit / community organization be interested in collaborating with school(s)/school district(s) to identify community service opportunities for student in grades 9 through 12 to help implement Act 648 of 1993? Yes _____ No _____

6. Does your non-profit / community organization currently provide volunteer opportunities for youth?

Yes _____ No _____ (If the response is Yes, please provide details; describe the service provided at no cost to the community and the role of the student volunteer).

7. Identify the non-profit / community organization personnel who will be supervising student volunteers _____

8. Are the non-profit / community organization student volunteer supervisors available to receive training and technical assistance in developing a new, or expanding an existing, youth volunteer program? Yes _____ No _____

9. When would be the best time to schedule training?

Month(s) _____ Day(s) of Week _____

It is highly recommended that sites and school(s)/school district(s) receive training and technical assistance prior to implementing Act 648 of 1993.

PLEASE RETURN THIS SITE APPLICATION BY FAX OR MAIL:

Arkansas Division of Community Service and Nonprofit Support

Attention: Vicki Shadell

Donaghey Plaza South

P.O. Box 1437, Slot S 230

Little Rock, AR 72203-1437

Phone: 501-682-7540

Fax: 501-682-6752

COMMUNITY SERVICE SITE EVALUATION FORM

SCHOOL _____ DATE _____

AGENCY/COMPANY/ORGANIZATION _____

RATING OF EXPERIENCE AT SITE

Please evaluate the following components of the above named site using the indicated scale. Additional comments about the site are useful.

RATING SCALE:

4 Excellent 3 Very Good 2 Average 1 Fair 0 Unsatisfactory NA Not Applicable

COMPONENTS	RATING	COMMENT
Responsibilities Outlined	_____	_____
Training Provided	_____	_____
Supervisor(s) Willing to Give Guidance	_____	_____
Safety Issues Addressed	_____	_____
Student Treated with Courtesy by Staff	_____	_____
Tasks Assigned Were Personally Rewarding	_____	_____

If you had the opportunity to assist this agency/company/organization in the future by providing volunteer service, would you? Why or Why Not?

What change(s) in the treatment of student volunteers would you recommend to this agency/company/organization?

Event participated in or position held at this service site: _____

Please return this form to your school's Community Service Learning Supervisor.

STUDENT'S EDUCATIONAL VOLUNTEER APPLICATION

Name _____ Social Security Number _____
Address _____

Phone _____ Date of Birth _____

Time of availability for community service _____
(Date and time)

*Person to notify in case of emergency:

(Parent)

Name _____ Phone _____
Address _____

(Other)

Name _____ Phone _____
Address _____

Family Doctor _____ Phone _____

I would like to work with: _____ Children _____ Teenagers _____ Adults _____ Elderly

Special Interests;

_____ Computers	_____ Sign Language	_____ Graphics/Design
_____ Animals	_____ Elderly	_____ Public Relations
_____ Art/Music	_____ Disabled	_____ Recreation/Sports
_____ Human Services	_____ Education/Literacy	_____ Skilled Labor
_____ Boards/Committees	_____ Environment	_____ Fund Raising/ Special Events
_____ Bilingual Skills	_____ Other (specify) _____	

Previous Work Experience/Special Training (i.e., nurse aid, CPR, water safety):

Any physical restrictions that limit your ability to volunteer:

Things I do best: _____

Things I would like to learn: _____

Why I want to volunteer: _____

If additional space is needed to answer the above question, please use the back of the form.

Signature: _____ Date: _____

Routing Information: 1 copy in school file
1 copy to agency/agencies where student volunteers

COMMUNITY SERVICE LEARNING AGREEMENT

Project Agreement

I agree to do a community service learning project with _____
(agency/project)

I understand where the location of this agency is and will provide my own transportation unless otherwise specified.

Based on my interests, the needs of the community, and time considerations, I propose to perform the following service: _____

I will spend a total of _____ hours on the project and will keep a Volunteer Activity Time Sheet. Starting date _____ through _____

Pre-Project Site Information

_____ Contact person with the agency - Name _____ Phone _____
_____ Written job description
_____ No orientation or training will be held
_____ Orientation or training will be held _____
(Date/Time/Location)

Agency Agreement

The Community site agrees that the above named student accepted by it for volunteer service will in no manner be considered to be an employee, agent, or volunteer of the _____ School District and that the volunteer relationship, which is established will be solely between the Community site and the student. Any screening for suitability for volunteer service is the responsibility of the Community site and not the school district's or the local schools. The _____ School District nor the local school makes any warranty of suitability for service of students volunteering with the Community site.

The Community site will hold the _____ School District and the local school harmless from all claims or actions which may arise by reason of volunteer service being provided to the Community site by the student.

Community Site Supervisor's Signature _____ Date _____

In Case of Problems

I (the student) will contact the Community Service Learning Supervisor in advance of any schedule conflict which might arise, causing me to be late or absent, and with last minute conflicts, agree to phone the agency contact person directly. I have the person's name and phone number.

I (the student) agree to work only on assigned tasks and in my assigned area. If problems or conflicts with program clients, or other volunteers, or agency staff arise, I (the student) will discuss these with the Community Service Learning Supervisor.

I (the student) will hold in confidence any information learned at the volunteer site.

I (the student) will offer feedback to my instructor about this placement experience after my service in the community.

If for any reason, I (the student) cannot keep this agreement, I will contact the Community Service Learning Supervisor before terminating this contract with the program.

By signing this agreement, I (the student) agree to be punctual as well as responsible for my actions at the agency/project volunteer site which was selected.

Parental Agreement

I (the parent) give permission for my child, _____, to participate in the community service-learning volunteer service activity with _____.

I (the parent) understand that the community site agrees to accept the above named student for volunteer service with the understanding that the volunteer relationship is established solely between the Community site and the student. The student is not providing volunteer service as an employee, agent, or volunteer of the _____ School District or the local school. I (the parent) acknowledge that the Community site assumes all responsibility for all claims or actions which may arise by reason of volunteer service being provided to the Community site by the student. In the event of a medical emergency, I authorize the Community site to transport my child to the nearest hospital.

Parent's Signature _____ Date _____

Community Service Learning Supervisor's Agreement

I (the Community Service Learning Supervisor) agree to provide time during the school year to instruct the student on basic skills important to volunteer service. I (the Community Service Learning Supervisor) further agree to meet with the student to assist with the student's reflection on the volunteer service. If the student completes seventy-five hours of volunteer service and meets the other requirements of the Community Service Learning Program, one elective credit will be awarded to the student.

CSL Supervisor's Signature _____ Date _____

Student's Signature _____ Date _____

School _____

- 1 copy - School File
- 1 copy - Volunteer Agency

This form could be reorganized to fit the needs of the individual project, school, or district. You may desire to have the completed form returned to the Community Service Learning Supervisor for review, final signature, and to be faxed or mailed to the volunteer agency.

COMMUNITY SERVICE LETTER OF AGREEMENT

I. PARTICIPANTS:

- A. Students
- B. Parents
- C. Local School
- D. Volunteer Site

II. GOAL:

Through participation in meaningful community service, _____ will develop leadership skills and community awareness that will prepare him or her for active citizen participation while earning academic credits.

III. LENGTH OF COMMUNITY SERVICE:

_____ will provide seventy-five (75) hours of community service during his or her 9th-12th year of academic study. These hours may be served at more than one volunteer site.

IV. COMMITMENT/RESPONSIBILITY-STUDENT:

- Attends orientation.
- Reports to volunteer agency on time.
- Works only in assigned areas.
- Engages only in volunteer assignments that supervisor approves.
- Completes the Community Service plan that includes preparation, action, and reflection.
- Complies with school and volunteer site conduct standards and requirements.
- Safety of the student is a joint responsibility of the student and the volunteer site.
- Keeps confidential any privileged information learned on the job.

V. COMMITMENT/RESPONSIBILITY-PARENT:

- Gives permission for his/her youth to participate in the community service program sponsored by this school.
- Understand that transportation needs are the responsibility of the parent or the student.

•In the event of a medical emergency, I approve of the following:

_____ Take my child to the nearest hospital.

_____ Take my child to _____ Hospital
_____ Doctor

VI. COMMITMENT/RESPONSIBILITY-SCHOOL:

- Provides diverse community service-learning opportunities from which the student may choose.
- Is responsible for screening the agencies/ or organizations and their volunteer opportunities to determine appropriate placement for each student.
- Reviews and verifies completion of community service plan.
- provides one (1) academic credit that may be applied toward graduation upon completion by student of seventy-five (75) hours of documented community service in grades 9 through 12, as outlined on Arkansas Legislative Act 648 of 1993.
- Designates person(s) to monitor the student community service program for Act 648 as applies to each student participant.
- Assesses the effectiveness of program annually.

VII. COMMITMENT/RESPONSIBILITY-VOLUNTEER SITE:

- Provides student with orientation, training and written job descriptions.
- Provides adequate supervision for student as needed according to student's age and abilities.
- Safety of the student is a joint responsibility of the student and the volunteer site.

Signatures:

Student

Date

Parent

Date

School Supervisor

Date

Volunteer Site Coordinator

Date

Volunteer Position Description

Job Title: _____

Site Supervisor: _____

Purpose of Job: _____

Duties and Responsibilities: _____

Experience/Qualifications Desired: _____

Age Requirement? Yes _____ No _____ If yes, what age? _____

Hour of Commitment: Per Week _____ or Per Month _____

Scheduling: Week Days Only _____ Evenings _____ Weekends _____

At Discretion of Volunteer _____ or Hours/Days Needed _____

Training Service Site Will Provide: _____

Benefits: _____

Student Covered Under Service Site's Liability Insurance? Yes _____ No _____

STUDENT FINAL EVALUATION FORM

STUDENT'S NAME _____	SCHOOL _____
AGENCY/COMPANY/ORGANIZATION _____	
SUPERVISOR'S SIGNATURE _____	DATE _____

RATING OF STUDENT'S PERFORMANCE

PLEASE EVALUATE THE FOLLOWING CHARACTERISTICS FOR THE ABOVE NAMED STUDENT. IF THE STUDENT MADE NOTICEABLE IMPROVEMENT, PLEASE INDICATE UNDER COMMENTS.

RATING SCALE:

4 EXCELLENT 3 VERY GOOD 2 AVERAGE 1 FAIR 0 UNSATISFACTORY NA NOT APPLICABLE

CHARACTERISTICS	RATING	COMMENT
Ability to Perform Duties Without Supervision	_____	_____
Relationship with Other Employees	_____	_____
Dependability and Reliability	_____	_____
Personal Appearance	_____	_____
Enthusiasm	_____	_____
Spoken Communications Skills	_____	_____
Written Communications Skills	_____	_____
Courtesy	_____	_____
Emotional Maturity	_____	_____
Thoroughness in Completing Tasks	_____	_____
Interest in Learning	_____	_____
Judgment	_____	_____
Willingness to Receive Guidance	_____	_____
Preparation for the Position	_____	_____
Overall Performance	_____	_____

If you had a position open in the area of responsibility held by the student, would you hire this individual?

How could the student improve his/her performance?

COMMUNITY SERVICE LEARNING REFLECTION FORM

NAME OF VOLUNTEER _____

DATE AND TIME OF SERVICE _____ HOURS SERVED _____

SCHOOL _____ EVENT _____

1. WHAT WAS THE BEST THING THAT HAPPENED AT YOUR SITE? HOW DID IT MAKE YOU FEEL?

2. WHAT THING(S) DID YOU LIKE LEAST ABOUT YOUR SITE TODAY? WHAT MADE YOU DISLIKE IT?

3. WHAT COMPLIMENTS DID YOU RECEIVE TODAY, AND HOW DID THE COMPLIMENTS MAKE YOU FEEL?

4. WHAT HAVE YOU LEARNED ABOUT YOURSELF AND THE PEOPLE YOU ARE HELPING?

5. HAVE YOU HAD A PROBLEM AT YOUR SERVICE SITE? HOW DID YOU HANDLE IT? UPON REFLECTION, IF THE SITUATION WERE TO OCCUR AGAIN, HOW WOULD YOU HANDLE IT DIFFERENTLY?

SECTION V

THE FINAL CHAPTER

COMMUNITY SERVICE EDUCATIONAL GUIDELINES

Each community service opportunity must include:

- A preparation plan.
- A demonstration of volunteer actions.
- A method of reflection.

Whatever reflection method is chosen, the above listed components must be included.

EXAMPLES OF STUDENT REFLECTION:

Homeless shelter

1. "Upon meeting a homeless man, the look in his eyes was unexplainable, a look of fear, a look of insecurity. His face lit up when I gave him the coat. From that day on I knew I had nothing to be afraid of, but much to look forward to."

Headstart Center

2. "When I sit and look at the kids, I often wonder what they will grow up to be. This leads me to see now, I can shape my life and the choices I make for myself. I often wonder what they think of me."

