



Canadian Alliance for Community Service-Learning  
l'Alliance canadienne pour l'apprentissage par le service communautaire

# **Creating a Comprehensive Framework for CSL in Canada**

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Learning and Community Engagement*

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# Panel

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The Canadian Alliance for Community Service-Learning ~~has created~~ **is creating** a new **Comprehensive Framework for CSL in Canada** which defines in a Canadian context what CSL is, how it is carried out, its expected outcomes, and the criteria and indicators by which such work might be evaluated in terms of its three key constituencies: Universities and colleges, students, and communities. The panel will ~~present~~ **describe** the framework and the process of research and consultation ~~that led~~ **is leading** to its creation **and hopefully get some help from the participants.**

# Our Hypothesis

**Community Service-Learning effectively mobilizes the intellectual and human resources of post-secondary educational institutions to address significant social, economic, environmental and health challenges at the community level.**

**It does this in ways which are connected to and consistent with the core academic mission of universities and colleges.**

# Purpose of the Framework

- I am constantly being asked for comprehensive models or frameworks to help establish Community Service-Learning programs in post-secondary educational institutions.
- Voluntary and Non-Profit Sector leaders do not understand CSL clearly as a mode of mobilizing resources to the community – we need visual descriptions to explain the model.
- In addition to learning outcomes, students also achieve significant outcomes in terms of skill development, workplace experience, understanding of non-profit management and governance, career development opportunities, and fulfillment of their “change the world” aspirations.
- We do a very poor job of defining our work from the perspective of community organizations. We need to identify specific community outcomes to attract funding to support CSL.

# Origin of the Idea

- At last year's IRCSLCE in New Orleans, I was exposed for the first time to a rich environment of research, tools, and resources.
- I wanted to be able to mobilize this knowledge to help enhance and promote CSL in Canada, but I felt that I needed to reference it in a framework that explained the interrelationships and interdependence

# My audience

- University Leadership
- Faculty
- Education Policy Makers
- Student Leaders
- Voluntary and Non-Profit Sector Leaders
- Potential Funders
  - Government – Federal, Provincial, Municipal
  - Foundations
  - Corporations
  - Private Philanthropists





“Turning the challenges  
we face as practitioners  
into questions for  
scholarly inquiry”

