QuickStart Guide for the Community Learning Agreement

Why use the Comprehensive Placement Process?
The Comprehensive Placement Process provides a method for planning meaningful service and personal development. When you arrive at a site to do service, you may not know much more than the address and name of the agency. When you leave that same site at the end of the year, you may find that you have made a lasting impression on the lives of others and that they have made a lasting impression on you.

You will most likely show up to your service site with a number of different expectations, dreams or hopes. All of the ideas and skills that you have may not match the needs of the people at the service site. You are more likely to make a lasting impact on a community when you thoughtfully consider what you hope to contribute through your service. Similarly, you may have some ideas about what you want to get out of your education, who you want to become through serving others or what you want to get out of life. The comprehensive placement process allows for you, your program administrator, and your site service supervisor to talk about what you expect to contribute to a site and what you expect to learn or gain from your service. After discussing the nature of your service, you will use the Community Learning Agreement to record your job description, service objective, learning goals, and the skills you would like to develop.

What is the Community Learning Agreement?
The Community Learning Agreement is a tool that acts as reference point for the beginning, middle and end of your service at a particular site. When you fill out the Community Learning Agreement, you are defining an important moment in your service and personal growth. Think about a drawing you made in kindergarten, an essay you wrote in junior high or a poem you wrote in high school. If you go back and look at those items now, you will see what you have learned and how you have progressed in your life. You may even discover that you had accomplishments that you have forgotten about. The community learning agreement allows you to document your service in such a way that you can reflect on your accomplishments and your struggles. You can even use it to help you develop a resume.

How do I use the Community Learning Agreement?
You should fill out the Community Learning Agreement and return it to your program administrator within one month of starting your service, because the Community Learning Agreement marks the beginning of your service at a particular site. So if you started your service on September 1, 2002, you would want to discuss the various components with your program administrator and service site supervisor, fill out the Community Learning Agreement and return the completed, signed form to your program administrator before October 1, 2002. Please make a copy for yourself and for your service site supervisor, so that you can refer to it later.

The Community Learning Agreement has seven parts: Contact Information, Commitment Period, Job Description, Service Objective, Learning Goal(s), Competencies and Signatures.

Community Learning Agreement	Return to your program administrator by	10/1/02

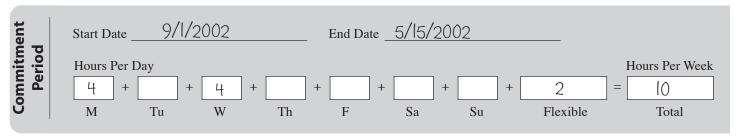**Example 1:** Make sure you fill out the due here in order to remind yourself when you need to turn this form in.

Contact Information
Fill out your contact information and have your service site supervisor fill out his or her contact information. This information makes it easier to get a hold of you or your supervisor easier.

Contact Information			
Pat Doe			411-555-1212
Program Member			Phone Number
Whassammadda U.		2005	pdoe@whassamaddau.edu
Campus		Graduation Year	Email
Readdy Longhanamison-Anmore			411-555-0101
Service Site Supervisor			Phone Number
River Valley After School Tutoring Program			readdy01@aol.com
Service Site			Email

Example 2: Completely filled out contact information

Commitment Period

Put the start date and the end date of your service here. These dates mark the beginning and the end of the service period—whether that period spans a summer, a semester or a year. Put the number of hours per day you expect to serve in the appropriate box. If you have flexible hours as a part of your schedule, then include those hours in the flexible box. Add up the total number of hours you will serve at the site and write the sum in the hours per week box.

Commitment Period										
Start Date __9/1/2002__				End Date __5/15/2002__						

Hours Per Day

4	+		+	4	+		+		+		+		+	2	=	10
M		Tu		W		Th		F		Sa		Su		Flexible		Total

Example 3: Pat Doe serves for four hours on Monday and Wednesday and then serves an additional two hours where needed

Job Description

Your job description should include a job title. The title can be as simple as "Tutor" or as complex as "Health Fair Logistics Coordinator." The title provides a reference point for understanding your role at the service site. Please indicate whether or not your role at the service site explicitly includes guiding, supporting or organizing the service of others. While you may work in a team and implicitly guide the service of others, it may not be your explicit role to make sure that other program members know what they should be doing at the service site. If you are not responsible for organizing the service of others, please select "No."

The Bonner Foundation needs to know what issue area your service will address, so that we can understand what kinds of service program members are providing. We use this information to assess the Bonner Program and report to the federal government. Your service will more or less fall into one of the four general categories: Education, Human Need, Public Safety, and/or Environment. If you are tutoring children, developing curriculum, collecting books for a public library, mentoring a high school student or taking a class on an instructional field trip, your service falls under the general category of Education. If you are distributing clothes at a shelter, caring for the elderly at a nursing home, organizing a community event on the topic of hunger or providing health care, your service falls under the general category of Human Need. If you participated in a neighborhood watch, answered a domestic violence hotline, trained high schools students in conflict mediation or primarily counseled individuals about substance abuse, then your service falls under the category of Public Safety. If you cleaned up a neighborhood, repaired a public building or planted trees, then your service falls under the category of Environment.

Job Description

Job Title __Tutor__

(Please estimate percent if more than one area or type)

What issue area(s) does this service address? [ ] Education [20] Human Need [ ] Public Safety [ ] Environment

What type(s) of service are you doing? [10] Program Support [90] Direct Service

Will you provide leadership through guiding, supporting or organizing the service of others? [ ] Yes [X] No

How many volunteers will you seek to recruit? (if applicable) [____]

Briefly describe your role and responsibilities __I will meet with children ages 5 - 8 three times a week for tutoring. My responsibilities include signing children in and out, cleaning up the reading room, preparing nutritious meals, cleaning up after snack time and instructing the children in math.__

Example 4: A job description that includes two issues areas and a description of the responsibilities

Your service may address more than one issue area. So for example, you may spend eight hours a week tutoring children and two hours a week providing them meals. Since tutoring falls under the Education issue area, you would write that 80% of your service falls under

the Education issue area and since providing meals falls under the Human Needs issue area, you would write that 20% of your service falls under the Human Needs issue area. Obviously, the number of hours you spend focusing on a particular issue area will vary from week to week. Simply make the best estimate you can and write that information in the space provided.