Tutoring

3. "The three fourth graders I work with have stopped guessing at the math answers and started really learning their multiplication tables. I have a new respect for my teacher."

EXAMPLES OF REFLECTION METHODS

1. Keep a journal/diary.
2. Write a poem.
3. Draw a picture.
4. Respond to open-ended questions.
5. Write a paper, essay, or short story.
6. Compile and present a multimedia workshop, e.g., pictures, diagrams, maps.
7. Present a dramatic presentation

EXAMPLES OF OUTCOMES OF REFLECTION

- | | |
|--------------------------------|--|
| 1. Validates feelings. | 5. Determines career directions. |
| 2. Confronts fears. | 6. Increases educational opportunities |
| 3. Gains a sense of ownership. | 7. Identifies strengths. |
| 4. Changes life. | 8. Encourages understanding. |

LEARNING LEADERSHIP THROUGH SERVICE

One of the key values of involving young people in service is that it teaches them basic leadership skills. By matching service projects with the leadership level of youth, you can build skills and abilities that will translate into other areas of life. This chart shows how different types of projects can teach youth leadership skills at different levels. The first stages of leadership tend to be more appropriate for upper elementary and junior high-age youth.

Leadership Level	Characteristics of Appropriate Tasks	Sample Service Projects	Leadership Skills Youth Might Learn
1. Beginning	<ul style="list-style-type: none"> -Close supervision -Clearly defined tasks -Limited options for exercising judgment 	<ul style="list-style-type: none"> -Tutor with supervision -Lead children's classes with established curriculum -Lead recreation in a nursing home 	<ul style="list-style-type: none"> -Meeting schedules and keeping commitments -Seeing the importance of service -Understanding a need in the community
2. Intermediate	<ul style="list-style-type: none"> -Less direct supervision -Some opportunity for independent judgment 	<ul style="list-style-type: none"> -Gather and assess information on community needs -Do publicity and recruiting for projects 	<ul style="list-style-type: none"> -Applying knowledge to a situation -Building confidence in personal skills -Building problem solving skills -Understanding the needs from the resident's viewpoint
3. Experienced	<ul style="list-style-type: none"> -Independent judgment -Some supervisory responsibility 	<ul style="list-style-type: none"> -Do peer counseling -Organize specific projects 	<ul style="list-style-type: none"> -Building problem solving skills -Learning the importance of self-initiative -Enabling people to help themselves -Developing interpersonal and analytical skills
4. Project	<ul style="list-style-type: none"> -Advisory and supervisory responsibilities -Independent about applying policy 	<ul style="list-style-type: none"> -Develop project based on community need 	<ul style="list-style-type: none"> -Translating goals into reality -Understanding relationship between individual and institution
5. Program	<ul style="list-style-type: none"> -High leadership and management responsibility -Goal and budget-setting with others 	<ul style="list-style-type: none"> -Develop and administer a service-learning program 	<ul style="list-style-type: none"> -Gaining confidence in functioning autonomously -Inspiring value of service-learning to others

Adapted from the Lutheran Brotherhood's *RespecTeen* and the Maryland Student Service Alliance Handbook.

Using the chart above, list service projects that could fit under each category. Discuss which project(s) you think would work best in your school and community.

PARENT/GUARDIAN CONFERENCE

Parental/guardian views can be a key indicator of program performance and regular discussions with parents/guardians are an effective way to become a more effective service provider.

Determine Contact Time

Usually the earlier the parent is contacted, the more likely the parent is to become involved. This first contact is an opportunity to explain the program's importance, to identify personal issues or problems faced by the student, and to identify ways the parent/guardian can help the child succeed. The type of service project undertaken can impact the number of parent/guardian conferences needed.

Activity

Decide how often parents/guardians will be expected to participate in conferences and with whom they will speak.

Delineate Information to Share

Combine conferences with informational presentation on special events, types of service projects, and program guidelines. A parent/guardian conference is likely to be more effective and provide the most useful feedback when parents/guardians are familiar with program activities.

Activity

Based on the service project(s) under consideration, brainstorm the type(s) of information that would provide the most insight for parents/guardians.

Involve Parents In Program Activities

Some programs believe parental/guardian involvement is so critical to success that they require parents/guardians to spend as much as a half-day each 6-9 weeks at the program.

Activity

Discuss the advantages and disadvantages of involving parents/guardians directly in program activities.

Tell parents/guardians their attendance is an expected part of their child's participation in your program.

Adapted from the Corporation for National Service Handbook for Continuous Improvement

ARKANSAS DEPARTMENT OF HUMAN SERVICES
DIVISION OF VOLUNTEERISM
RESOURCE CENTER
One Capitol Mall, 5th Floor
Little Rock, AR 72210

List of Resources Pertaining to Children/Youth

Youth Service Job Skills Training and Employment Programs, Billie Ann Myers, Arkansas Office of Volunteerism

Youth Initiatives, United States Employment and Training Administration, Department of Labor

Youth Employment Support Information Packet, Arkansas Governor's Office of Voluntary Citizen Participation

Mentoring: A Practical Guide, Gordon F. Shea

Lack of Health Insurance Makes a Difference, Children's Defense Fund

How to Understand Yourself and Others, Channing L. Bete Company

Today's Heroes, A Youth Community Service Resource, the Hitachi Foundation, (videocassette 17:00)

Doing Right For Yourself & Others: A Student's Guide to Today's Heroes

FunSense: A Tool for Exploring and Building Adult/Child Relationships, Debra Campeau, Family Focus, Inc.

Youth as Resources: The Power Within, National Crime Prevention Council (videocassette: 12:00)

Youth Employment Support Program, ACTION

FAMILIES Volunteer: A Workbook for Involving Families, Kerry Ken Allen and Sarah Harrison

What Would We Do Without You? A Guide to Volunteer Activities for Kids, Kathy Henderson

The Lessons of Multi-Site Initiatives Serving High-Risk Youth, Adolescent Pregnancy Prevention Clearinghouse, Children's Defense Fund

Opportunities for Prevention: Building after School and Summer Programs for Young Adolescents, Adolescent Pregnancy Prevention Clearinghouse, Children's Defense Fund

Children As Volunteers, Susan J. Ellis, Anne Weisbord, Katherine H Noyes

A Practical Guide for Developing Agency/School Partnership for Service-Learning, Points of Light Foundation

Youth Services: A Guidebook for Developing and Operating Effective Programs, Independent Sector

Where to Find Data About Adolescents: Guide to Sources, Adolescent Pregnancy Prevention Clearinghouse, Children's Defense Fund

The Value of Youth, Arthur Pearl, International Dialogue Press

Youth and the Needs of the Nation, the Potomac Institute

Tackling the Youth Employment Problem, Adolescent Pregnancy Prevention Clearinghouse, Children's Defense Fund

It's Your Move: Working with Student Volunteers; A Manual for Community Organizations, Janette Davis Rogers

Volunteering, A Manual for Students, National Student Volunteer Program

A Manual for Student Volunteering, ACTION

High School Student Volunteers, Janette Davis Rogers

The Coordinator's Guide to Student Volunteering, Rick Williams and Susan Oliver

The Student's Guide to Volunteering, Rick Williams

Developing Volunteer Resources (student manual), Emergency Management Institute

Service to Children in Their Own Homes: Its Nature and Outcome. Research Center, Child Welfare League of America

INCREMENTS-ACT 648
(Listed by Counties)

Arkansas County

Increment 1 – 8-26-96

4-H-Univ. of Ark. Cooperative Extension Service SE1a
4-H-Univ. of Ark. Cooperative Extension Service SE1b
Center for Arkansas Legal Services Branch Office 4-1
Literacy Council of Arkansas County
Southeast Arkansas Community Service
Stuttgart Headstart Program

Increment 2 – 12-96

Ozark Heritage Art Center (Leslie)

Ashley County

Increment 1 – 8-26-96

4-H-Univ. of Ark. Cooperative Extension Service SE2
Ashley County Sheltered Workshop
Center for Arkansas Legal Services Branch Office 2-1
Hamburg Area Chamber of Commerce

Baxter County

Increment 1 – 8-26-96

Baxter County Chapter, American Red Cross
Baxter County DHS
Baxter County Library
Baxter County Regional Hospital Auxiliary
Employment Security Department
Food Bank of North Central Arkansas
Salvation Army
Twin Lakes Literacy Council

Increment 2 – 12-96

4-H – UA Cooperative Extension Service (Mountain Home)

Increment 5 – 12-10-97

Mountain Home City/L. C. Sammons Youth Center

Benton County

Increment 1 – 8-26-96

American Red Cross, Northwest Lakes Chapter 1
Beaver Lake Literary Council, Inc.
Multicultural Center of Northwest Arkansas – Rogers
Northwest Arkansas Head Start (Central Office) 1

Increment 2 – 12-96

4-H – UA Cooperative Extension Service (Bentonville)
Benton County Teen Court (Bentonville)
Northwest Arkansas Community College Foundation (Bentonville)
St. Mary's Hospital (Rogers)

Carroll Regional Medical Center (Berryville)
Children's Cornerstone Preschool (Berryville)
Food Bank of the Ozarks (Loaves and Fishes Food Bank) (Berryville)
The Merlin Foundation (Berryville)

Chicot County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SE4
Center for Arkansas Legal Services Branch Office 4-2
Dermott Day Service Center

Increment 3 – 7-25-97

Chicot County Governor's Collaborative (Lake Village)

Clark County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SW2
Arkadelphia Human Development Center
Center for Arkansas Legal Services Branch Office 3-1

Increment 2 – 12-96

Amer. Red Cross-Diamond Valley Chapter (Arkadelphia)
Arkadelphia Housing Authority
Arkadelphia Parks & Recreation Dept.
Arkadelphia Senior Adult Center
Chamber of Commerce (Arkadelphia)
Clark County Library (Arkadelphia)
Central AR Dvlpmnt. Cncl./Arkadelphia Hd. Strt.
Courage House (Arkadelphia)
Department of Human Services (Arkadelphia)
Hospitality Care Center (Arkadelphia)
Perritt Primary School (Arkadelphia)
Southwest Arkansas Food Bank (Arkadelphia)
Ouachita Area Cncl.-Boy Scouts of Amer. (Hot Springs)

Increment 5 – 12-10-97

Arkadelphia High School
Community Family Enrichment Center, Inc. (Arkadelphia)
Faith Missionary Baptist Church (Arkadelphia)
Happyland Child Care Center, Inc. (Arkadelphia)

Increment 7 – 11-6-98

Community Family Enrichment Center, Inc. (Arkadelphia)

Increment 9 – 12-2-99

Beverly Healthcare of Arkadelphia
Bright Beginnings Learning Center (Arkadelphia)
Humane Society of Clark County (Arkadelphia)

Increment 10 – 6-7-00

Humane Society of Clark County (Arkadelphia)

Increment 11 – 6-8-01

Court Probation Service, Clark County Court System (Arkadelphia)

Increment 3 – 7-25-97

United Way of Greater Jonesboro

Increment 4 – 10-97

Alternative School (All Increment 4 Sites are in Jonesboro)

Annie Camp Junior High

Area Vo-Tech High School

Hillcrest Elementary

Jonesboro High School

Jonesboro Public School

Kindergarten Center

MacArthur Junior High

Philadelphia Elementary School

Sixth Grade Academic Center

South Elementary

West Elementary School

Increment 5 – 12-10-97

Arkansas Humane Society (Jonesboro)

Nettleton School District (Jonesboro)

Center for English as a Second Language (State University)

Increment 6 – 7-22-98

Foundation of Arts (Jonesboro)

Jonesboro Council on Ministries

Safe Jonesboro Coalition

Increment 7 – 11-6-98

Northeast Arkansas Chapter of the American Red Cross (Jonesboro)

Increment 14 – 6-2-03

Literacy League of Craighead and Poinsett Counties (Jonesboro)

Crawford County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NW1

Crawford County Art Association

Crawford County Visionaries

Roxanne Bradenburg Foundation

Stepping Stone School

Increment 2 – 12-96

Crawford County Volunteers for Literacy (Alma)

Mount Magazine Girl Scout Council, Inc. (*Maple*) (Fort Smith)

Mount Magazine Girl Scout Council, Inc. (*Red Oak*) (Fort Smith)

Increment 7 – 11-6-98

Crawford-Sebastian Community Development Council

Crittenden County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NE4

City of West Memphis (Community Development)

Council of Friendship, Inc.

Crittenden Arts Council

Crittenden County Charities

Conway Human Development Center
Faulkner County Literacy Council
Faulkner County Senior Citizens Program
Ouachita Girl Scout Council (headquarters-5)

Increment 3 – 7-25-97

Vilonia Senior Citizens Center

Increment 4 – 10-97

Arkansas Educational Telecommunications Network (Conway)

Franklin County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NW3
Franklin County Learning Center
Ozark Child Development, Inc.