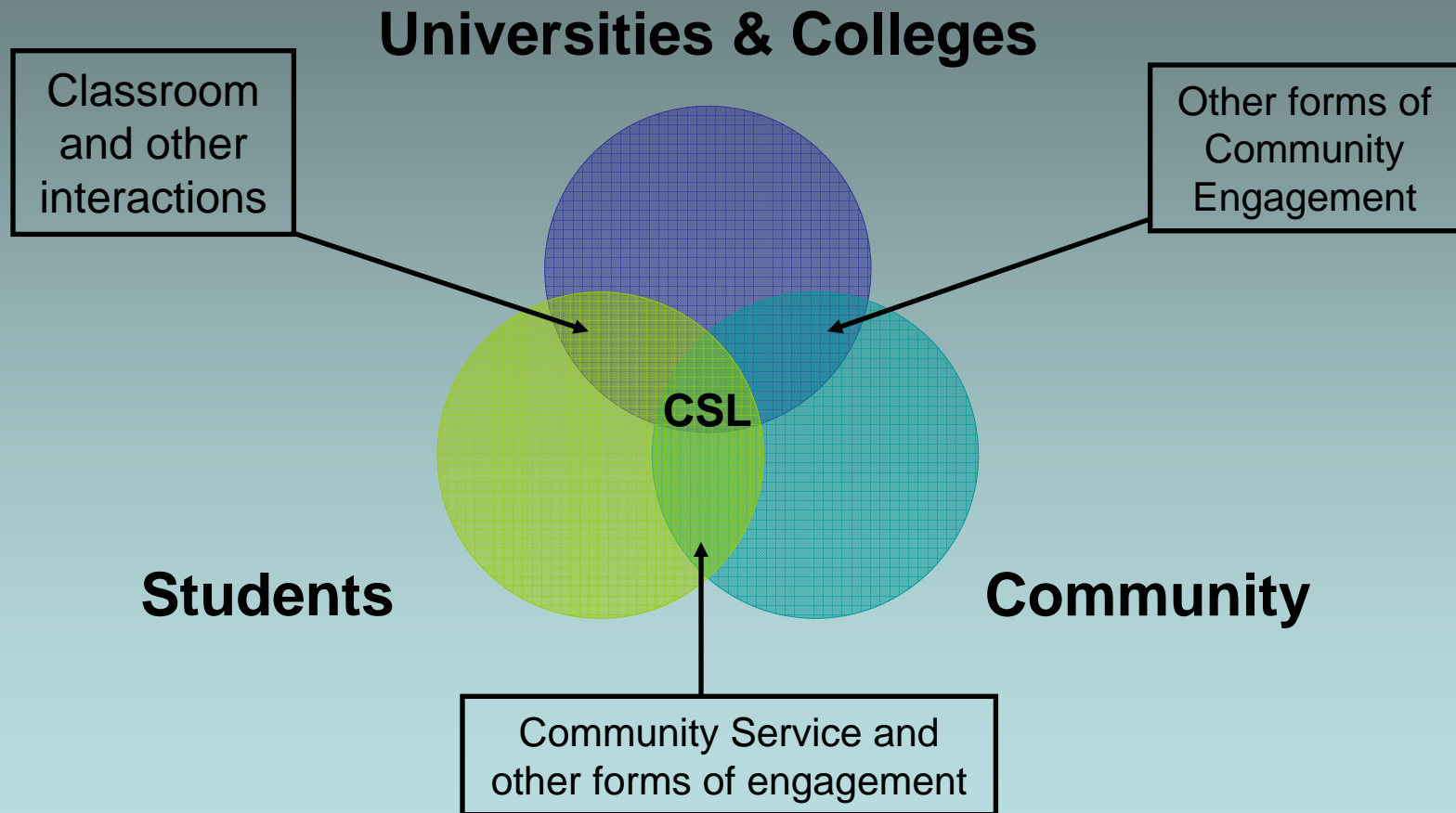
Patti H. Clayton



# Key Stakeholders or Constituents

- **Universities and Colleges**
  - Administrators
  - Faculty
- **Students**
- **Communities**
  - Community Partners
  - Community Members

# Basic Comprehensive Framework



# Questions

- What value would such a framework have for you?
- What questions should it address or call attention to?
- What concerns or questions would you have about a “national” framework (Content, use, abuse, scope)?

# Categories of Outcomes for CSL

- **Institutions**

- Effective experiential learning pedagogy – contributes to learning outcomes
- Linking theory to practice
- Connecting to community – creating relationships
- Creates research opportunities (and vice versa)
- Enhances institutional reputation
- Fulfills institutional mission or mandate for service to community
- Brings knowledge to the institution from the community

- **Students**

- Enhanced learning
- Engagement in the broader community
- New skills and competencies
- Professional and personal development

