

Social Enterprises for Learning

*A Toolkit for Educators, Administrators,
and Community Partners*



San Francisco Unified School District, School to Career Office
Center for Cities & Schools, University of California Berkeley



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and Community Partners*

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PREFACE

What are Social Enterprises for Learning?

The relationship between public and private interests in education has been a recurrent topic of debate in the U.S. and elsewhere. The rise of home schooling, charter schools, vouchers, and other signs of increasing “privatization” in the U.S. over the past two decades has raised again the question of what the purposes of education are. Why should taxpayers support public education? Traditional economic arguments have focused on the collective benefit of preparing students to participate in a stable and democratic society. If preparing students to participate in civic life is key to schooling, how could schools make this a more explicit and important part of what they do?

The Center for Cities & Schools at the University of California Berkeley partnered with San Francisco Unified School District's (SFUSD) School to Career Office to design and implement civic-oriented projects in high school classrooms called Social Enterprises for Learning (SEfL). These are educational activities and projects that provide students with a unique opportunity to learn core academic knowledge and skills by engaging directly with the community as a context for learning. As such, SEfLs directly demonstrate the public purposes of education. Students also develop career skills by engaging with a real-life client, while learning about and improving their communities.

Another distinction of SEfL is the opportunity to combine the often disparate fields of education reform and community development. Historically, education reform efforts have attempted to bring “authentic” experiences to the classroom, while community development efforts have sought to increase social capital by co-locating services at schools, e.g., a health center or community center. While seeking similar goals, these efforts are rarely connected.

Bringing together a wide range of educational and community development traditions, Dr. Deborah McKoy and Dr. David Stern of UC Berkeley define Social Enterprises for Learning as a project that meets the following three objectives:

- 1) **Social:** Students' products or services provide a social benefit to their community.
- 2) **Enterprise:** Students work with a real client to create a useful, implementable product.
- 3) **Learning:** Students and adult partners gain valuable knowledge and skills.

While many schools develop SEfL types of projects for a range of educational purposes, SFUSD envisions SEfL as a tool specifically for preparing high school students for internships. As innovative thinkers, students are able to utilize their natural creativity and insight into their school and neighborhood to develop projects or services for a real client, e.g., local community leaders or public officials. Students learn how to conduct local research by mapping out community assets and needs and then creating solutions to identified community issues. As such, they must confront and contend with authentic challenges and be ready to meet clients' needs or particular interests to succeed. In doing so, students are empowered and inspired to be active citizens and change agents in the future.

Social Enterprises for Learning

There is enormous potential for schools to provide collective benefits through SEfL. Every neighborhood and city has a wide range of community and civic organizations that students can partner with to learn more about their professional work goals and the academic preparation necessary to succeed in this field. As students learn about their cities, community members and leaders develop relationships with their local schools.

SEfL may be a new term, but it is not a new concept. In many countries, institutions of higher education and nonprofit or nongovernmental organizations have been conducting such activities for many years. A few examples we have recently seen include:

- CIDA, a fully accredited business school in Johannesburg, South Africa, offers a four-year bachelor's degree for students who come from rural areas and townships. Benefits of a collective nature are provided when students return to their villages and township communities during school vacations and offer well-prepared workshops on AIDS prevention, public health, and personal finance.
- Chantiers Ecoles (workshop schools) are located in Siem Reap, near the Angkor Wat ruins in Cambodia. This project trains hundreds of Cambodians in craft industries to support themselves while preserving the country's cultural heritage. One set of training enterprises engages in all phases of the silk industry, from raising silkworms to producing silk and weaving complex fabrics in traditional designs. The workshop schools also train builders and sculptors, some of whom are engaged in the preservation of the precious sandstone structures and sculptures of Angkor Wat.
- UFBA em Campo is a service-learning program at the Universidade Federal da Bahia (UFBA) in Brazil. The program is intended to engage university students in community service activities. For example, medical students provide education about sanitation, parasitic disease, and drug addiction. Pharmacology students work with communities, using medicinal plants to improve sanitation and packaging, helping residents start micro enterprises, and creating a medicinal plant garden at UFBA.

This handbook is intended to serve as a tool to guide teachers, community partners, and administrators in developing and supporting SEfL. The five case studies included here demonstrate how high school students can do creative and intellectually demanding work that benefits their communities.

