Service Learning & Social Justice
Youth Development
Professional Development
May 16, 2011
Workshop Overview

- Learn new curriculum innovations and best practices on service learning and social justice youth development
- Learn how to provide meaningful service opportunities to disadvantaged students
- Become a leader connected to strengthening SCUSD capacity to support service learning district wide
SCUSD Summer of Service Learning Vision
Learn and Serve America

MISSION
Involve 500 incoming SCUSD 9th grade students in meaningful service-learning activities through a Summer of Service

Year 1: Goals
(1) environmental and disaster preparedness activities
(2) orient students to the new environment and to increase their feelings of school connectedness
(3) to increase the district’s capacity to provide service learning projects throughout the school year based on best practices, accomplished through staff training and collaborative partnerships.

UC Davis CCSP, Target Excellence Center for Multicultural Cooperation, Youth Development Network, Teen CERT, Boys and Girls Club, City of Sac Office Youth Development City of Sac Parks and Recreation, SMUD, Parent Teacher Home Visit Project, Sacramento Chinese Community Center

Advisory Committee Youth Action Team Service Learning Professional Development Workgroup Evaluation Team Marketing Outreach Team Implementation Team Curriculum and Credits

GREEN AND SUSTAINABLE INITIATIVES

1 McClatchy 2 Rosemont 3 Kennedy 4 Johnson 5 Burbank 6 Health Professions 7 Boys and Girls Club 8 George Sims
SCUSD
Summer of Service 2.1
Vision and Mission

MISSION
Engage 300 incoming SCUSD 7th grade students in meaningful service-learning activities through 6-weeks of Summer of Service 2

(1) Students will develop a positive orientation to campus and to increase their feelings of school connectedness and confidence in their transition. (2) an understanding of civic responsibility and how to influence their communities to support healthy lifestyles or address environmental issues (3) develop leadership skills (4) increased civic responsibility and community awareness

Year 1: Goals

PARTNERS
State Libraries, State Parks, Sacramento Chinese Community Service Center; Linked Learning, Target Excellence; UC Davis CCSP, Sacramento County Office of Education

PLANNING TEAM
Onsite Staff
Quality Assurance Team
Curriculum Development Team

Onsite Staff: 1 PM; 2 Teachers; 3-6 instructional aides

1 Albert Einstein 60-80
2 Will C. Wood 60-80
3 California 80-100
4 Rosa Parks 100-120
5 John Still 100-120
6 Fern Bacon 60-80
Ice Breaker

What is Service Learning?

What is Social Justice Youth Development?
What is Service Learning?

It is a method in which students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community identified by youth.
Social Justice
Youth Development

Youth from marginalized backgrounds (especially youth of color) strengthens youth connections to democratic consciousness and participation. "Social Toxins" Racism, mass unemployment, pervasive violence, drop-out rates, teen pregnancy etc... hostile conditions impede productive development and put youth at greater risk than those living in safe stable communities.
Let's Make Our Own SCUSD Definition:

- Words, Phrases, Inspiration, Motivation and etc.
## Learning Matrix

<table>
<thead>
<tr>
<th>Focus:</th>
<th>Skill-set Practice &amp; Reflexivity</th>
<th>Civic Values &amp; Citizenship</th>
<th>Social Justice Youth Development Activism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of students</td>
<td>Integrated Content/Skills</td>
<td>Core Values</td>
<td>Systemic Change: Institutional &amp; Community Oppression</td>
</tr>
<tr>
<td>As learner, focusing on relationship between theory, skills, and practice, intellectual domain</td>
<td>As citizen, experiencing relation to community, moral domain</td>
<td>As change agent, critical consciousness of structural inequalities, political &amp; community domain</td>
<td></td>
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Adapted From: Lori L. Britt, Department of Communication  
University of Colorado at Boulder
Change Agent Tree

IMMEDIATE CAUSES

- Graduation Rates
- Apathy
- Little Participation in Honors/AP Classes among Non-White Students
- Eurocentric/unimaginative curriculum
- Competition
- Economy
- Poverty
- Family/Employment Obligations
- Tracking
- “Survival of the Fittest”

ROOT CAUSE

- Discrimination
- Lack of Service-Learning/Enrichment Opportunities

Adapted From: Lori L. Britt, Department of Communication
University of Colorado at Boulder
1. Integrated Learning
2. High Quality Service
3. Collaboration
4. Student Voice
5. Civic Responsibility
6. Parent/Family Involvement
7. Social Justice Advocacy
8. Social Media
9. Reflection
10. Evaluation
1. Integrated Learning:

- The service learning project has clearly articulated knowledge, skill or value goals that arise from broader classroom or school goals.

- The service informs the academic learning content, and the academic learning content informs the service.

- Life skills learned outside the classroom are integrated back into classroom learning - Key Focus on Community and students as change agents.
2. High Quality Service:

- The service responds to an actual community need that is recognized by the community. Strong connection to community specific need.

- The service is age-appropriate and well-organized, and Youth-led.

- Community Cultural Alignment
3. Community Collaboration:

- The service learning project is a collaboration among as many of these partners as is feasible: students, parents, community-based organization staff, school administrators, teachers, and recipients of service.