- **Community Partners**

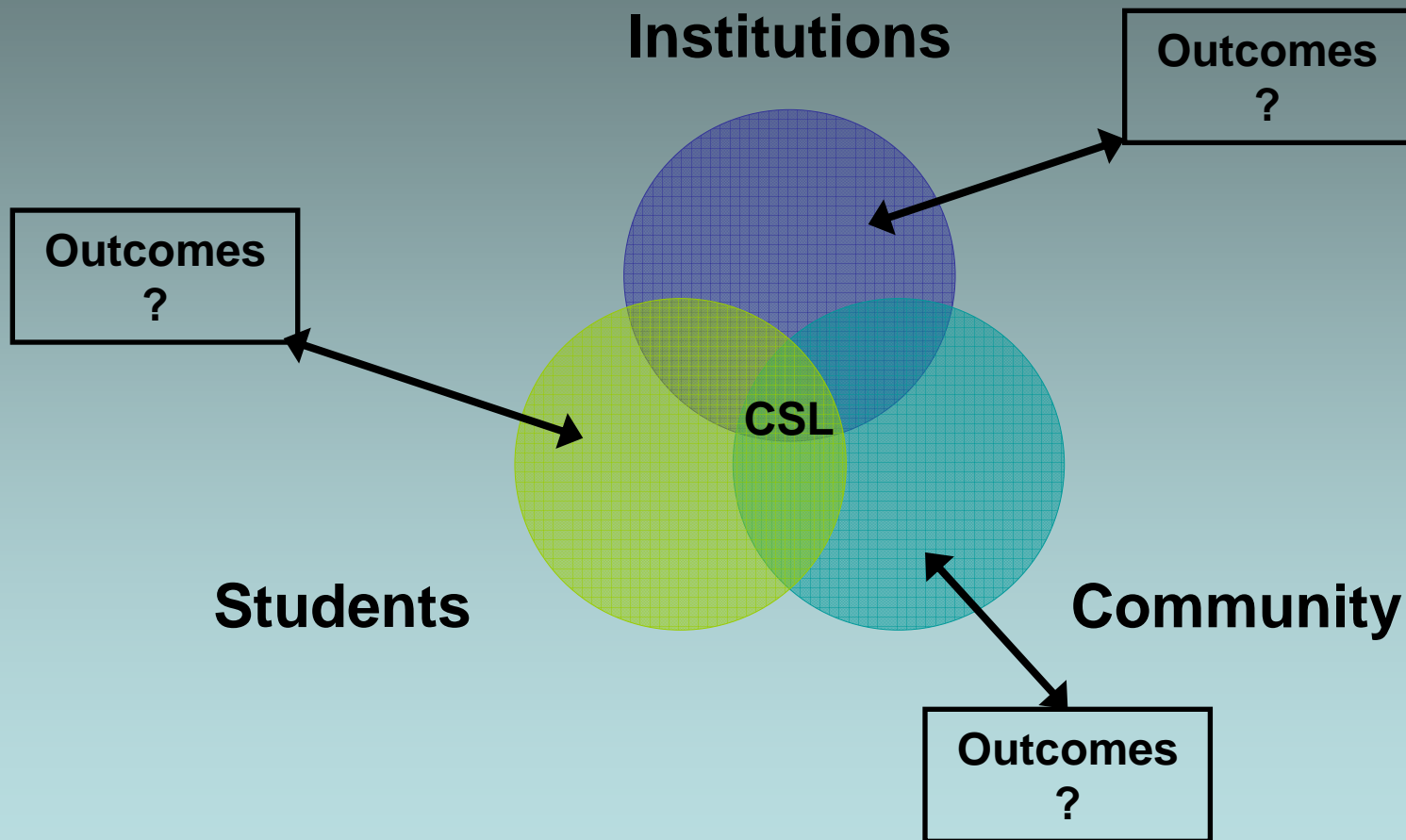
- Knowledge and Expertise
- Human Resources
- Research Capacity

# Examples of Outcomes

## Qualitative:

- Increased retention rates or academic scores of high school students as a result of mentoring or tutoring by CSL students
- Increased access and entry of students from “disadvantaged” backgrounds and communities to higher education
- Increase in employment opportunities resulting from a community economic development project
- Increase in locally grown food supplies available
- Awareness of career opportunities in the community sector