Increment 2 – 12-96

Mount Magazine Girl Scout Council, Inc. (*Cedar*) (Fort Smith)
Mount Magazine Girl Scout Council, Inc. (*Cottonwood*) (Fort Smith)

Increment 3 – 7-25-97

Vilonia Senior Citizens Center
City of Charleston

Fulton County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NE6
City of Mammoth Spring
Fulton County Council on Aging, Inc.
White River Area Agency on Aging 2

Increment 2 – 12-96

USDA Farm Service Agency (Salem)

Garland County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SW5
American Red Cross, Garland County Chapter
Boys and Girls Clubs of Hot Springs
Center for Arkansas Legal Services Branch Office 3-2
Community Services Office, Inc.
Garland County Senior Companion Program
Hot Springs Rehabilitation Volunteers, Inc.
Ouachita Girl Scout Council (headquarters-8)
Quapaw Community Center

Increment 2 – 12-96

First Step (Hot Springs)

Increment 3 – 7-25-97

North Garland County Boys & Girls Club (Hot Springs Village)

Increment 9 – 12-2-99

PHOEBE/The Uzuri Project (Hot Springs)
Renewal Outreach Ministries (Hot Springs)

Howard County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SW8
Center for Arkansas Legal Services Branch Office 3-4
Dodson Street Family Life Center, Inc.
Friends, Inc. of Howard County
Howard County Literacy Council, Inc.
Nashville Parks & Recreation

Increment 16 – 12-22-03

City of Mineral Springs

Independence County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NE8
Batesville Area Arts Council
Batesville Nursing & Rehab
Department of Human Services
Independence County Senior Citizens Program
Natural Resource Conservation Service
North Arkansas Human Services System, Inc.
White River Area Agency on Aging 3
White River Medical Center Auxiliary

Increment 2 – 12-96

Rolling Hills Nursing Center (Batesville)

Increment 3 – 7-25-97

Midland High School Library (Pleasant Plains)

Increment 5 – 12-10-97

Newark School District

Izard County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NE9
NADC Aging Program 1
North Arkansas Life Care Center
Pioneer Nursing Home
White River Area Agency on Aging 4

Jackson County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NE9
Literacy Council of Jackson County
White River Area Agency on Aging 5

Jefferson County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SE9
Access, Inc.
American Red Cross
Area Agency on Aging of Southeast Arkansas Hospice

Increment 16 – 12-5-03

Dianne's Adult Health Daycare (Pine Bluff)

Johnson County

Increment 1 – 8-26-96

**4-H – Univ. of Ark., Cooperative Extension Service NW4
Clarksville Child Development, Inc.
Coal Hill Child Development, Inc.
Johnson County Helping Hands**

Increment 2 – 12-96

Mount Magazine Girl Scout Council, Inc. (*Peachtree*) (Fort Smith)

Lafayette County

Increment 1 – 8-26-96

**4-H – Univ. of Ark., Cooperative Extension Service SW9
Samaritan Center
SWADS, Literacy Program**

Lawrence County

Increment 1 – 8-26-96

**4-H – Univ. of Ark., Cooperative Extension Service NE11
Lawrence County Cooperative School
Lawrence County DHS
Lawrence Memorial Hospital**

Increment 7 – 11-6-98

Lawrence County Historical Society (Powhatan)

Increment 9 – 12-2-99

Northeast Arkansas Educational Cooperative (Walnut Ridge)

Lee County

Increment 1 – 8-26-96

**4-H – Univ. of Ark., Cooperative Extension Service SE10
Delta Community Development Corporation 2**

Increment 3 – 7-25-97

Lee County Community Development Corporation (Marianna)

Lincoln County

Increment 1 – 8-26-96

**4-H – Univ. of Ark., Cooperative Extension Service SE11
Center for Arkansas Legal Services Branch Office 4-8
Gould Child Development Center
Lincoln County Health Unit
Lincoln County Learn to Read
Star City Child Development, Inc.**

Increment 7 – 11-6-98

Lincoln County Literacy Council (Star City)

Increment 16 – Received 11-03

**Citizens Against Drugs, Inc. (Cabot)
Ward Water and Sewer System**

Madison County

Increment 1 – 8-26-96

**4-H – Univ. of Ark., Cooperative Extension Service NW6
American Red Cross, Greater NW Arkansas Chapter 2
Madison County Transfer Station & Recycling Center
Northwest Arkansas Head Start (Central Office) 3**

Increment 2 – 12-96

Kingston High School

Marion County

Increment 1 – 8-26-96

**4-H – Univ. of Ark., Cooperative Extension Service NW7
Yellville Area Food Closet Association**

Miller County

Increment 1 – 8-26-96

**4-H – Univ. of Ark., Cooperative Extension Service SW11
American Red Cross, Texarkana Area Chapter
Domestic Violence Prevention, Inc.
Literacy Council of Bowie & Miller Counties
Texarkana Museums System
Texarkana Regional Arts & Humanities Council, Inc.
Wadley Regional Medical Center Auxiliary**

Increment 2 – 12-96

Texarkana Chamber of Commerce

Increment 3 – 7-25-97

Miller County Judge's Office (Texarkana)

Increment 6 – 7-22-98

Domestic Violence Prevention (Texarkana)

Mississippi County

Increment 1 – 8-26-96

**4-H – Univ. of Ark., Cooperative Extension Service NE12a
4-H – Univ. of Ark., Cooperative Extension Service NE12b
American Red Cross, Chickasawba District Chapter
American Red Cross, So. Mississippi County Chapter
Blytheville-Gosnell Area Food Pantry
Mississippi County, Arkansas EOC, Inc.**

Increment 5 – 12-10-97

Area 13 Special Olympics (Osceola)

Increment 8 – 6-8-99

Dyess Volunteer Fire Department

Increment 9 – 12-2-99

Main Street Osceola, Inc.

Increment 3 – 7-25-97

Jasper Elementary School

Increment 4 – 10-97

Mt. Judea Area Community

Ouachita County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SW14
Advocates for Nursing Home Residents
Center for Arkansas Legal Services Branch Office 2-7
Tri-County Retired & Senior Volunteer Program 3

Perry County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NW9
Center for Arkansas Legal Services 4
DHS County Office
Heifer Project International
Ouachita Girl Scout Council (headquarters-7)
Partners for Progress
Perry Child Development, Inc.

Increment 6 – 7-22-98

Nonprofit Fundraiser for Partners for Progress (Perryville)
Perry Co. Health Unit (Perryville)
Perryville School District
Perryville Senior Adult Center
Perryville Youth Association
Rolands Drug Store (Perryville)
West Central AR Planning Dev. Dist., Inc./Perry Co. JTPA

Phillips County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SE14
Arkansas Mentors Program, Arkansas DHS
Boys, Girls, Adults Community Development Center (BG)
Delta Community Development Corporation 6
Immanuel Rescue Mission
Phillips Community College/Adult Education
Teach for America

Pike County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SW15
Center for Arkansas Legal Services Branch Office 3-6
U.S. Forest Service

Poinsett County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NE13

CareLink/Central Ark. Area Agency on Aging 5
Center for Arkansas Legal Services 5
Ouachita Girl Scout Council (headquarters-11)

Pulaski County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SE16
Advocates and Relatives for Kids
American Red Cross (State Coordinating Chapter) 1
AR State Library Services f/t Blind & Physically Handicapped
Arkansas ABLE
Arkansas Children's Hospital
Arkansas Department of Pollution Control & Ecology
Arkansas Easter Seal Society
Arkansas Foodbank Network
Arkansas Game & Fish Commission
Arkansas Historic Preservation Program
Arkansas Repertory Theatre
Arkansas State Press
Ballet Arkansas
Big Brothers & Big Sisters
Birthright of Greater Little Rock
CareLink/Central Ark. Area Agency on Aging 1
CARTI (Central Arkansas Radiation Therapy Institute)
Catherine's House
Celebration Ministries
Center for Arkansas Legal Services Main Office
College Station Community Development Corporation
Columbia Doctors Hospital
COPE
Family Service Agency
Global Learning Center/Allied College of Technical Science
Habitat for Humanity of Pulaski County, Inc.
Heifer Project International
Historic Preservation Alliance of Arkansas
Hospice Home Care
Integrity, Inc.
Jacksonville Care Channel for the Needy, Inc.
James H. Penick Boys Club
KARK – Channel 4 News "Call 4-Help"
Local Initiatives Support Corporation
Oasis Renewal Center
Ouachita Girl Scout Council (headquarters)
PARK
Pathfinder Schools, Inc.
Pinnacle Mountain State Park
Planned Parenthood of Greater Arkansas
Red Octopus Productions, Inc.
Regional AIDS Interfaith Network (RAIN)
Ryan White Center

Increment 3 – 7-25-97

Jacksonville Esther Nixon Public Library
Jacksonville North
Jacksonville Recycling Center
Rebsamen Regional Medical Center (Jacksonville)
Advocates for Battered Women (LR)
Arkansas Territorial Restoration (LR)
Family Life (A Division of Campus Crusade for Christ) (LR)
Little Rock School District
Make A Wish Foundation of the Mid-South Arkansas Field (LR)
St. Francis House, Inc. (LR)
City of North Little Rock Municipal Government
Highway 10 Community Center (Roland)
Alternative Learning Center (Scott)
Arkansas Sports Medicine (Sherwood Physical Therapy)
Sylvan Hills High School (Sherwood)

Increment 4 – 10-97

North Pulaski High School (Jacksonville)
Aerospace Education Center (LR)
Arkansans for Drug Free Youth (LR)
Care Network Hospice (LR)
Central High Museum & Visitor Center (LR)
Helping Hand of Greater Little Rock
Literacy Action of Central Arkansas (LR)
Mills University Studies High School (LR)
Pfeifer Kiwanis Camp (LR)
Robinson Elementary School (LR)
Robinson Jr. High School (LR)
St. Francis House, Inc. (LR)
Terrace Green Learning Center (LR)
The Children's Museum of Arkansas (LR)
United Way of Pulaski County (LR)
Volunteers for Victims (LR)
Big Brothers Big Sisters of Pulaski County, Inc. (NLR)
North Hills Animal Clinic (NLR)

Increment 5 – 12-10-97

Arkansans for Drug Free Youth (LR)
Little Rock Cultural Diversity Commission
Little Rock AFB Youth Center
Audubon Pointe Retirement Center (Maumelle)
Maumelle Animal Services
Outlook Pointe-Assisted Living for SR Adults (Maumelle)
Voluntary Service VA Medical Center (NLR)
Sylvan Hills Jr. High (Sherwood)

Increment 6 – 7-22-98

Central Arkansas Library System (All Increment 6 Sites are in LR)
EMOBA, The Museum of Black Arkansas & Performing Arts Center
Riverfest
Robinson High School
Sixth Judicial District Prosecuting Attorney

Increment 9 – 12-2-99

Bauxite Museum

Increment 10 – 6-7-00

Town of Bauxite – Mayor's Office

Increment 16 – 1-26-04

Habitat for Humanity of Saline County

Scott County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SW18

Waldron Child Development, Inc.

Increment 2 – 12-96

15th Judicial District Victim Assistance Program (Danville)

Mount Magazine Girl Scout Council, Inc. (*Holly*) (Fort Smith)

Searcy County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NW11

North Central Vocational Center

Ozark Heritage Art Center

Increment 11 – 6-8-01

Searcy County Literacy Council (All Increment 11 Sites are in Leslie)

Searcy County Literacy Council

Sebastian County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NW12 (Fort Smith)

4-H – Univ. of Ark., Cooperative Extension Service NW12 (Greenwood)

Old Fort River Festival, Inc.

Symphony Association of Fort Smith (Ft. Smith Symphony)

Increment 2 – 12-96

Alzheimer's Association, Western Arkansas Chapter (Fort Smith)

Arkansas Valley Habitat for Humanity (Fort Smith)

Fort Smith Art Center

Fort Smith Boys Clubs

Fort Smith Girls, Inc.