Dr. David Stern, Graduate School of Education, UC Berkeley

Dr. Deborah McKoy, Center for Cities & Schools, UC Berkeley

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In *International perspectives on lifelong learning: From recurrent education to the knowledge society*, ed. D. Istance, H. Schuetze, and T. Schuller. Buckingham, UK: Open UP, 2002.

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1. INTRODUCTION

1. INTRODUCTION

The San Francisco Unified School District's Social Enterprise for Learning Initiative

- *Students in Galileo's Environmental Academy learned about their environment—and helped to improve it—through the Urban Watershed Project, in partnership with the Crissy Field Center at San Francisco's Presidio National Park.*
- *UC Berkeley mentors helped Y-PLAN students at McClymonds High School create plans for the reuse of the Oakland Train Station, a historical landmark and birthplace of America's first African-American labor union.*
- *At Burton Academic High School, students helped low-income families apply for tax credits as part of an IRS volunteer program, called Volunteer Income Tax Assistance (VITA).*
- *In Galileo's Academy of Information Technology, students produced a weekly television news broadcast that explored the diversity of the student body and created a greater sense of school community.*
- *Students at Lincoln High School volunteered in classrooms at a local elementary school.*

Social Enterprises for Learning (SEfL), as exemplified by these five projects, are instruments for enhancing communities and improving students' career skills, civic participation, and academic learning experience through authentic problem solving with community clients. The Center for Cities & Schools at the University of California Berkeley developed Social Enterprises for Learning as a model for school and community partnerships. The School to Career Department of the San Francisco Unified School District (SFUSD) implemented a SEfL initiative, resulting in the projects listed above. Together, both organizations created this Toolkit as a resource for teachers, community partners, and school districts seeking to create and implement SEfL.

Approach

The five case studies in this Toolkit are the result of two years of discussion, writing, and workshops, funded by SFUSD's School to Career Office. The co-authors met many times as a group to refine the SEfL framework and to determine what should be included in the Toolkit. The educators profiled here also participated in the production of the case studies through both written surveys and one-on-one interviews.

The case study projects were chosen because they illustrate multiple approaches to creating and implementing SEfLs. Some of the SEfLs began during the production of the Toolkit, while others already existed in one form or another. Time and networking play a key role in project development, and the case study projects are at different stages of growth; the Urban Watershed Project at Galileo Academy took four years to plan and has been in operation for five more, while the VITA program at Burton High School began in 2005. The Toolkit begins with the oldest and most developed projects, followed by more recent, still growing projects.

Teachers and community partners currently engaged in SEfL projects contributed to the case studies featured in the Toolkit. The co-authors include Joel Arquillos and Hank Machtay of Galileo Academy, Becky Gerek of Burton Academic High School, Doug Kern and Rick Jaffe of the Urban Watershed Project, and Dina Wright of Lincoln High School. Each of these practitioners found SEfLs to be a valuable way to frame the project-based, service-oriented learning they were already leading. By identifying the common elements of SEfL within their own work, the co-authors developed a community around the values of socially oriented, experiential learning.

The project was led by Dr. Deborah McKoy, Founding Director of the Center for Cities & Schools.

Social Enterprises for Learning

Content

The Toolkit is comprised of five case studies and an appendix containing a variety of resources for SEfL development and community mapping. The case studies vary in their stage of development, choice of client, and implementation, providing a wide range of planning and implementation strategies. They are meant to illustrate the possibilities of SEfL but are only a few examples of many potential projects.