- All partners benefit from the project and contribute to its planning.
4. Student Voice & Engagement:
Students participate actively in:

- Choosing and planning the service project is led by youth and is adult supported

- Planning and implementing the reflection sessions, evaluation, and celebration - rooted in youth culture and technology

- Taking on roles and tasks that are appropriate to their age and can be shared/rotated by multiple students
5. Civic Responsibility:

- The service learning project promotes students’ responsibility to care for others and to contribute to the community.

- Youth can view themselves and change agents not just recipients of community change.

- By participating in the service learning project, students understand how they can impact their community now and ongoing.
6. Parent/Family Involvement:

Using Service Learning to Increase Parent and Family Involvement includes:

• Using successful strategies to increase student achievement and school connectedness through Parents and families

• Purposeful curriculum and projects that involves parents and families in community partnerships, service Learning activities, and community empowerment approaches

• Identifying the strengths of your culturally and linguistically diverse school/community by building a welcoming project that supports community partnerships

• Focus: Building parent leadership skills

• Providing ongoing opportunities to connect parents and school leaders through Service Learning Project implementation and celebration
7. Social Justice Advocacy:

Social justice advocacy is based on the concepts of human rights and equality and involves a greater degree of economic egalitarianism aimed to influence public-policy and resource allocation decisions within political, economic, and social systems and institutions.

- Increase understanding of social issues, human differences, and commonalities

- Promote collaboration

- Develop an other-oriented ethic
8. Social Media:

- **Social media** and service learning is media designed to be disseminated through social interaction, using highly accessible and scalable publishing techniques. Social media use web-based technologies to transform and broadcast media monologues into social media dialogues (Wordpress), photos (Flickr, Panoramio).

- Enhance Service Learning - Digital Media

  - Social media is free
  - Interactive listen to critics and supporters
  - Shows human side of community projects
  - Feature people you serve
  - Students can manage (Youth-Led and Directed)
  - Meet people where they are
9. Reflection & Journals:

• Reflection establishes connections between students’ service experiences and the academic curriculum.

• Reflection occurs before, during, and after the service learning project.
10. Evaluation:

- All the partners, especially students, are involved in evaluating the service learning project.

- The evaluation seeks to measure progress toward the learning and service goals of the project.
Evaluation STEPS:

1. Define your SLP goal.
2. Determine how to measure it and what information you will need.
3. Design evaluation process/tool and your plan.
5. Analyze and interpret data.
6. Develop recommendations to enhance the SLP Action Plan.
7. Review the evaluation process.
Service Learning

Community Service Vs. Service Learning!
“Flipping” the SERVICE LEARNING GAME To Be Culturally Connected to SCUSD!
Historical Background of Youth Development:

During 1970s, ‘80s, and ‘90s: a focus on youth problems
Funding (federal, state, local, private foundations) was directed to preventing social ills and problems:

- Teen Pregnancy
- Dropout Prevention
- Substance Use and Abuse
- Violence, etc...
- Emergence of Youth Development ‘theory’ in the ‘90’s
Multiple Frameworks:

✓ Supports and Opportunities
✓ Youth Competencies
✓ Developmental Assets
✓ Resiliency
Social Justice Youth Development Represents a Conceptual Shift to “Mainstream” Youth Development Frameworks

Focuses On:

Youth from marginalized backgrounds (especially youth of color)
Strengthen youth connections to democratic consciousness and participation “Social Toxins” Racism, mass unemployment, pervasive violence, drop-out rates, teen pregnancy etc... hostile conditions impede productive development and put youth at greater risk than those living in safe stable communities.
Social Justice Youth Development:

- More explicit about the serious social problems and conditions young people of color face.
- Youth have a voice! Creating community schools and shared leadership/accountability means them too.
- SJYD develops youth by seeing them not only as assets but also agents of change, capable of transforming their toxic environments, not simply developing resistance to them.
- Fosters civic engagement, advocacy, and conscious citizenship = TRUE Democracy.
# Social Justice Youth Development Matrix

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<tr>
<th>Principles</th>
<th>Practices</th>
<th>Outcomes</th>
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| Analyze power in social relationships | • Political education  
• Political strategizing  
• Identify power holders  
• Reflecting about power in one’s own life | • Social problematizing, critical thinking, asking and answering questions relating to community and social problems  
• Development of sociopolitical awareness  
• Youth transforming arrangements in public and private institutions by sharing power with adults |
| Makes identity central           | • Joining support groups and organizations that support identity development  
• Reading material where one’s identity is central and celebrated  
• Critiquing stereotypes regarding one’s identities | • Development of pride regarding one’s identity  
• Awareness of how sociopolitical forces influence identity  
• Feeling of being a part of something meaningful and productive  
• The capacity to build solidarity with others who share common struggles and have shared interests |
| Promotes systemic social change  | • Working to end social inequality (such as racism and sexism)  
• Refraining from activities and behaviors that are oppressive to others (for example, refusing to buy shoes made in sweatshops) | • Sense of life purpose, empathy for the suffering of others, optimism about social change  
• Liberation by ending various forms of social oppression |
| Encourages collective action     | • Involving oneself in collective action and strategies that challenge and change local and national systems and institutions  
• Community organizing  
• Rallies and marches  
• Boycotts and hunger strikes  
• Walkouts  
• Electoral strategies | • Capacity to change personal, community, and social conditions  
• Empowerment and positive orientation towards life circumstances and events  
• Healing from personal trauma brought on from oppression |
| Embraces youth culture           | • Celebrating youth culture in organizational culture  
• Language  
• Personnel  
• Recruitment strategies | • Authentic youth engagement  
• Youth-run and youth-led organizations  
• Effective recruitment strategies  
• Effective external communications  
• Engagement of extremely marginalized youth |