Fort Smith Housing Authority

Fort Smith Little Theatre

Fort Smith Public Library

Make-A-Wish Foundation of the Mid-South, Inc. (Fort Smith)

Mount Magazine Girl Scout Council, Inc. (*Evergreen*) (Fort Smith)

Mount Magazine Girl Scout Council, Inc. (*Listening Pines*) (Fort Smith)

Mount Magazine Girl Scout Council, Inc. (*Magnolia*) (Fort Smith)

Mount Magazine Girl Scout Council, Inc. (*Rosetree*) (Fort Smith)

Increment 2 – 12-96

4-H – UA Cooperative Extension Service (Mountain View)

Union County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service SW20
Boys & Girls Club of El Dorado
Center for Arkansas Legal Services Branch Office 2-8
Hudson Memorial (Nursing Home)
South Arkansas Arts Center
Tri-County Retired & Senior Volunteer Program 1
YWCA

Van Buren County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NW13
Van Buren County Literacy Council, Inc.
Van Buren County Special School
White River Area Agency on Aging 8

Increment 2 – 12-96

Friends of Special People (Clinton)
Van Buren Co. Mmrl. Hospital/Nursing Home (Clinton)

Washington County

Increment 1 – 8-26-96

4-H – Univ. of Ark., Cooperative Extension Service NW14
American Red Cross, Greater NW Arkansas Chapter 1
Arts Center of the Ozarks
Harvey & Bernice Jones Center for Families
North Arkansas Symphony Society
Ozark Literacy Council, Inc.

Increment 2 – 12-96

Ozark Literacy Council, Inc. (Fayetteville)
Boy Scouts of America (Springdale)

Increment 3 – 7-25-97

Council on Aging, Inc., Adult Day Care (Fayetteville)
Greater Northwest Arkansas Chapter of ARC (Fayetteville)
Mickey & Minnie's Learn & Play Center (Fayetteville)
Montessori School (Fayetteville)
Washington Elementary School (Fayetteville)
Woodland Comm. Serv. Class (Fayetteville)
Arts Center of the Ozarks (Springdale)

Increment 6 – 7-22-98

University Museum (Fayetteville)
Northwest Arkansas Crisis Intervention Center (Springdale)
NWA Multicultural Center (Springdale)
Washington County Extended School Program (AmeriCorps) (Springdale)

Increment 8 – 6-8-99

Lincoln High School

**ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS
GOVERNING THE ARKANSAS SERVICE-LEARNING
PROGRAM**

1.00 REGULATORY AUTHORITY

1.01 These regulations shall be known as the Arkansas Department of Education Rules and Regulations Governing the Service Learning Program.

1.02 These regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. 6-16-120 (Repl. 1993).

2.00 PURPOSE

2.01 The purpose of these regulations is to establish the requirements for the Arkansas Service Learning Program.

3.00 DEFINITIONS

3.01 "Academic Credit" is credit awarded to a student in grades nine through twelve (9-12) after successfully completing a minimum of seventy-five (75) clock hours of documented community service.

3.02 "Community Service" is a program or activity approved by the State Board of Education and the local school board which includes the components preparation, action, and reflection.

3.03 "Certify" means that a service agency or organization has submitted to the school appropriate documentation that a student has successfully completed sufficient community service to be eligible for academic credit.

4.00 SERVICE LEARNING REQUIREMENTS

4.01 In order for a student to be eligible for academic credit for community service, the agency or organization that will certify completion of such service shall be approved by the Arkansas State Board of Education and the local school board.

4.02 Documentation to certify community service shall be presented to the local school board in the manner and at such time as prescribed by the local board.

4.03 Documentation of community service and/or approval of an agency or organization by the State Board of Education to certify community service for academic credit shall be in a manner and at such time

Recommended Student Community Service Sites — Act 648

The agencies and organizations listed in this document were recommended by persons representing a wide variety of sources and viewpoints, particularly Department of Human Services (DHS) County Offices, United Way organizations, or other United Community Organizations of Arkansas (UCOA) members. This compilation was undertaken in an effort to identify as large as possible a number of sites at which students throughout Arkansas might find it possible to perform community service that would be approved for credit in accordance with Act 648. Inclusion of an organization, agency, or program in the list does not constitute an endorsement by the Arkansas Division of Volunteerism (ADOV). ADOV will be pleased to work with approved/approvable organizations to create or enhance programs in which Arkansas high school students may render community service that will be creditable under Act 648.

The foregoing listing contains several items of potentially confusing information. For example, the N.A.D.C. Aging Program listing *seems* to indicate that its site is in the town of Melbourne in Stone County. Many astute geographers would immediately point out that Melbourne is in Izard County. There *is* an explanation for this apparent mistake. There *may* be opportunities for students to perform community service for organizations or agencies whose headquarters or branch offices reside in a county other than their own.

In addition, a few organizations indicated that they had multiple branches in multiple regions. For example, the University of Arkansas Cooperative Extension Service listed 4-H Club opportunities in four regions with more than ten offices in each. During data entry, it became necessary to apply some sort of additional designation to the names of these offices in the interest of data base management. Therefore, items such as NW11 at the end of the name of agency is merely a data management device and should not be confused as part of its name.

The following organizations reported regional offices or branches in more than one location:

- American Red Cross
- CareLink/Central Arkansas Area Agency on Aging
- Center for Arkansas Legal Services
- 4-H - University of Arkansas Cooperative Extension Service
- N.A.D.C. Aging Program
- Northwest Arkansas Headstart
- Ouachita Girl Scout Council
- Tri-County Retired & Senior Volunteer Program
- White River Area Agency on Aging

Finally, even though individual schools are not listed here, it is the belief of ADOV that schools themselves are excellent potential sites for students to gain a learning experience while making meaningful contributions to their communities. Therefore, some blanket approvals may need to be given to schools which are willing to coordinate the projects on-site and assure that they contain the preparation, action, and reflection components to fulfill the requirements of Act 648.

Recommended Student Community Service Sites - Act 648 (Increment 1)

County	City/Town	Agency/Organization
Arkansas	DeWitt	4-H - UofA, Cooperative Extension Service SE1a
Arkansas	DeWitt	Southeast Arkansas Community Service
Arkansas	Pine Bluff	Center for Arkansas Legal Services Branch Office 4-1
Arkansas	Stuttgart	4-H - UofA, Cooperative Extension Service
Arkansas	Stuttgart	Literacy Council of Arkansas County
Arkansas	Stuttgart	Stuttgart Headstart Program
Ashley	Crossett	Ashley County Sheltered Workshop
Ashley	El Dorado	Center for Arkansas Legal Services Branch Office 2-1
Ashley	Hamburg	4-H - UofA, Cooperative Extension Service
Ashley	Hamburg	Hamburg Area Chamber of Commerce
Baxter	Mountain Home	Baxter County Chapter, American Red Cross
Baxter	Mountain Home	Baxter County DHS
Baxter	Mountain Home	Baxter County Library
Baxter	Mountain Home	Baxter County Regional Hospital Auxiliary
Baxter	Mountain Home	Employment Security Department
Baxter	Mountain Home	Salvation Army
Baxter	Mountain Home	Twin Lakes Literacy Council
Baxter	Norfolk	Food Bank of North Central Arkansas
Benton	Bentonville	American Red Cross, Northwest Lakes Chapter 1
Benton	Bentonville	Beaver Lake Literary Council, Inc.
Benton	Rogers	Multicultural Center of Northwest Arkansas - Rogers
Benton	Rogers	Northwest Arkansas Head Start (Central Office) 1
Boone	Harrison	Consolidated Youth of Harrison, Inc.
Boone	Harrison	Ozark Rape Crisis Center
Bradley	El Dorado	Center for Arkansas Legal Services Branch Office 2-2
Bradley	Warren	4-H - Univ of Ark, Cooperative Extension Service SE3
Bradley	Warren	Oasis Resources, Inc.
Bradley	Warren	Southeast Arkansas Human Development Center
Calhoun	El Dorado	Center for Arkansas Legal Services Branch Office 2-3
Calhoun	Hampton	4-H - Univ of Ark, Cooperative Extension Service SW1
Calhoun	Hampton	Hampton Nursing Center
Carroll	Bentonville	American Red Cross, Northwest Lakes Chapter 2
Carroll	Berryville	Carroll County Learning Center
Carroll	Berryville	Cooperative Extension Service
Carroll	Rogers	Northwest Arkansas Head Start (Central Office) 2
Chicot	Dermott	Dermott Day Service Center
Chicot	Lake Village	4-H - Univ of Ark, Cooperative Extension Service SE4

County	City/Town	Agency/Organization
Chicot	Pine Bluff	Center for Arkansas Legal Services Branch Office 4-2
Clark	Arkadelphia	4-H - UofA, Cooperative Extension Service
Clark	Arkadelphia	Arkadelphia Human Development Center
Clark	Hot Springs	Center for Arkansas Legal Services Branch Office 3-1
Clay	Corning	4-H - Univ of Ark, Cooperative Extension Service NE1b
Clay	Corning	Harvest Festival
Clay	Paragould	American Red Cross, Crowley's Ridge Chapter 2
Clay	Piggott	4-H - UofA, Cooperative Extension Service
Cleburne	Batesville	White River Area Agency on Aging I
Cleburne	Heber Springs	4-H - UofA, Cooperative Extension Service
Cleburne	Heber Springs	Cleburne County Aging Program
Cleburne	Heber Springs	Cleburne County Arts Council
Cleburne	Heber Springs	Cleburne County Cares
Cleburne	Heber Springs	Haven House, Inc.
Cleveland	Pine Bluff	Center for Arkansas Legal Services Branch Office 4-3
Cleveland	Rison	4-H - UofA, Cooperative Extension Service
Cleveland	Rison	Ray & Christine Sturgis Library of Cleveland County
Columbia	El Dorado	Center for Arkansas Legal Services Branch Office 2-4
Columbia	El Dorado	Tri-County Retired & Senior Volunteer Program 2
Columbia	Magnolia	4-H - UofA, Cooperative Extension Service
Columbia	Magnolia	Magnolia/Columbia Cnty Adult Education & Literary Cou
Columbia	Magnolia	Southwest Arkansas Community Development Corporatio
Conway	Little Rock	Center for Arkansas Legal Services I
Conway	Morrilton	Morrilton Child Development, Inc.
Conway	Morrilton	Morrilton Early Head Start (see Morrilton Child Devlpmt.
Conway	N. Little Rock	Ouachita Girl Scout Council (headquarters-6)
Craighead	Jonesboro	4-H - UofA, Cooperative Extension Service
Craighead	Jonesboro	Crowley's Ridge Girl Scout Council
Craighead	Jonesboro	NEA Council on Family Violence
Craighead	Jonesboro	Teenline
Crawford	Alma	Stepping Stone School
Crawford	Fort Smith	Roxanne Bradenburg Foundation
Crawford	Van Buren	4-H - UofA, Cooperative Extension Service
Crawford	Van Buren	Crawford County Art Association
Crawford	Van Buren	Crawford County Visionaries
Crittenden	Forrest City	Delta Community Development Corporation 3
Crittenden	Marion	4-H - UofA, Cooperative Extension Service
Crittenden	Marion	Crittenden County Charities
Crittenden	W. Memphis	Council of Friendship, Inc.

County	City/Town	Agency/Organization
Crittenden	W. Memphis	Crittenden Arts Council
Crittenden	West Memphis	City of West Memphis (Community Development)
Crittenden	West Memphis	East Arkansas Area Agency on Aging
Crittenden	West Memphis	Ecumenical Village
Crittenden	West Memphis	Family Learning Ctr. Even Start Pgm (Mid-South College)
Crittenden	West Memphis	Frank C. Steudlein Learning Center
Crittenden	West Memphis	West Memphis Chamber of Commerce
Cross	Forrest City	Delta Community Development Corporation 4
Cross	Wynne	4-H - UofA, Cooperative Extension Service
Cross	Wynne	Wynne Beautification Committee
Cross	Wynne	Wynne Chamber of Commerce
Dallas	El Dorado	Center for Arkansas Legal Services Branch Office 2-5
Dallas	Fordyce	4-H - Univ of Ark, Cooperative Extension Service SW4
Dallas	Fordyce	Dallas County Literacy Council, Inc.
Desha	Dumas	4-H - Univ of Ark, Cooperative Extension Service SE6b
Desha	McGehee	4-H - Univ of Ark, Cooperative Extension Service SE6a
Desha	Pine Bluff	Center for Arkansas Legal Services Branch Office 4-4
Drew	Monticello	4-H - Univ of Ark, Cooperative Extension Service SE7
Drew	Monticello	Department of Human Services
Drew	Monticello	Drew County Literacy Council
Drew	Pine Bluff	Center for Arkansas Legal Services Branch Office 4-5
Faulkner	Conway	4-H - Univ of Ark, Cooperative Extension Service NW2
Faulkner	Conway	Bethlehem House
Faulkner	Conway	Big Brothers & Big Sisters of North Central Arkansas
Faulkner	Conway	Boys & Girls of Conway
Faulkner	Conway	Central Arkansas Resource Conservation & Development
Faulkner	Conway	Conway Adult Education Center
Faulkner	Conway	Conway Human Development Center
Faulkner	Conway	Faulkner County Literacy Council
Faulkner	Conway	Faulkner County Senior Citizens Program
Faulkner	Little Rock	Center for Arkansas Legal Services 2
Faulkner	N. Little Rock	CareLink/Central Ark. Area Agency on Aging 2
Faulkner	N. Little Rock	Ouachita Girl Scout Council (headquarters-5)
Franklin	Ozark	4-H - Univ of Ark, Cooperative Extension Service NW3
Franklin	Ozark	Franklin County Learning Center
Franklin	Ozark	Ozark Child Development, Inc.
Fulton	Batesville	White River Area Agency on Aging 2
Fulton	Mammoth Spring	City of Mammoth Spring
Fulton	Salem	4-H - UofA, Cooperative Extension Service