- **The Urban Watershed Project at Galileo Academy of Science and Technology** is an example of a client-driven SEfL, in which the community partner, Doug Kern, sought out a partnership with the high school in an effort to engage young people in environmental research and advocacy. Kern worked with teachers such as Richard McDowell and Lisa Franzen in their environmental studies class, leading weekly fieldwork sessions in nearby Presidio National Park with scientists from the Crissy Field Center. Students gathered information about the Tennessee Hollow Watershed and formulated proposals for its restoration, which they then presented to a panel of community members and scientists at the end of the school year.
- **Youth-Plan, Learn, Act, Now!, or “Y-PLAN,”** is an example of a SEfL derived from a university-community partnership; graduate students from UC Berkeley’s Department of City and Regional Planning mentored high school students who researched and created proposals for redevelopment projects in their community. The University served as both a coordinator, negotiating the relationship between a client such as a developer and a school, and as a city planning resource for the high school students by providing graduate student mentors with extensive professional experience. The resulting student proposals were presented each year at City Hall, actively engaging youth in their local government.
- **In Burton High School’s Business and Finance Academy’s VITA project,** students took a lesson about income tax preparation a step further by training for and running a Volunteer Income Tax Assistance (VITA) site at their school in partnership with the Internal Revenue Service. After a three-week training program, students passed a certification test and spent several months staying after school four days a week to help low-income individuals prepare and file tax returns and receive the federal Earned Income Tax Credit and San Francisco’s Working Families Tax Credit. The VITA project is an example of a SEfL where the teacher, Becky Gerek, translated students’ enthusiasm and interest into a significant community resource.
- **Galileo’s Academy of Information Technology** is home to G-House Television, a student news broadcast with the school community as SEfL client. In an effort to build the school’s sense of identity and community, G-House Television put a face on the different cultures of the diverse student body, particularly underrepresented groups.
- **Students from Lincoln High School’s Teacher Academy** volunteered in classrooms at a local elementary school on a weekly basis. Partnered with a mentor elementary teacher, small groups of high school students prepared activities and helped the teachers provide more individualized and differentiated instruction. The high school students’ request for a field experience component in the Teacher Academy curriculum resulted in a firsthand learning experience and provided a valuable service for the community.

Additional Resources Included in this Toolkit:

- **An overview of community mapping** appears in the Resources section of the Toolkit. Before developing a SEfL project, students used community mapping to research local assets and resources, as well as to identify needs or problems that could be addressed through SEfL.
- **The SEfL Workplan and the Quality Assessment Rubric** are both tools for planning a SEfL project, defining the roles and responsibilities of the students, the educator, and the client and evaluating the outcomes of the project. Both tools are meant as examples that should be modified and adapted to meet the needs of individual projects.
- **An annotated bibliography** and a **list of helpful websites** are further resources for students, educators, and community partners and/or clients.

Each of the case studies presented here illustrates the complex, organic nature of developing a Social Enterprises for Learning (SEfL) project. Be they client driven or derived by students and teachers, SEfL respond to local conditions and as such require flexible, adaptive development. The SEfL Workplan included in the resource section of the Toolkit lays out a series of steps and important issues to address when creating and implementing SEfL. From identifying an opportunity to developing a project and detailing individual roles and responsibilities, SEfL build toward a set of key academic standards, career skills, and specific community goals.

Five suggested steps for SEfL development include:

- 1) Identifying an Opportunity:** Inspiration, Administration, and Community Resources & Assets
 - **Inspiration:** What is the need/opportunity? What will be the overall project idea and goal?
 - **Administration:** Who is a potential client and/or community partner?
 - **Community Resources and Assets:** When, where, and how will you engage students in conducting community mapping?

- 2) Developing a Project Plan:** Team leaders meet to discuss the three SEfL objectives.
 - **Social:** How will students' product(s) or service(s) provide a social benefit to their community?
 - **Enterprise:** How will you ensure that students work with a real client to create a useful, implementable product?
 - **Learning:** What specific knowledge and skills will the students and the adult partners gain? What academic standards will be addressed?

- 3) Roles and Responsibilities:** What will be the role and responsibilities for each participant?
 - **Student:** How will students be engaged in the decision-making process? How will students deliver or present the product or service?
 - **Educator:** How will the project be organized in the classroom: teams, multiple SEfL, or other? How much time outside class will be spent on the SEfL?
 - **Client:** What time, resources, and ongoing feedback will the client be able to provide?

- 4) Assessing the SEfL**
 - How will student learning be assessed before, during, and after the project?
 - How will the final product(s) or service(s) be evaluated? What constitutes success?
 - How will the SEfL Quality Assessment Rubric be adapted to evaluate this specific project?

- 5) Next Steps**
 - What key obstacles do you anticipate, and how can they be avoided?

2. CASE STUDIES

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PRESIDIO WATERSHED PROJECT

Community Partner: Doug Kern of the Urban Watershed Project, The Crissy Field Center
Teacher: Lisa Franzen, Galileo Academy of Science & Technology, San Francisco Unified School District
11th- and 12th-Grade Environmental Sciences Pathway Students, 2005-2006 school year

The School

Galileo Academy of Science and Technology is located in the historic north end of San Francisco. Built in 1921, the school has recently shown rapid improvement in student achievement, increasing its Academic Performance Index score dramatically in 2005. Also in 2005, Galileo Academy received a California Distinguished Schools Award and was one of twelve schools statewide to be named an Exemplary Career Technical Education Program.