# Defining Outcomes for Constituencies

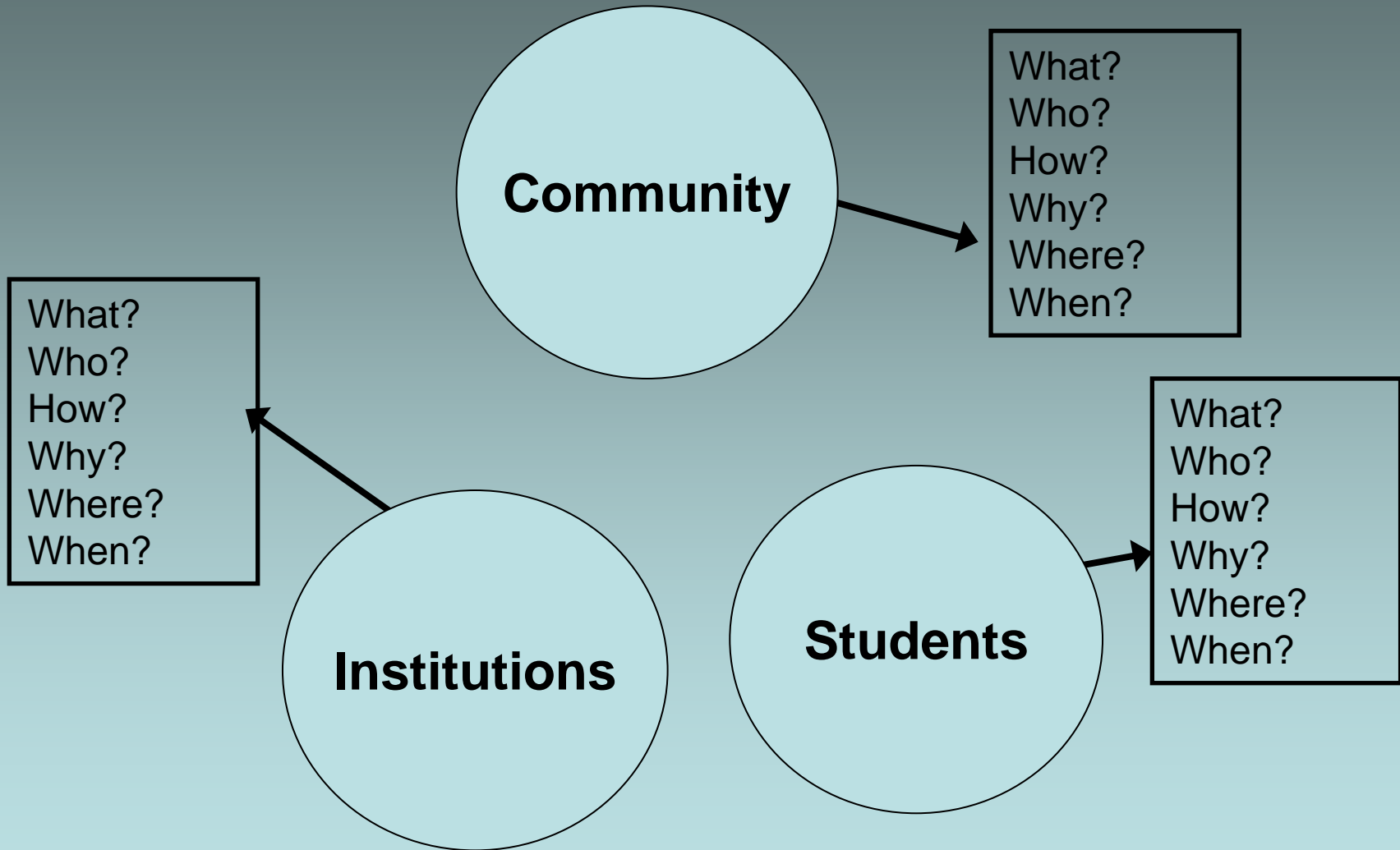


# Content of the “Framework”

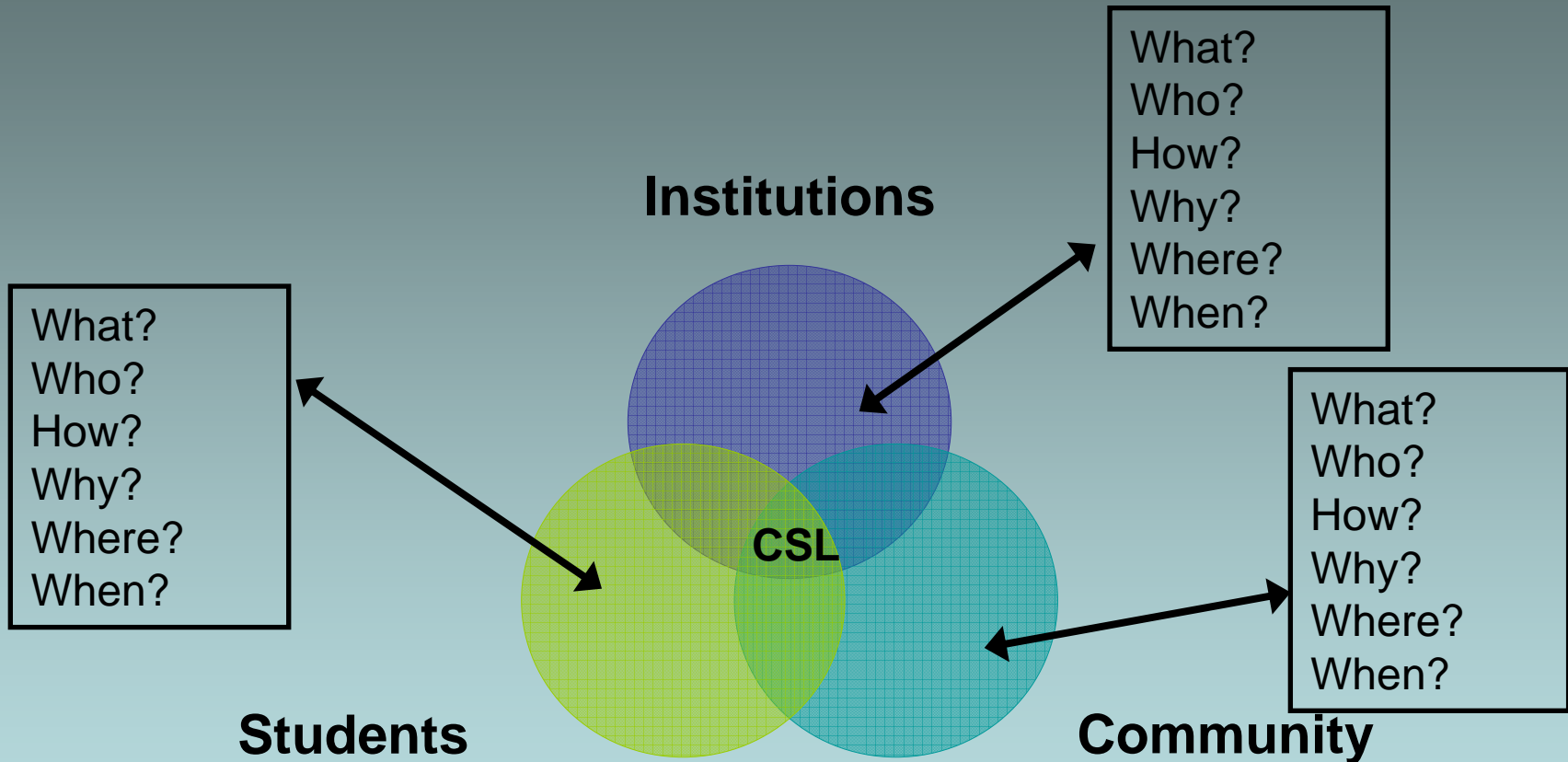
Define for each of the three constituencies:

- What?
- Who?
- How?
- Why?
- Where?
- When?

# Defining CSL Activities



# Defining CSL Activities



# Examples of Existing Models and Frameworks

## **SELF-ASSESSMENT RUBRIC FOR THE INSTITUTIONALIZATION OF SERVICE-LEARNING IN HIGHER EDUCATION**

*Andrew Furco, University of California Berkeley (revised 2006)*

## **Institutional Structures for Service-Learning In Higher Education**

*Sarena D. Seifer, Community-Campus Partnerships for Health, May 2002; updated by Pam Mutascio and Julie Plaut, Campus Compact, September 2008.*

## **Self-Assessment Tool for Service-Learning Sustainability**

*Community-Campus Partnerships for Health, 2002*

## **Building Capacity for Community Engagement: Institutional Self-Assessment**

*Gelmon SB, Seifer SD, Kauper-Brown J and Mikkelsen M.  
Community-Campus Partnerships for Health, 2005*

## **Service-Learning Programs**

*CAS Standards and Guidelines, April 2005*

# Examples of Outcome Tools

- **Assessing the Health of Communities: Indicator Projects & Their Impacts** - from the Canadian Population Health Initiative at the Canadian Institute for Health Information, this report reviews the use of community-level indicators of health and quality of life.
- **Compendium of Assessment and Research Tools** - includes descriptions of research instruments, tools, rubrics, and guides and is intended to assist those who have an interest in studying the effectiveness of service-learning, safe and drug-free schools and communities, and other school-based youth development activities.“
- **Pathways To Outcomes** - provides an extensive collection of information about "what works" to improve targeted outcomes for children and families. Each Pathway displays actions that lead to measurable progress. The initial Pathway contains information about effective community efforts to ensure that all children are ready for school at the time of school entry.