County	City/Town	Agency/Organization
Fulton	Salem	Fulton County Council on Aging, Inc.
Garland	Hot Springs	4-H - Univ of Ark, Cooperative Extension Service SW5
Garland	Hot Springs	American Red Cross, Garland County Chapter
Garland	Hot Springs	Boys and Girls Clubs of Hot Springs
Garland	Hot Springs	Center for Arkansas Legal Services Branch Office 3-2
Garland	Hot Springs	Community Services Office, Inc.
Garland	Hot Springs	Garland County Senior Companion Program
Garland	Hot Springs	Hot Springs Rehabilitation Volunteers, Inc.
Garland	Hot Springs	Quapaw Community Center
Garland	N. Little Rock	Ouachita Girl Scout Council (headquarters-8)
Grant	Pine Bluff	Center for Arkansas Legal Services Branch Office 4-6
Grant	Sheridan	4-H - Univ of Ark, Cooperative Extension Service SE8
Grant	Sheridan	Grant County Unified Community Resource Council, Inc.
Grant	Sheridan	Learn to Read
Greene	Paragould	4-H - Univ of Ark, Cooperative Extension Service NE7
Greene	Paragould	American Red Cross, Crowley's Ridge Chapter 1
Hempstead	Hope	4-H - Univ of Ark, Cooperative Extension Service SW6
Hempstead	Hope	Rainbow of Challenges, Inc.
Hempstead	Hope	School of Hope
Hempstead	Hope	Southwest Arkansas Development Council
Hot Spring	Hot Springs	Center for Arkansas Legal Services Branch Office 3-3
Hot Spring	Malvern	4-H - Univ of Ark, Cooperative Extension Service SW7
Hot Spring	Malvern	Hot Spring County Library
Hot Spring	Malvern	Hot Spring County Medical Center
Hot Spring	Malvern	Literacy Council of Hot Spring County
Hot Spring	N. Little Rock	Ouachita Girl Scout Council (headquarters-9)
Howard	Hot Springs	Center for Arkansas Legal Services Branch Office 3-4
Howard	Nashville	4-H - Univ of Ark, Cooperative Extension Service SW8
Howard	Nashville	Dodson Street Family Life Center, Inc.
Howard	Nashville	Friends Inc of Howard County
Howard	Nashville	Howard County Literacy Council, Inc.
Howard	Nashville	Nashville Parks & Recreation
Independence	Batesville	4-H - Univ of Ark, Cooperative Extension Service NE8
Independence	Batesville	Batesville Area Arts Council
Independence	Batesville	Batesville Nursing & Rehab
Independence	Batesville	Department of Human Services
Independence	Batesville	Independence County Senior Citizens Program
Independence	Batesville	Natural Resource Conservation Service
Independence	Batesville	North Arkansas Human Services System Inc.

County	City/Town	Agency/Organization
Independence	Batesville	White River Area Agency on Aging 3
Independence	Batesville	White River Medical Center Auxiliary
Izard	Batesville	White River Area Agency on Aging 4
Izard	Horseshoe Bend	North Arkansas Life Care Center
Izard	Melbourne	4-H - Univ of Ark, Cooperative Extension Service NE9
Izard	Melbourne	N.A.D.C. Aging Program 1
Izard	Melbourne	Pioneere Nursing Home
Jackson	Batesville	White River Area Agency on Aging 5
Jackson	Newport	4-H - Univ of Ark, Cooperative Extension Service NE10
Jackson	Newport	Literacy Council of Jackson County
Jefferson	Pine Bluff	4-H - Univ of Ark, Cooperative Extension Service SE9
Jefferson	Pine Bluff	Access, Inc.
Jefferson	Pine Bluff	American Red Cross
Jefferson	Pine Bluff	Area Agency on Aging of Southeast Arkansas Hospice
Jefferson	Pine Bluff	Center for Arkansas Legal Services Branch Office 4-7
Jefferson	Pine Bluff	Jefferson Regional Medical Center
Jefferson	Pine Bluff	Jenkins Memorial Center & Jenkins Industry Inc.
Jefferson	Pine Bluff	Literacy Council of Jefferson County
Jefferson	Pine Bluff	Pine Bluff Citizens Boys & Girls Club
Jefferson	Pine Bluff	Pine Bluff Downtown Development
Jefferson	Pine Bluff	Pine Bluff/Jefferson County Historical Museum
Jefferson	Pine Bluff	The Child Center Inc.
Johnson	Clarksville	4-H - Univ of Ark, Cooperative Extension Service NW4
Johnson	Clarksville	Clarksville Child Development Inc.
Johnson	Clarksville	Johnson County Helping Hands
Johnson	Coal Hill	Coal Hill Child Development Inc.
Lafayette	Lewisville	4-H - Univ of Ark, Cooperative Extension Service SW9
Lafayette	Lewisville	Samaritan Center
Lafayette	Lewisville	SWADS, Literacy Program
Lawrence	Portia	Lawrence County Cooperative School
Lawrence	Walnut Ridge	4-H - Univ of Ark, Cooperative Extension Service NE11
Lawrence	Walnut Ridge	Lawrence County DHS
Lawrence	Walnut Ridge	Lawrence Memorial Hospital
Lee	Forrest City	Delta Community Development Corporation 2
Lee	Marianna	4-H - Univ of Ark, Cooperative Extension Service SE10
Lincoln	Gould	Gould Child Development Center
Lincoln	Pine Bluff	Center for Arkansas Legal Services Branch Office 4-8
Lincoln	Star City	4-H - Univ of Ark, Cooperative Extension Service SE11
Lincoln	Star City	Lincoln County Health Unit

County	City/Town	Agency/Organization
Lincoln	Star City	Lincoln County Learn to Read
Lincoln	Star City	Star City Child Development Inc.
Little River	Ashdown	4-H - Univ of Ark, Cooperative Extension Service SW10
Little River	Ashdown	Ashdown Senior Center
Little River	Ashdown	Pleasant Manor Nursing Home
Little River	Foreman	Foreman Senior Center
Logan	Booneville	4-H - Univ of Ark, Cooperative Extension Service NW5b
Logan	Booneville	Booneville Child Development Inc.
Logan	Paris	4-H - Univ of Ark, Cooperative Extension Service NW5a
Logan	Paris	North Logan Chamber of Commerce
Logan	Paris	Paris Child Development, Inc.
Logan	Paris	Short Mountain Lodge, Inc.
Lonoke	Little Rock	Center for Arkansas Legal Services 3
Lonoke	Lonoke	4-H - Univ of Ark, Cooperative Extension Service SE12
Lonoke	Lonoke	Central Arkansas Planning & Development District
Lonoke	Lonoke	Economic Development Agency
Lonoke	N. Little Rock	CareLink/Central Ark. Area Agency on Aging 4
Lonoke	N. Little Rock	Ouachita Girl Scout Council (headquarters-10)
Madison	Fayetteville	American Red Cross, Greater NW Arkansas Chapter 2
Madison	Huntsville	4-H - Univ of Ark, Cooperative Extension Service NW6
Madison	Huntsville	Madison County Transfer Station & Recycling Center
Madison	Rogers	Northwest Arkansas Head Start (Central Office) 3
Marion	Summit	Yellville Area Food Closet Association
Marion	Yellville	4-H - Univ of Ark, Cooperative Extension Service NW7
Miller	Texarkana	4-H - Univ of Ark, Cooperative Extension Service SW11
Miller	Texarkana	American Red Cross, Texarkana Area Chapter
Miller	Texarkana	Domestic Violence Prevention, Inc.
Miller	Texarkana	Literacy Council of Bowie & Miller Counties
Miller	Texarkana	Texarkana Museums System
Miller	Texarkana	Texarkana Regional Arts & Humanities Council, Inc.
Miller	Texarkana	Wadley Regional Medical Center Auxiliary
Mississippi	Blytheville	4-H - Univ of Ark, Cooperative Extension Service NE12a
Mississippi	Blytheville	American Red Cross, Chickasawba District Chapter
Mississippi	Blytheville	Blytheville-Gosnell Area Food Pantry
Mississippi	Blytheville	Mississippi County, Arkansas EOC, Inc.
Mississippi	Osceola	4-H - Univ of Ark, Cooperative Extension Service NE12b
Mississippi	Osceola	American Red Cross, So. Mississippi County Chapter
Monroe	Clarendon	4-H - Univ of Ark, Cooperative Extension Service SE13
Monroe	Forrest City	Delta Community Development Corporation 5

County	City/Town	Agency/Organization
Monroe	N. Little Rock	CareLink/Central Ark. Area Agency on Aging 6
Montgomery	Hot Springs	Center for Arkansas Legal Services Branch Office 3-5
Montgomery	Mount Ida	4-H - Univ of Ark, Cooperative Extension Service SW12
Montgomery	Mt. Ida	Community Literacy Council of Montgomery County
Montgomery	Mt. Ida	Housing Authority of the City of Mt. Ida
Nevada	El Dorado	Center for Arkansas Legal Services Branch Office 2-6
Nevada	Prescott	4-H - Univ of Ark, Cooperative Extension Service SW13
Nevada	Prescott	Nevada County Department of Human Services
Nevada	Prescott	SWADS, Literacy Program
Newton	Jasper	4-H - Univ of Ark, Cooperative Extension Service NW8
Newton	Jasper	Arkansas Revenue Office
Newton	Jasper	Newton County DHS
Newton	Jasper	Newton County Housing Council
Newton	Jasper	Newton County Senior Center
Newton	Jasper	Newton County Special Service Corp.
Ouachita	Camden	4-H - Univ of Ark, Cooperative Extension Service SW14
Ouachita	Camden	Advocates for Nursing Home Residents
Ouachita	El Dorado	Center for Arkansas Legal Services Branch Office 2-7
Ouachita	El Dorado	Tri-County Retired & Senior Volunteer Program 3
Perry	Little Rock	Center for Arkansas Legal Services 4
Perry	N. Little Rock	Ouachita Girl Scout Council (headquarters-7)
Perry	Perry	Perry Child Development Inc.
Perry	Perryville	4-H - Univ of Ark, Cooperative Extension Service NW9
Perry	Perryville	DHS County Office
Perry	Perryville	Heifer Project International
Perry	Perryville	Partners for Progress
Phillips	Forrest City	Delta Community Development Corporation 6
Phillips	Helena	4-H - Univ of Ark, Cooperative Extension Service SE14
Phillips	Helena	Arkansas Mentor Program, Arkansas DHS
Phillips	Helena	Phillips Community College/Adult Education
Phillips	Helena	Teach for America
Phillips	Marvell	Boys, Girls, Adults Community Development Center (BG)
Phillips	West Helena	Immanuel Rescue Mission
Pike	Glennwood	U.S. Forest Service
Pike	Hot Springs	Center for Arkansas Legal Services Branch Office 3-6
Pike	Murfreesboro	4-H - Univ of Ark, Cooperative Extension Service SW15
Poinsett	Harrisburg	4-H - Univ of Ark, Cooperative Extension Service NE13
Poinsett	Harrisburg	Natural Resources Conservational Service
Poinsett	Truman	Literacy Council of Poinsett County, Inc.