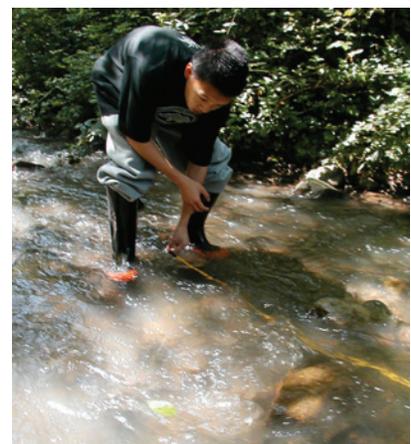
The Partnership

The Urban Watershed Project is an example of a partner-driven SEfL and is perhaps the most fully realized case study presented here. Doug Kern, the founder of the Urban Watershed Project, began working with Galileo Academy in San Francisco and the Presidio's Crissy Field Center in 1998 to develop a class-based environmental science program that has been implemented since 2000. Kern partnered with several teachers, including Richard McDowell and most recently Lisa Franzen, complementing classroom curriculum with weekly field studies over the course of the academic year. Students worked with naturalists, planners, educators, and preservationists from the National Park Service, Golden Gate National Parks Conservancy, the Crissy Field Center, and the Presidio Trust. Students also gained hands on experience using a range of scientific equipment to measure environmental indicators such as pH and water flow.

The coursework focused on an ongoing restoration project at the Presidio, the Tennessee Hollow Watershed, where creeks contained in underground pipes are returned to the surface. Invasive plant species were removed and replaced with California native plants that were specific to streamside habitats. Students selected a final project of their own personal interest from among several that will ultimately promote the restoration of Tennessee Hollow, and after a year of research and study, they presented their projects to a panel of scientists and professionals. The Urban Watershed Project took several years to reach its current format, but it has served as the basis for a new environmental pathway at Galileo and the formation of a permanent nonprofit City Watershed program in the Presidio.

Urban Watershed

The Urban Watershed Project is a nonprofit environmental organization focused on the restoration of the Tennessee Hollow Riparian Corridor in the San Francisco Presidio. A staff of scientists and educators conduct a citizen-based water quality-monitoring program, gathering information used to advocate for watershed restoration.



Students gather information in the Presidio National Park.

Social Enterprises for Learning

1: IDENTIFYING AN OPPORTUNITY

Inspiration:

- Doug Kern sought out a relationship with Galileo Academy and the Crissy Field Center in the Presidio to fulfill the mission of the Urban Watershed Project to actively involve community members of all age groups in the restoration of the Tennessee Hollow Watershed.
- As participants in the Urban Watershed Project, students selected their own research projects and were given access to professional equipment and resources in order to complete them.

Administration:

Kern has been the administrative force behind the Urban Watershed Project, working with local partners such as the Crissy Center and UC Berkeley's Interactive University Project. His commitment to the project partners and consistent communication with Galileo led to the success of the project.

Community Resources and Assets:

- Galileo's location near San Francisco's Presidio, part of the National Park Service, provided students access to the environmental resources of Tennessee Hollow. Students had a living environmental studies laboratory literally in their back yard.
- The Crissy Field Center, also located in the Presidio, had a range of laboratories, equipment, and scientists.



The Urban Watershed Project provides an opportunity for students to experience nature first-hand.



Students spend a day gathering data aboard a boat on the San Francisco Bay.

TIMELINE:

1. From 1998-2000, Kern built a partnership between the Urban Watershed Project, the Crissy Field Center, and Galileo Academy from the ground up.
2. From 2000-2004, the SEfL project gained credibility and proved itself to be an exciting, meaningful experience for the students involved.
3. Kern began plans to expand the project to other schools, identifying interested principals during 2004-2005
4. In 2004-2005, students attended one field session per week for the entire school year.
5. Students' work each year culminated in a final presentation in May to scientists, community members, and students' families.
6. In 2005-2006, the Urban Watershed Project underwent a comprehensive program evaluation.

2: DEVELOPING A PLAN

Team leaders meet to discuss the three SEfL objectives:

Social:

Students provided technical support to the restoration of Tennessee Hollow and promoted a vision of the restoration through public presentations and word of mouth at school and at home. This SEfL contributed to the development of a permanent educational program in the Presidio National Park.