New Directions For Youth Development Winter 2002  
Shawn Gilwright, Taj James
Principle 1:
Analyze Power In Social Relationships
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Practices:

• Political education
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Principle 1:
Analyze Power In Social Relationships

Practices:
- Political education
- Political strategizing
- Identify power holders
- Reflecting about power in one’s own life

Outcomes:
✓ Social problematizing, critical thinking, asking and answering questions relating to community and social problems
✓ Development of sociopolitical awareness
✓ Youth transforming arrangements in public and private institutions by sharing power with adults
Principle 2: Makes Identity Central
Principle 2: Makes Identity Central

Practices:

• Joining support groups and organizations that support identity development
• Reading material where one’s identity is central and celebrated
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**Principle 2: Makes Identity Central**

**Practices:**
- Joining support groups and organizations that support identity development
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**Outcomes:**
- ✓ Development of pride regarding one’s identity
- ✓ Awareness of how sociopolitical forces influence identity
- ✓ The capacity to build solidarity with others who share common struggles and have shared interests
- ✓ Feeling of being a part of something meaningful and productive
Principle 3: Promotes Systemic Social Change
Principle 3: Promotes Systemic Social Change

Practices:

• Working to end social inequality (such as racism and sexism)

• Refraining from activities and behaviors that are oppressive to others (for example, refusing to buy shoes made in sweatshops)
Principle 3: Promotes Systemic Social Change

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Outcomes:
✓ Sense of life purpose, empathy for the suffering of others, optimism about social change
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Principle 4: Encourages Collective Action
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Practices:
• Involving oneself in collective action and strategies that challenge and change local and national systems and institutions
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Principle 4: Encourages Collective Action

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Outcomes:

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Principle 5:
Embraces Youth Culture
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Practices:
- Celebrating youth culture in organizational culture
- Language
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Principle 5: Embraces Youth Culture

Practices:
• Celebrating youth culture in organizational culture
  • Language
  • Personnel
  • Recruitment strategies

Outcomes:
✓ Authentic youth engagement
✓ Youth-run and youth-led organizations
✓ Effective recruitment strategies
✓ Effective external communications
✓ Engagement of extremely marginalized youth
How To Steps:

1. Review SJYD Practices and principles
2. Choose Service a Service Learning Focus *
   Make sure that at least one Service Learning Element is connected in one or all of the SJYD Principles.
3. Create an Service learning project aligned with youth-led school change issue
4. Align project with SJYD Outcomes
5. Align SL Element/Outcomes
6. Create Project Timeline
7. Project Partners
8. Evaluate/Document Progress
Combining SJYD and Service Learning:

1. Review SJYD practices and principles

2. Choose Service a Service Learning Focus * Make sure that at least one Service Learning Element is connected in one or all of the SJYD Principles.

3. Create a Service Learning project aligned with youth-led school community change issue

4. Align project with SJYD Outcomes

5. Align SL Element/Outcomes

6. Create Project Timeline

7. Project Partners

8. Evaluate/Document Progress
✓ Demonstrates community cultural competency at all levels of staff and program development

✓ Ensures continuity and consistency of adults

✓ Establish ways for SJYD programs to be youth-driven and youth-led

✓ Support and train adult staff on a regular basis to work effectively through SJYD initiatives

✓ Creates Community Partnerships that support SJYD

✓ Establish clearly defined, research based goals and ways to measure effectiveness in reaching SJYD outcomes

✓ Evaluate programs periodically to assess SJYD program outcomes and to improve and strengthen them effectively.
# Social Justice Youth Development and Service Learning = CHANGE

## Project Matrix

Adapted From:
New Directions For Youth Development Winter 2006
Shawn Ginwright, Taj James
Prepared by, Kindra F. Montgomery
UC Davis Center for Community School Partnerships - 2009

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New Directions for Youth Development - From assets to agents of change: Social Justice, Organizing, and youth development - Shawn Ginwright, Taj James


Beyond Resistance! Youth Activism and Community Change: New Democratic Possibilities for Practice and Policy for America’s Youth (Critical Youth Studies) by Shawn Ginwright (Editor), Pedro Noguera (Editor), Julio Cammarota (Editor) "The 50th anniversary of the U.S. Supreme Court’s Brown v. Board of Education ruling in 2004 connected two contrasting moments of ideological conflict and struggle."
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