County	City/Town	Agency/Organization
Polk	Hot Springs	Center for Arkansas Legal Services Branch Office 3-7
Polk	Mena	4-H - Univ of Ark, Cooperative Extension Service SW16
Polk	Mena	City of Mena
Polk	Mena	Department of Human Services
Polk	Mena	Mena Child Development Inc.
Polk	Mena	Polk County Literacy Council
Polk	Mena	USDA Forest Service
Polk	Wickes	Wickes Child Development Inc.
Pope	Atkins	Appleton Child Development Inc.
Pope	Dover	Dover Child Development Inc.
Pope	Dover	Special Equestrians of Arkansas
Pope	No. Little Rock	Ouachita Girl Scout Council (headquarters-4)
Pope	Russellville	4-H - Univ of Ark, Cooperative Extension Service NW10
Pope	Russellville	AAA of West Cntrl Arkansas Senior Companion Program
Pope	Russellville	Area Agency on Aging Hospice
Pope	Russellville	Crawford Child Development Inc.
Pope	Russellville	Freedom House
Pope	Russellville	Lake Dardanelle State Park
Pope	Russellville	Legacy Lodge Nursing Home
Pope	Russellville	MiChild Enrichment Center
Pope	Russellville	Pope County Senior Activity Center
Pope	Russellville	Pope County Teen Court
Pope	Russellville	River Valley Shelter for Battered Women & Children Inc.
Pope	Russellville	Russellville Chamber of Commerce
Pope	Russellville	Russellville Child Development Inc.
Pope	Russellville	Saint Mary's Regional Medical Center
Pope	Russellville	Seven Oaks Retirement Inn
Pope	Russellville	The Main Street Mission, Inc.
Pope	Russellville	U.S. Forest Service
Prairie	DeValls Bluff	4-H - Univ of Ark, Cooperative Extension Service SE15
Prairie	Little Rock	Center for Arkansas Legal Services 5
Prairie	N. Little Rock	CareLink/Central Ark. Area Agency on Aging 5
Prairie	N. Little Rock	Ouachita Girl Scout Council (headquarters-11)
Pulaski	College Station	College Station Community Development Corporation
Pulaski	Jacksonville	Jacksonville Care Channel for the Needy Inc.
Pulaski	Jacksonville	Pathfinder Schools, Inc.
Pulaski	Little Rock	4-H - Univ of Ark, Cooperative Extension Service SE16
Pulaski	Little Rock	American Red Cross (State Coordinating Chapter)1
Pulaski	Little Rock	AR State Library Service f/t Blind & Physically Handicap

County	City/Town	Agency/Organization
Pulaski	Little Rock	Arkansas ABLE
Pulaski	Little Rock	Arkansas Children's Hospital
Pulaski	Little Rock	Arkansas Department of Pollution Control & Ecology
Pulaski	Little Rock	Arkansas Easter Seal Society
Pulaski	Little Rock	Arkansas Foodbank Network
Pulaski	Little Rock	Arkansas Game & Fish Commission
Pulaski	Little Rock	Arkansas Historic Preservation Program
Pulaski	Little Rock	Arkansas Repertory Theatre
Pulaski	Little Rock	Arkansas State Press
Pulaski	Little Rock	Ballet Arkansas
Pulaski	Little Rock	Birthright of Greater Little Rock
Pulaski	Little Rock	CARTI (Central Arkansas Radiation Therapy Institute)
Pulaski	Little Rock	Catherine's House
Pulaski	Little Rock	Celebration Ministries
Pulaski	Little Rock	Center for Arkansas Legal Services Main Office
Pulaski	Little Rock	Columbia Doctors Hospital
Pulaski	Little Rock	Global Learning Center/Allied College of Technical Scien
Pulaski	Little Rock	Habitat Humanity of Pulaski County Inc.
Pulaski	Little Rock	Heifer Project International
Pulaski	Little Rock	Historic Preservation Alliance of Arkansas
Pulaski	Little Rock	Hospice Home Care
Pulaski	Little Rock	James H. Penick Boys Club
Pulaski	Little Rock	KARK - Channel 4 News "Call 4-Help"
Pulaski	Little Rock	Local Initiatives Support Corporation
Pulaski	Little Rock	Oasis Renewal Center
Pulaski	Little Rock	P.A.R.K.
Pulaski	Little Rock	Planned Parenthood of Greater Arkansas
Pulaski	Little Rock	Red Octopus Productions, Inc:
Pulaski	Little Rock	Regional AIDS Interfaith Network (RAIN)
Pulaski	Little Rock	Ryan White Center
Pulaski	Little Rock	SCAN Volunteer Service, Inc.
Pulaski	Little Rock	Second Genesis Ministries
Pulaski	Little Rock	Seven On Your Side
Pulaski	Little Rock	Southwest Hospital
Pulaski	Little Rock	St. Vincent Infirmary Medical Center
Pulaski	Little Rock	The Watershed Inc.
Pulaski	Little Rock	UAMS Medical Center
Pulaski	Little Rock	United Cerebral Palsy
Pulaski	Little Rock	Wildwood Park for the Performing Arts

County	City/Town	Agency/Organization
Pulaski	Little Rock	Youth Home, Inc.
Pulaski	N. Little Rock	Advocates and Relatives for Kids
Pulaski	N. Little Rock	Big Brothers & Big Sisters
Pulaski	N. Little Rock	CareLink/Central Ark. Area Agency on Aging 1
Pulaski	N. Little Rock	COPE
Pulaski	N. Little Rock	Family Service Agency
Pulaski	N. Little Rock	Integrity Inc.
Pulaski	N. Little Rock	Ouachita Girl Scout Council (headquarters)
Pulaski	N. Little Rock	Services & Opportunities for Seniors
Pulaski	Roland	Pinnacle Mountain State Park
Randolph	Paragould	American Red Cross, Crowley's Ridge Chapter 3
Randolph	Pocahontas	Black River Area Development Corp. Headstart
Randolph	Pocahontas	Randolph County Nursing Home
Randolph	Pocahontas	The Studio for the Arts
Saline	Benton	4-H - Univ of Ark, Cooperative Extension Service SW17
Saline	Benton	Churches Joint Council on Human Needs (CJOHN)
Saline	Benton	Department of Human Services
Saline	Benton	Saline County Senior Adult Centers
Saline	Bryant	MED-U-CARE
Saline	Bryant	Saline County Senior Adult Centers
Saline	Hot Springs	Center for Arkansas Legal Services Branch Office 3-8
Saline	Little Rock	American Red Cross (State Coordinating Chapter)2
Saline	N. Little Rock	CareLink/Central Ark. Area Agency on Aging 3
Saline	N. Little Rock	Ouachita Girl Scout Council (headquarters-2)
Scott	Waldron	4-H - Univ of Ark, Cooperative Extension Service SW18
Scott	Waldron	Waldron Child Development Inc.
Searcy	Leslie	North Central Vocational Center
Searcy	Leslie	Ozark Heritage Art Center
Searcy	Marshall	4-H - Univ of Ark, Cooperative Extension Service NW11
Sebastian	Fort Smith	4-H - Univ of Ark, Cooperative Extension Service NW12a
Sebastian	Fort Smith	Old Fort River Festival, Inc.
Sebastian	Fort Smith	Symphony Association of Fort Smith (Ft Smith Symphon
Sebastian	Greenwood	4-H - Univ of Ark, Cooperative Extension Service NW12
Sevier	DeQueen	4-H - Univ of Ark, Cooperative Extension Service SW19
Sevier	Hot Springs	Center for Arkansas Legal Services Branch Office 3-9
Sharp	Ash Flat	Sharp County DHS
Sharp	Batesville	White River Area Agency on Aging 6
Sharp	Cherokee Village	Sharp County American Cancer Society
Sharp	Hardy	Spring River Community Resource Council

County	City/Town	Agency/Organization
Sharp	Melbourne	N.A.D.C. Aging Program 2
St. Francis	Colt	Colt Community Development Corp. of St. Francis Count
St. Francis	Forrest City	Delta Community Development Corporation 1
Stone	Batesville	White River Area Agency on Aging 7
Stone	Melbourne	N.A.D.C. Aging Program 3
Stone	Mountain View	New Horizons Day Care
Stone	Mountain View	North Arkansas Development
Stone	Mountain View	Stone County DHS
Union	El Dorado	4-H - Univ of Ark, Cooperative Extension Service SW20
Union	El Dorado	Boys & Girls Club of El Dorado
Union	El Dorado	Center for Arkansas Legal Services Branch Office 2-8
Union	El Dorado	Hudson Memorial (Nursing Home)
Union	El Dorado	South Arkansas Arts Center
Union	El Dorado	Tri-County Retired & Senior Volunteer Program 1
Union	El Dorado	YWCA
Van Buren	Batesville	White River Area Agency on Aging 8
Van Buren	Choctaw	Van Buren County Special School
Van Buren	Clinton	4-H - Univ of Ark, Cooperative Extension Service NW13
Van Buren	Clinton	Van Buren County Literacy Council, Inc.
Washington	Fayetteville	4-H - Univ of Ark, Cooperative Extension Service NW14
Washington	Fayetteville	American Red Cross, Greater NW Arkansas Chapter 1
Washington	Fayetteville	North Arkansas Symphony Society
Washington	Fayetteville	Ozark Literacy Council, Inc.
Washington	Springdale	Arts Center of the Ozarks
Washington	Springdale	Harvey & Bernice Jones Center for Families
White	Batesville	White River Area Agency on Aging 9
White	Little Rock	Center for Arkansas Legal Services 7
White	Searcy	Sunshine School, Inc.
Woodruff	Batesville	White River Area Agency on Aging 10
Woodruff	Cotton Plant	Cotton Plant Housing Authority
Woodruff	Cotton Plant	Cotton Plant Medical Clinic
Woodruff	Cotton Plant	J.C. Babbs Community Center
Woodruff	Cotton Plant	Mayor's Office, City of Cotton Plant
Woodruff	Forrest City	Delta Community Development Corporation 7
Woodruff	McCrory	Woodruff County Aging Center
Woodruff	McCrory	Woodruff County Economic Development Council
Yell	Danville	4-H - Univ of Ark, Cooperative Extension Service NW15a
Yell	Danville	Danville Child Development Inc.
Yell	Danville	Yell County Department of Human Services

County	City/Town	Agency/Organization
Yell	Dardanelle	4-H - Univ of Ark, Cooperative Extension Service NW15
Yell	Dardanelle	Dardanelle Early Head Start Child Development Inc.
Yell	Dardanelle	Yell County Literacy Council
Yell	N. Little Rock	Ouachita Girl Scout Council (headquarters-3)

Recommended Student Community Service Sites - Act 648 (Increment 2)

County	City/Town	Agency/Organization
Arkansas	Leslie	Ozark Heritage Art Center
Baxter	Mountain Home	4-H - UA Cooperative Extension Service
Benton	Bentonville	4-H - UA Cooperative Extension Service
Benton	Bentonville	Benton County Teen Court
Benton	Bentonville	NorthWest Arkansas Community College Foundation
Benton	Rogers	St. Mary's Hospital
Boone	Harrison	4-H - UA Cooperative Extension Service
Calhoun	Hampton	"Our Town Volunteers"
Calhoun	Hampton	Calhoun County UCRC
Calhoun	Hampton	Caring Hearts Mission
Carroll	Berryville	4-H - UA Cooperative Extension Service
Carroll	Berryville	Carroll County Senior Activity Center
Clark	Arkadelphia	Amer. Red Cross-Diamond Valley Chptr
Clark	Arkadelphia	Arkadelphia Housing Authority
Clark	Arkadelphia	Arkadelphia Parks & Recreation Dept
Clark	Arkadelphia	Arkadelphia Senior Adult Center
Clark	Arkadelphia	Chamber of Commerce
Clark	Arkadelphia	Clark County Library
Clark	Arkadelphia	Cntrl AR Dvlpmnt Cncl Arkadelphia Hd Str.
Clark	Arkadelphia	Courage House
Clark	Arkadelphia	Dept of Human Services
Clark	Arkadelphia	Hospitality Care Center
Clark	Arkadelphia	Perritt Primary School
Clark	Arkadelphia	Southwest Arkansas Food Bank
Clark	Hot Springs	Ouachita Area Cncl-Boy Scouts of Amer.
Conway	Danville	15th Judicial District Victim Assistance Program
Conway	Morrilton	4-H - UA Cooperative Extension Service
Crawford	Alma	Crawford County Volunteers for Literacy
Crawford	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Maple)
Crawford	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Red Oak)
Crittenden	West Memphis	Main Street West Memphis, Inc.
Franklin	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Cedar)
Franklin	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Cottonwood)
Fulton	Salem	USDA Farm Service Agency
Garland	Hot Springs	First Step
Greene	Paragould	Arkansas Methodist Hospital
Greene	Paragould	Department of Human Services (Greene County)
Independence	Batesville	Rolling Hills Nursing Center
Jefferson	Pine Bluff	Salvation Army
Johnson	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Peachtree)
Logan	Danville	15th Judicial District Victim Assistance Program
Logan	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Catalpa)