Enterprise:

The reports produced and presented by the students delineated options for the restoration of the watershed, supporting the mission of local environmentalists and advocates such as Kern, the Crissy Field Center, and the National Park Service.

Learning:

Adults and students both gained important data on Tennessee Hollow, and students' learning was tied directly to science academic standards.

3: ROLES AND RESPONSIBILITIES

Students:

- Students worked individually or in small groups to investigate, analyze, write, and present on particular scientific and social issues affecting the watershed.
- Students initiated the focus of the projects in collaboration with Urban Watershed scientists.
- Students attended the field lab only once a week, meaning their presence each day was crucial.
- Students gained experience with professional techniques and tools, including water quality testers, spectrophotometers, and GIS applications.

Educator(s):

The classroom teacher was responsible for the basic science curriculum and ensured that students attended the fieldwork labs.

Client(s):

Kern organized the lab sessions in conjunction with the classroom curriculum, bringing together a range of professionals to work with the students on a regular basis. He also coordinated access to equipment, environmental scientists, and the Crissy Field Center.

STEP 4: ASSESSING THE SEfL

Students:

- Students were assessed based on participation in the lab, completion of Presidio assignments, and homework and tests administered by Franzen in the classroom.

Project:

- Students also researched and presented a final report assessing a plan for the restoration of Tennessee Hollow in front of a public audience. The report was evaluated based on its overall quality, content, and applicability to the field of environmental studies.

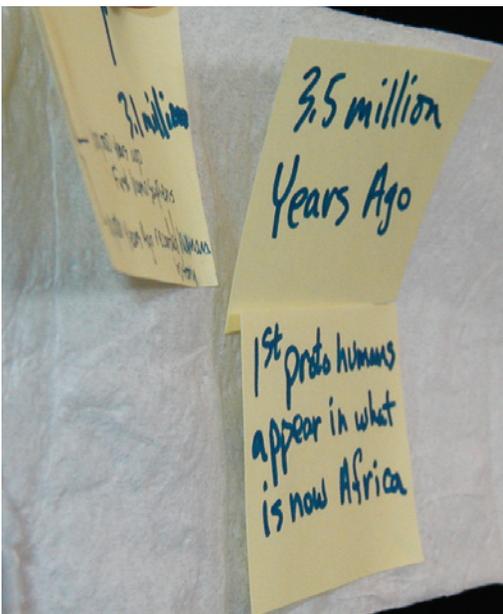


Students use the computer lab for research and tracking environmental data.

Social Enterprises for Learning



Doug Kern leads students through a lesson on the planet's 5 billion-year history using a 400-sheet roll of toilet paper as a timeline. As the toilet paper was unrolled from student to student around the room, post-it notes indicated key events in ecological history, including the comparatively short history of humans.



5. LESSONS LEARNED AND NEXT STEPS

- Making sure that students were academically prepared for the methods used in field-testing proved challenging. For example, it was difficult for students to learn how to measure pH in the field if they had not yet learned about pH in the classroom. Future work will require close coordination with the teaching partner and scaffolding exercises in light of prior student knowledge.
- Formalizing the student-driven aspect of the research projects and perhaps publishing the students' work on the Urban Watershed Project web page will increase student accountability for their work.
- The Presidio Watershed Project has been integrated substantially at Galileo Academy as part of a Natural Sciences Pathway and will be working on expanding to other classes and schools.

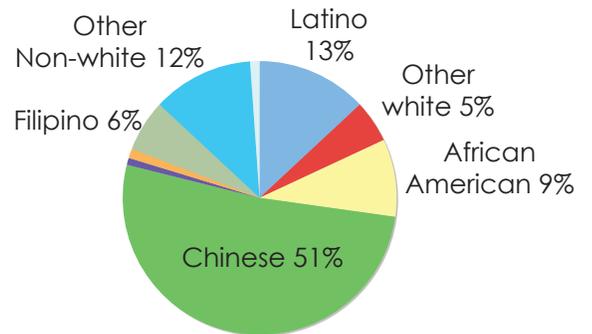


SCHOOL IN A SNAPSHOT

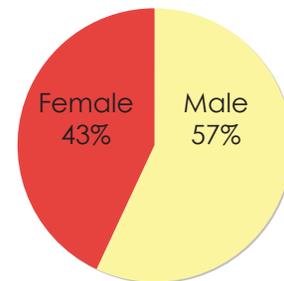
Galileo Academy of Science and Technology
 1150 Francisco Street
 San Francisco, CA 94109
 (415) 749-3430
 www.galileoweb.org