Direct service is when you actively engage the people you are serving. When you sit down with a child and review that child's homework with him or her, you are providing direct service. Program support is when you provide the means for direct service to take place. When you train volunteers how to tutor children, you are providing program support. You can simply mark and "X" for direct service or program support if you will only be providing one type of service. If you are providing more than one type of service, please indicate a percentage.

Service Objective
The service objective and the job description are different. The job description defines your role at the service site, but your service objective describes what you hope to contribute to the service site. While these items may be related, they are distinct from one another.

Activity oriented service objectives seek to address the immediate needs of a service site through the personal commitment of program members. An activity oriented service objective spells out what you hope to have achieved or contributed by the end of your service. An activity oriented service objective doesn't follow a specific formula, but you will want to include what you are doing, who you are serving and what you hope to have happen as a result of your service.

Service Objective | What do you hope to achieve or contribute? *I hope to assist in improving the math skills of the five children I am tutoring, so that they can do long division and multiplication of fractions without any help.*

Example 5A: An activity oriented service objective

Project oriented service objectives seek to solve complex problems through a collaborative effort. You may find yourself participating in a project oriented service objective as you enter your third or fourth year of service. By nature, project oriented service objectives involve a group of people in a process that includes the direct input of community members. The group as a whole creates the project oriented service objectives and individual members of the group commit to fulfilling that objective. So if there were four program members in the group, each of those program members would write the same service objective on their individual Community Learning Agreement even if their job descriptions were different.

Service Objective | What do you hope to achieve or contribute? *To increase the awareness of 100 expectant mothers in the Running River Region of the health risks associated with smoking and drinking during pregnancy through an educational curriculum facilitated by the team with the result that 80% of the participants show an improved understanding of the associated health risks as measured by a pre-event and post-event survey.*

Example 5B: A project oriented service objective that uses the five part formula

The project oriented service objective takes into consideration the needs and assets of the community. Community members and program members will need to identify these needs and assets before embarking on developing a service objective that will provide a solution to the problems. The team will want to recruit members who have experience and skill with the particular issue area of the problem at hand. This effort may include inviting key community members to participate, recruiting campus faculty, developing a strategic plan and implementing community-based research.

The project oriented service objective follows a distinct formula that includes five key components: activity, result, measure, standard, and beneficiaries (see example 4B). A project oriented service objective worksheet is available for you on the Bonner Foundation's web site <http://www.bonner.org>. The project oriented service objective seeks to create a well-defined, measurable objective that has a standard of success. At the end of the project, program members and community members will be able to assess whether or not they have completed the objective. Participants will be able to evaluate the degree of success in achieving the objective, so that they can determine the efforts necessary for solving the problem at hand. The complete process of developing a project oriented service objective is beyond the scope of this QuickStart Guide. If you would like to participate in the development of a project oriented service objective, speak with your program administrator and read "Collaborative Community Problem-Solving" in the *Bonner Director's Program Handbook*.

Learning Goals

Program members have often said that they get as much out of their service as the people they serve. At times, you may discover that you learned about life or about yourself in ways that you could never have anticipated. At other times, you will find that you will have wished that you had thought about what you wanted to get out of your service. You won't be able to predict everything you will gain from your experience, but you can set one or two goals for yourself to ensure that you gain some measure of knowledge or personal growth.

Learning Goal (s)

What do you expect to learn or gain? Goal 1 - I expect to learn how to develop a lesson plan for teaching children ages five to seven basic math skills.
Goal 2 - I want to increase my self-awareness around the issues of racial and cultural diversity.

Example 6: Two learning goals that connect the passions of a program member with the needs of the service site

Learning goals can have a variety of different aims and take on a number of different forms. A learning goal might have tangible results or it might focus on the inner person. At a minimum, learning goals should express some form of personal change. You may find starting your statement with "I expect," "I want," or "I hope" useful for creating your learning goal. You will also want to include a reference to the issue area you are dealing with or the service site where you are serving and make sure that the learning goal compliments the needs of the service site.

Competencies

You have unique skills, talents and gifts to bring to your service site. You may not even know what those skills, talents and gifts are or what they will mean for your service site. You will need to identify some of the basic skills you hope to develop at your service site, so that you can make an intentional effort to apply yourself in those areas. You can focus on concrete skills like learning CPR, you can focus on an area of knowledge like self-awareness or you can focus on a value like one of the six common commitments. You will want to discuss the skills you would like to develop with your program administrator and your service site supervisor. The skills you seek to develop should match the needs of the service site and the goals of the program at your campus, so that your service, the goals of the program, and the needs of the community compliment each other. For more information about the competencies ask your program administrator or visit the Bonner Foundation web site <http://www.bonner.org>.

Signature

Make sure that you, your program administrator and your service site supervisor all sign the form in order to indicate your mutual commitment to each other.

What's Next

After you have filled out the Community Learning Agreement, the data will need to be entered into the Bonner web based reporting system <http://bonner.tronics.com>. Find out about this web based reporting system from your program administrator.

At the mid-point and at the end of your term of service, you will need to review your Community Learning Agreement. This opportunity for reflection and self-evaluation will help you consider the level of responsibility you have at your service site, plan for future service, and consider future career goals.