County	City/Town	Agency/Organization
Logan	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Logan Pines)
Lonoke	Cabot	Arlene Cherry Memorial Library
Lonoke	Cabot	Cabot City Beautiful
Lonoke	Cabot	Master Gardener
Lonoke	Cabot	Rebsamen Medical Clinic
Lonoke	Lonoke	Literacy Council of Lonoke County
Madison	Kingston	Kingston High School
Miller	Texarkana	Texarkana Chamber of Commerce
Monroe	Holly Grove	Kiddie Kollege Day Care
Montgomery	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Locust)
Nevada	Prescott	Nevada Co. Day Service Center
Newton	Deer	Deer Public Schools/Transportation Dept
Polk	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Hickory)
Pope	Russellville	Pope County Literacy Council, Inc.
Pulaski	Jacksonville	Jacksonville Elderly Activities Program
Pulaski	Jacksonville	Jacksonville Recreation Center
Pulaski	Jacksonville	Jacksonville-Cabot Veterinary Clinic
Pulaski	Little Rock	Arkansas Arts Center
Pulaski	Little Rock	Arkansas Museum of Science and History
Pulaski	Little Rock	Central Arkansas Pediatric Clinic
Pulaski	Little Rock	Humane Society of Pulaski County
Pulaski	Little Rock	Little Rock Zoo - Friends of the Zoo
Pulaski	Little Rock	Our House Shelter
Pulaski	Little Rock	Pulaski County One Stop Career Center
Pulaski	Little Rock	Visiting Nurse Association
Pulaski	Little Rock	Williamsburg Retirement Inn
Pulaski	N. Little Rock	Ark. Coalition Against Domestic Violence
Pulaski	N. Little Rock	Arkansas Special Olympics
Pulaski	N. Little Rock	Baptist Memorial Medical Center
Pulaski	N. Little Rock	NLR Boys & Girls Club
Pulaski	N. Little Rock	Trinity Lutheran Learning Center
Pulaski	Sherwood	Central Ark. Rehab Hospital Volunteers
Pulaski	Sherwood	Retirement Centers of Arkansas
Pulaski	Sherwood	Sherwood Parks & Recreation
Randolph	Pocahontas	4-H - UA Cooperative Extension Service
Randolph	Pocahontas	Randolph County Medical Center
Scott	Danville	15th Judicial District Victim Assistance Program
Scott	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Holly)
Sebastian	Fort Smith	Alzheimer's Association, Western Arkansas Chapter
Sebastian	Fort Smith	Arkansas Valley Habitat for Humanity
Sebastian	Fort Smith	Fort Smith Art Center
Sebastian	Fort Smith	Fort Smith Boys Clubs
Sebastian	Fort Smith	Fort Smith Girls, Inc.
Sebastian	Fort Smith	Fort Smith Housing Authority

County	City/Town	Agency/Organization
Sebastian	Fort Smith	Fort Smith Little Theatre
Sebastian	Fort Smith	Fort Smith Public Library
Sebastian	Fort Smith	Make-A-Wish Foundation of the Mid-South Inc.
Sebastian	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Evergreen)
Sebastian	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Listening Pines)
Sebastian	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Magnolia)
Sebastian	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Rosetree)
Sebastian	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Sassafras)
Sebastian	Fort Smith	Mount Magazine Girl Scout Council, Inc. (Willow)
Sebastian	Fort Smith	Old Fort Museum
Sebastian	Fort Smith	St. Edward Mercy Medical Center
Sebastian	Fort Smith	The Gregory Kistler Treatment Center for Children, Inc.
Sebastian	Fort Smith	The Salvation Army, Fort Smith
Sebastian	Fort Smith	Western Arkansas Ballet
Sharp	Ash Flat	4-H - UA Cooperative Extension Service
St. Francis	Forrest City	4-H - UA Cooperative Extension Service
Stone	Mountain View	4-H - UA Cooperative Extension Service
Van Buren	Clinton	Friends of Special People
Van Buren	Clinton	Van Buren Co. Mmrl Hospital/Nursing Home
Washington	Fayetteville	Ozark Literacy Council, Inc.
Washington	Springdale	Boy Scouts of America
White	Searcy	4-H - UA Cooperative Extension Service
Woodruff	Augusta	4-H - UA Cooperative Extension Service
Yell	Danville	15th Judicial District Victim Assistance Program

Recommended Student Community Service Sites - Act 648 (Increment 3)

County	City/Town	Agency/Organization
Benton	Bentonville	Community Dev. Corp. - Havenwood
Chicot	Lake Village	Chicot County Governor's Collaborative
Craighead	Jonesboro	United Way of Greater Jonesboro
Dallas	Fordyce	Fordyce Civic Center
Faulkner	Vilonia	Vilonia Senior Citizens Center
Franklin	Charleston	City of Charleston
Garland	Hot Springs Village	North Garland County Boys & Girls Club
Greene	Paragould	School of the 21st Century
Independence	Pleasant Plains	Midland High School Library
Jefferson	Pine Bluff	Univ. of Arkansas Pine Bluff
Lee	Marianna	Lee County Community Development Corporation
Lonoke	England	City of England
Miller	Texarkana	Miller County Judge's Office
Newton	Jasper	Jasper Elementary School
Pulaski	Jacksonville	Jacksonville Esther Nixon Public Library
Pulaski	Jacksonville	Jacksonville North
Pulaski	Jacksonville	Jacksonville Recycling Center
Pulaski	Jacksonville	Rebsamen Regional Medical Center
Pulaski	Little Rock	Advocates for Battered Women
Pulaski	Little Rock	Arkansas Territorial Restoration
Pulaski	Little Rock	Family Life (A Division of Campus Crusade For Christ)
Pulaski	Little Rock	Little Rock School District
Pulaski	Little Rock	Make A Wish Foundation of the Mid-South Arkansas Field
Pulaski	Little Rock	St. Francis House Inc.
Pulaski	North Little Rock	City of North Little Rock Municipal Government
Pulaski	Roland	Highway 10 Community Center
Pulaski	Scott	Alternative Learning Center
Pulaski	Sherwood	Arkansas Sports Medicine (Sherwood Physical Therapy)
Pulaski	Sherwood	Sylvan Hills High School
Saline	Benton	Saline County Juvenile Teen Court
Saline	Benton	Saline County Memorial Hospital
Sebastian	Fort Smith	The Downtown Volunteers, Inc.
Sebastian	Fort Smith	Alzheimer's Assn./Western Arkansas Chapter
Sebastian	Fort Smith	Fort Smith Boys Club
Sebastian	Fort Smith	Fort Smith Girls Clubs, Inc.
Sebastian	Fort Smith	Fort Smith National Historic Site

County	City/Town	Agency/Organization
Sebastian	Fort Smith	Fort Smith Public Library
Sebastian	Fort Smith	Make-A-Wish Foundation of the Mid-South
Sebastian	Fort Smith	St. Edward Mercy Medical Center
Sebastian	Fort Smith	St. John's Episcopal Church
Sebastian	Fort Smith	Westark Area Council, Boy Scouts of America
Sebastian	Fort Smith	Western Arkansas Ballet
Washington	Fayetteville	Council on Aging Inc., Adult Day Care
Washington	Fayetteville	Greater Northwest Arkansas Chapter of ARC
Washington	Fayetteville	Mickey & Minnie's Learn & Play Center
Washington	Fayetteville	Montessori School
Washington	Fayetteville	Washington Elementary School
Washington	Fayetteville	Woodland Comm. Serv. Class
Washington	Springdale	Arts Center of the Ozarks

Recommended Student Community Service Sites - Act 648 (Increment 4)

County	City/Town	Agency/Organization
Benton	Rogers	Rogers Historical Museum
Benton	Siloam Springs	Dogwood Literacy Council, Inc.
Craighead	Jonesboro	Alternative School
Craighead	Jonesboro	Annie Camp Junior High
Craighead	Jonesboro	Area Vo-Tech High School
Craighead	Jonesboro	Hillcrest Elementary
Craighead	Jonesboro	Jonesboro High School
Craighead	Jonesboro	Jonesboro Public School
Craighead	Jonesboro	Kindergarten Center
Craighead	Jonesboro	MacArthur Junior High
Craighead	Jonesboro	Philadelphia Elementary School
Craighead	Jonesboro	Sixth Grade Academic Center
Craighead	Jonesboro	South Elementary
Craighead	Jonesboro	West Elementary School
Faulkner	Conway	Arkansas Educational Telecommunications Network
Greene	Paragould	Bees Senior Citizens, Inc
Nevada	Prescott	Prescott Nevada County Economic Development Office
Newton	Mt. Judea	Mt. Judea Area Community
Pulaski	Jacksonville	North Pulaski High School
Pulaski	Little Rock	Aerospace Education Center
Pulaski	Little Rock	Arkansans for Drug Free Youth
Pulaski	Little Rock	Care Network Hospice
Pulaski	Little Rock	Central High Museum & Visitor Center
Pulaski	Little Rock	Helping Hand of Greater Little Rock
Pulaski	Little Rock	Literacy Action of Central Arkansas
Pulaski	Little Rock	Mills University Studies High School
Pulaski	Little Rock	North Hills Animal Clinic
Pulaski	Little Rock	Pfeifer Kiwanis Camp
Pulaski	Little Rock	Robinson Elementary School
Pulaski	Little Rock	Robinson Jr. High School
Pulaski	Little Rock	St. Francis House, Inc.
Pulaski	Little Rock	Terrace Green Learning Center
Pulaski	Little Rock	The Children's Museum of Arkansas
Pulaski	Little Rock	United Way of Pulaski County
Pulaski	Little Rock	Volunteers for Victims
Pulaski	North Little Rock	Big Brothers Big Sisters of Pulaski County, Inc.
Saline	Benton	Saline County Memorial Hospital
Saline	Little Rock	Southwest Hospital

Recommended Student Community Service Sites - Act 648 (Increment 5)

County	City/Town	Agency/Organization
Baxter	Mountain Home	Mountain Home City/L.C. Sammons Youth Center
Benton	Gentry	City of Gentry
Clark	Arkadelphia	Arkadelphia High School
Clark	Arkadelphia	Community Family Enrichment Center, Inc.
Clark	Arkadelphia	Faith Missionary Baptist Church
Clark	Arkadelphia	Happyland Child Care Center, Inc.
Craighead	Jonesboro	Arkansas Humane Society
Craighead	Jonesboro	Nettleton School District
Craighead	State University	Center for English as a Second Language
Independence	Newark	Newark School District
Mississippi	Osceola	Area 13 Special Olympics
Nevada	Prescotts	Prescott School District
Pulaski	Little Rock	Arkansas for Drug Free Youth
Pulaski	Little Rock	Little Rock & Cultural Diversity Commission
Pulaski	Little Rock	Little Rock AFB Youth Center
Pulaski	Maumelle	Audubon Pointe Retirement Center
Pulaski	Maumelle	Maumelle Animal Services
Pulaski	Maumelle	Outlook Pointe-Assisted Living For SR Adults
Pulaski	No Little Rock	Voluntary Service VA Medical Center
Pulaski	Sherwood	Sylvan Hills Jr. High

Recommended Student Community Service Sites - Act 648 (Increment 6)

County	City/Town	Agency/Organization
Benton	Pea Ridge	National Park Service
Craighead	Jonesboro	Foundation of Arts
Craighead	Jonesboro	Jonesboro Council on Ministries
Craighead	Jonesboro	Safe Jonesboro Coalition
Miller	Texarkana	Domestic Violence Prevention
Perry	Perryville	Non-Profit fund Raiser for Partners for Progress
Perry	Perryville	Perry Co. Health Unit
Perry	Perryville	Perryville School District
Perry	Perryville	Perryville Senior Adult Center
Perry	Perryville	Perryville Youth Association
Perry	Perryville	Rolands Drug Store
Pulaski	Little Rock	Central Arkansas Library System
Pulaski	Little Rock	EMOBA, The Museum of Black Arkansas & Performing Arts Center
Pulaski	Little Rock	Riverfest
Pulaski	Little Rock	Robinson High School
Pulaski	Little Rock	Sixth Judicial District Prosecuting Attorney
Pulaski	Little Rock	Teen Court
Pulaski	Little Rock	University of Arkansas at Little Rock
Washington	Fayetteville	University Museum
Washington	Springdale	Northwest Arkansas Crisis Intervention Center
Washington	Springdale	NWA Multicultural Center
Washington	Stringdale	Washington County Extended School Program (AmeriCorps)

Recommended Student Community Service Sites - Act 648 Increment 7

County	City/Town	Agency/Organization
Clark	Arkadelphia	Community Family Enrichment Center, Inc.
Conway	Morrilton	South Conway County School District
Craighead	Jonesboro	Northeast Arkansas Chapter of the American Red Cross
Crawford	Fort Smith	Crawford-Sebastian Community Development Council
Lawrence	Powhatan	Lawrence County Historical Society
Lincoln	Star City	Lincoln County Literacy Council
Nevada	Prescott	Nevada County Health Unit - Arkansas Department of Health
Pope	Russellville	Pope County Literacy Council
Pulaski	Little Rock	"Fun in the Sun" Day Camp
Pulaski	North Little Rock	Robinson Health Care
Pulaski	Sherwood	All STARS/Clinton Elementary School
Pulaski	Sherwood	City of Sherwood Animal Services
Pulaski	Sherwood	Outlook Pointe at Sherwood

Recommended Student Community Service Sites - Act 648 (Increment 8)