From the 2005-2006 SFUSD School Profile

Total Enrollment	2050	
English Language Learners	447	(22%)
Special Education	169	(8%)
Free & Reduced Lunch	601	(29%)
Graduation Rate	83%	
Average Daily Attendance	95%	
Total Staff	113	
2005 Academic Performance Index Score	743	



Students by Race/Ethnicity



Students by Gender

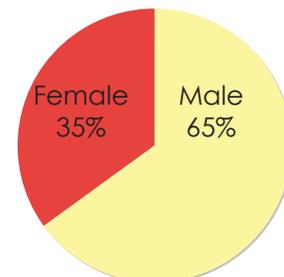


URBAN WATERSHED PROJECT

Doug Kern, (415) 561-4855
 Bldg. 204, Presidio of San Francisco, CA 94129

Total SEFL Participants to Date 500
 2004-2005 150

Course Title: *Honors Environmental Science*



Urban Watershed Students by Gender

YOUTH - PLAN, LEARN, ACT, NOW! (Y-PLAN)

**Community Partner: Dr. Deborah McKoy of the University of California, Berkeley
Oakland Unified School District High Schools
10 weeks each spring, 2000-present**

The School

Y-PLAN has partnered with over five East Bay schools, but one of the strongest participants was McClymonds High School. Located in Oakland's historic West Oakland community, McClymonds was targeted for comprehensive reforms with a Small Schools grant in 2004 from the Bill and Melinda Gates Foundation and additional funding from the San Francisco Foundation. In 2004-2005, the demographics of McClymonds differed from those of the SFUSD schools profiled here — approximately 80% of the student population was African American. In 2005, the high school began a 3-year program, breaking into two smaller high schools and adding a middle school as part of a plan to improve student achievement and create a greater sense of community in the school.

The Partnership

Dr. Deborah McKoy of UC Berkeley's Center for Cities & Schools began working with McClymonds High School in 1999 through a grant from Berkeley's University-Community Links Office, which supports programs that provide educational activities and resources for children in low-income communities. UCB graduate students, "mentors," guided high school students through a community development process culminating in a public presentation for changing the school neighborhood. Past projects include the design of a transit village, new housing developments, and a community garden. Over the last five years, the Y-PLAN structure and curriculum evolved and expanded nationally through a series of youth conferences sponsored by the U.S. Department of Housing and Urban Development's HOPE VI office. This case study focuses on the 2005 Y-PLAN project, the restoration of the West Oakland Train Station.

Communicating Change

The Y-PLAN helps students translate their unique understanding of the places where they live, play, or go to school into proposals for improving their environment. At the end of the spring semester, students present their proposals at Oakland's City Hall. Through networking, word of mouth, and news coverage, the Y-PLAN has attracted clients involved in West Oakland redevelopment, such as nonprofit developers like BRIDGE Housing, Inc., the Emeryville Unified School District Superintendent, and public agencies like BART and CalTrans. The client usually owns or is redeveloping a particular site in the school neighborhood and is interested in student and community input. Each year, students evaluate their community's resources and needs, then create a design plan for the client's site based on their semester's research. The public nature of the students' work goes beyond the classroom and has a strong impact on their communities.



Social Enterprises for Learning

1: IDENTIFYING AN OPPORTUNITY

Inspiration:

- In the Spring of 2005, BRIDGE Housing, a nonprofit affordable housing developer, approached Dr. McKoy regarding the re-use of the West Oakland Train Station in a new housing development they were planning.
- BRIDGE sought a further connection to the Y-PLAN after participating on the review panel for a previous Y-PLAN student presentation at Oakland City Council.

Administration:

- Principal Lynn Dodd of McClymonds became an avid supporter of the Y-PLAN program over the last five years and recommended teacher partners. She also funded many aspects of the Y-PLAN, e.g., buses for field trips, and she participated in the final presentation.
- Students, clients, and mentors signed a contract at the beginning of the project that outlined specific expectations, including attendance, completion of assignments, and communication.

Community Resources and Assets:

- Graduate students from UC Berkeley worked as mentors at McClymonds as part of a graduate community development seminar in the Department of City and Regional Planning.
- Outreach to community activists, local developers, and city policymakers grew over the life of the program, and many professionals and community members volunteered to speak to the high school students about issues surrounding the projects they worked on.
- Two classes of students in a college prep program, roughly 20 students in each, partnered with a group of 5-6 mentors throughout the planning process. A mentor coordinator and Dr. McKoy met with teachers several times during the project. The teams met two hours a week.