County	City/Town	Agency/Organization
Lonoke	Cabot	Cabot Parks and Recreation
Mississippi	Dyess	Dyess Volunteer Fire Department
Pulaski	Little Rock	Arkansas Coalition for Juvenile Justice
Pulaski	Little Rock	Bess Chisum Stephens YWCA EncorePlus
Pulaski	Maumelle	City of Maumelle
Pulaski	Maumelle	Maumelle Area Chamber of Commerce
Pulaski	Sherwood	First Baptist Church of Sherwood Youth Ministry
Washington	Lincoln	Lincoln High School

Recommended Student Community Service Sites - Act 648 (Increment 9)

County	City/Town	Agency/Organization
Carroll	Berryville	Berryville Business & Professional Women
Carroll	Berryville	Berryville Head Start
Carroll	Berryville	Carroll Regional Medical Center
Carroll	Berryville	Children's Cornerstone Preschool
Carroll	Berryville	Food Bank of the Ozarks (Loaves and Fishes Food Bank)
Carroll	Berryville	The Merlin Foundation
Clark	Arkadelphia	Beverly Healthcare of Arkadelphia
Clark	Arkadelphia	Bright Beginnings Learning Center
Clark	Arkadelphia	Humane Society of Clark County
Garland	Hot Springs	PHOEBE/The Uzuri Project
Garland	Hot Springs	Renewal Outreach Ministries
Lawrence	Walnut Ridge	Northeast Arkansas Educational Cooperative
Mississippi	Osceola	Main Street Osceola, Inc.
Pulaski	Little Rock	Camp Aldersgate
Pulaski	Little Rock	Heifer Project International, Inc.
Pulaski	North Little Rock	Sherman Park Community Development Corporation
Saline	Bauxite	Bauxite Museum
Washington	Winslow	Winslow Extended School Program

Recommended Student Community Service Sites - Act 648 (Increment 10)

County	City/Town	Agency/Organization
Clark	Arkadelphia	Humane Society of Clark County
Hempstead	Hope	Southwest Arkansas Arts Council
Nevada	Prescott	Holly's Health Mart
Nevada	Prescott	Nevada County Library
Saline	Bauxite	Town of Bauxite - Mayor's Office

**Recommended
Community
Service
Sites**

**Act 648
Community Service Program
for
Secondary Students**

(Increment 11)

Data Compiled by

**Division of Volunteerism
Department of Human Services**

June 2001

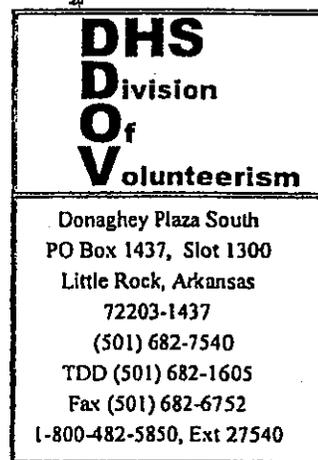
Recommended Student Community Service Sites
Act 648
Increment 11

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DOV will be pleased to work with approved/recommended organizations to create or enhance a student community service program to incorporate the *preparation, action, and reflection* components which fulfill the requirements and *service learning* intent of Act 648. Please direct calls, letters, or faxes to the addresses or numbers in the box below.

These listings may contain schools/school districts as recommended community service sites. This corresponds with the belief of the DOV staff that individual schools may be excellent potential venues for students to gain learning experiences while making meaningful contributions to their communities. As recommended previously, blanket approvals should be considered for schools with staff members who are willing to coordinate programs or projects on-site and to assure that these contain the *preparation, action, and reflection* components needed to fulfill the requirements of Act 648.

Finally, with the success of Youth Service Arkansas (YSA), there are sure to be additional opportunities for youth to participate in *documentable* community service. Mayors throughout Arkansas have endorsed the program. In addition, YSA also ties nicely into at least one of the five goals of the Presidents' Summit on America's Future (as carried forward by America's Promise nationally — and Arkansas' Promise in our own state). Please contact DOV for information or assistance regarding any of these programs.



Recommended Student Community Service Sites - Act 648 (Increment 11)

County	City/Town	Agency/Organization
Benton	Rogers	Rogers Public Library
Clark	Arkadelphia	Court Probation Service, Clark County Court System
Searcy	Leslie	Searcy County Literacy Council
Searcy	Leslie	Searcy County Literacy Council
Searcy	Leslie	Searcy County Literacy Council
Searcy	Leslie	Searcy County Literacy Council
Searcy	Leslie	Searcy County Literacy Council
Searcy	Leslie	Searcy County Literacy Council
Searcy	Leslie	Searcy County Literacy Council

**Recommended
Community
Service
Sites**

**Act 648
Community Service Program
for
Secondary Students**

(Increment 12)

Data Compiled by

**Division of Volunteerism
Department of Human Services**

January 2002

Recommended Student Community Service Sites
Act 648
Increment 12

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DHS Division Of Volunteerism
Donaghey Plaza South PO Box 1437, Slot 230 Little Rock, Arkansas 72203-1437 (501) 682-7540 TDD (501) 682-1605 Fax (501) 682-6752 1-800-482-5850, Ext 27540

Recommended Student Community Service Sites - Act 648 (Increment 12)

County	City/Town	Agency/Organization
Craighead	Jonesboro	Literacy League of Craighead County
Crittenden	West Memphis	Good Neighbor/Love Center
Crittenden	West Memphis	Literacy Council of Crittenden County
Jefferson	Altheimer	JCCS, Altheimer Clinic
Jefferson	Pine Bluff	AGFC Delta Rivers Nature Center
Jefferson	Pine Bluff	Area Agency on Aging
Jefferson	Pine Bluff	Arkansas Convalescent Center
Jefferson	Pine Bluff	Arkansas Coordinated Child Effort in State Services (ACCESS, Inc.)
Jefferson	Pine Bluff	Arkansas Post Girl Scout Council, Inc.
Jefferson	Pine Bluff	Caring About People (CAP) Team, Jefferson Regional Medical Center
Jefferson	Pine Bluff	CASA Women's Shelter
Jefferson	Pine Bluff	Community Resource Agency
Jefferson	Pine Bluff	Davis Life Care Center
Jefferson	Pine Bluff	DHS Division of Children and Family Services
Jefferson	Pine Bluff	Interested Citizens for Voter Registration, Inc.
Jefferson	Pine Bluff	Jefferson Comprehensive Care System, Inc.
Jefferson	Pine Bluff	Jefferson County 4-H, Cooperative Extension Service
Jefferson	Pine Bluff	Jefferson County Career Center/ESD
Jefferson	Pine Bluff	Jefferson County Retired and Senior Volunteer Program
Jefferson	Pine Bluff	Lakeside United Methodist Church
Jefferson	Pine Bluff	Pathfinder Healthcare, Inc.
Jefferson	Pine Bluff	Pine Bluff American Red Cross
Jefferson	Pine Bluff	Pine Bluff Citizens Boys & Girls Club
Jefferson	Pine Bluff	Pine Bluff Housing Authority
Jefferson	Pine Bluff	Pine Bluff Nursing Home
Jefferson	Pine Bluff	Pine Bluff Police Department
Jefferson	Pine Bluff	SCAN Volunteer Services, Inc.
Jefferson	Pine Bluff	Southeast Arkansas Community Development Corporation (SEACDC)
Jefferson	Pine Bluff	The Arts & Science Center for Southeast Arkansas
Jefferson	Pine Bluff	The Child Center
Jefferson	Pine Bluff	The Salvation Army
Jefferson	Pine Bluff	The Salvation Army Thrift Store
Jefferson	Pine Bluff	United Way of Southeast Arkansas

**Recommended
Community
Service
Sites**

**Act 648
Community Service Program
for
Secondary Students**

(Increment 13)

Data Compiled by

**Division of Volunteerism
Department of Human Services**

November 2002

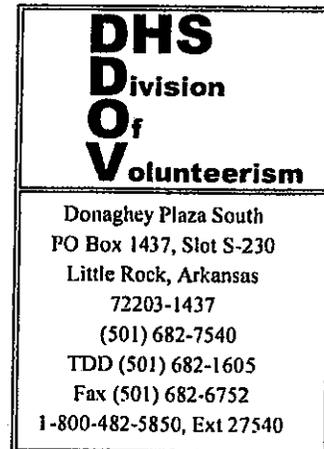
Recommended Student Community Service Sites
Act 648
Increment 13

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Recommended Student Community Service Sites - Act 648 (Increment 13)

County	City/Town	Agency/Organization
Jefferson	Pine Bluff	Youth Partners of Pine Bluff/Jefferson County
Pulaski	Little Rock	The First Tee of Little Rock
Washington	Fayetteville	Butterfield Trail Village
Washington	Springdale	Northwest Medical Center of Washington County
Washington	Springdale	Springdale Health and Rehabilitation

**Recommended
Community
Service
Sites**

**Act 648
Community Service Program
for
Secondary Students**

(Increment 15)

Data Compiled by

**Division of Volunteerism
Department of Human Services**

October 28, 2003

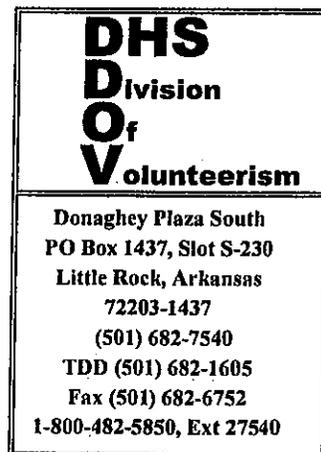
Recommended Student Community Service Sites
Act 648
Increment 15

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Recommended Student Community Service Sites - Act 648 (Increment 15)

County	City/Town	Agency/Organization
Grant	Sheridan	Crown Point Assisted Living
Grant	Sheridan	Family Resource Center/Keeping the Faith Shelter
Grant	Sheridan	Grant County Chamber of Commerce
Grant	Sheridan	Grant County Hometown Health
Grant	Sheridan	Grant County Senior Center
Grant	Sheridan	Literacy Council of Grant County
Grant	Sheridan	Sheridan Elementary School
Grant	Sheridan	Sheridan Intermediate School
Nevada	Prescott	Nevada County Depot and Museum

Recommended Student Community Service Sites - Act 648 (increment 16)

County	City/Town	Agency/Organization
Grant	Sheridan	Sheridan Nursing and Rehab
Howard	Mineral Springs	City of Mineral Springs
Jefferson	Altheimer	Arkansas Delta Resource Center
Jefferson	Pine Bluff	Dianne's Adult Health Daycare
Lonoke	Cabot	Citizens Against Drugs, Inc.
Lonoke	Ward	Ward Water & Sewer System
Saline	Benton	Habitat for Humanity of Saline County
Searcy	Leslie	Literacy Council of North Central Arkansas
Jefferson	Pine Bluff	Jack Robey's Lights on After Dark Program
Jefferson	Pine Bluff	Davis East Nursing Home
Jefferson	Pine Bluff	Chester Hynes Community Center
Jefferson	Pine Bluff	Southeast Arkansas College
Jefferson	Pine Bluff	Community Theatre
Jefferson	Pine Bluff	Arkansas State Police, Troop E

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Recommended Student Community Service Sites
Act 648
Increment 17

Service Site	City/Town	County	School District
Milam Cattle Company	Prescott, AR	Nevada	Prescott School District
Mid America Museum	Hot Springs	Garland	Garland Co. School District
Area 10 Special Olympics	Benton	Saline/Garland/ Clark/Pike & Montgomery	Hot Springs, Clark, Pike, & Montgomery Schools
Natural Resources Conservation Services	Ash Flat	Sharp	Cave City School District
The Maples at HAR-BER Meadows	Springdale	Washington	Springdale School District

June 2006

Recommended Student Community Service Sites
Act 648
Increment 19

Service Site	City/Town	County	School District
Arkansas Hospice	Hot Springs	Garland	All schools in Garland Co.
Arkansas Hospice	Pine Bluff	Jefferson	All schools in Jefferson Co.
Arkansas Hospice	Conway	Faulkner	All schools in Faulkner Co.
Arkansas Hospice	Russellville	Pope	Russellville High School
Arkansas Hospice	Little Rock	Pulaski	All schools in Pulaski Co.

Recommended Student Community Service Sites
Act 648
Increment 20

Service Site	City/Town	County	School District
Nevada County Clerk	Prescott	Nevada	Prescott School District
Nevada Co. Tax Assessor	Prescott	Nevada	Prescott School District
Nevada Co. Circuit Clerk's Office	Prescott	Nevada	Prescott School District
Prescott / Nevada County Chamber of Commerce	Prescott	Nevada	Prescott School District
Prescott Flowers and Gifts	Prescott	Nevada	Prescott School District
Style by Heather Salon	Prescott	Nevada	Prescott School District

Recommended Student Community Service Sites
Act 648
Increment 21

Service Site	City/Town	County	School District
Delta YES, Inc.	Brinkley	Monroe	Brinkley School District