TIMELINE:

1. Over the summer of 2004, BRIDGE Housing approached Dr. McKoy about working with McClymonds students on redesigning the abandoned West Oakland Train Station.
2. Dr. McKoy began coordinating with teachers at the school in October of 2004 for the spring of 2005.
3. Recruitment at Berkeley for the Y-PLAN graduate seminar class began in the fall of 2004 and included several informational meetings.
4. In January, the first three weeks of the spring semester were spent preparing Berkeley graduate students to be effective mentors in the classroom and researching the history and issues surrounding the West Oakland Train Station project.
5. Mentors worked with McClymonds students for 10 weeks using a city planning charrette process to prepare a plan for the reuse of the train station. The process was completed in three phases: visioning, research, and developing a design for the site.
6. Students and mentors took field trips to the train station site, as well as other public buildings in Oakland and San Francisco.
7. In May, the students presented their design proposals at Oakland's City Hall to a panel of professionals.



2005 Y-PLAN students listen to a practice presentation in preparation for City Hall.

2: DEVELOPING A PLAN

Team leaders meet to discuss the three SEFL objectives:

Social:

For the 2005 project, students produced a new design proposal for the reuse of the train station. The space they designed was dedicated to preserving the rich history of the community role in civil rights, with the goal of becoming a community space run as a nonprofit in the future.

Enterprise:

The students' design concepts were based on financial and technical considerations, as well as the needs of the community, and should be implementable in the renovation of the train station.

Learning:

- The students and adults involved in the train station project learned about local issues and history relevant to the train station through research and interviews with stakeholders.
- At the school, lesson plans were designed to complement the existing classroom curriculum, addressing specific performance standards; e.g., as part of the project students were able to:
 - 1) Refine research skills, including the use of technology for all academic classes.
 - 2) Refine oral language skills that support leadership skills for extra-curricular activities, get interview experience for projects and jobs, and provide a community service.

3: ROLES AND RESPONSIBILITIES

Students:

- Students researched their school neighborhood through a "community mapping" exercise and used this information to inform goals for the train station redevelopment.
- Students were expected to attend several field trips with professional designers and to use stakeholder meetings to gain information about the project site and what different community members thought about the redevelopment of the train station.
- Students became decision makers, planners, and designers as they incorporated the needs of various users and generated design proposals for the train station site, including a scaled 3-D model of the new design and display boards describing their proposals.
- Students prepared an oral presentation along with visuals for City Hall.

Educator(s):

- The graduate student mentors prepared city planning lesson plans based on pre-existing classroom curriculum standards.
- The classroom teachers coordinated with the mentors to communicate about field trips, the presentation at City Hall, and collect homework, holding students accountable for their work.
- Dr. McKoy provided the mentors with professional resources regarding the history and challenges of the train station site, as well as materials and guidance for lesson planning.
- Dr. McKoy spent time outside of class developing networks, resources, and opportunities for students' public performance at meetings, as well as seeking out "real world" contact and involvement.

Client(s):

- BRIDGE Housing defined the area of the project site, provided information on the project plans, guided students through the existing train station, and connected students and graduate mentors to local stakeholders and the rest of the development team.
- At the end of the project, they provided feedback on students' design visions and pledged to form a board to manage a new nonprofit to oversee the train station's use after its renovation.

Social Enterprises for Learning

4: ASSESSING THE SEFL

Students:

- Student work and academic growth was recorded and assessed using a performance rubric, journals, short papers, and the product itself.
- Students presented their ideas and design proposals at City Hall to a public audience made up of community leaders, professional experts, students' families, and other community members.
- Students developed resumés for summer internships and college applications that included the training and skills they gained through the Y-PLAN.
- The panel of professionals at the City Hall presentation gave the students feedback on the feasibility of their plans.

Project:

The success of the project will be determined by BRIDGE's incorporation of the students' ideas in the future.



Members of the 2005 Y-PLAN team gather at San Francisco's Embarcadero Plaza.



Y-PLAN students take a field trip to explore Bay Area urban design.

5: LESSONS LEARNED AND NEXT STEPS

- Refining the scope of work will help keep such large, multi-faceted projects more manageable.
- Sustaining the involvement of key partners — school administrators, city council members, and developers — can be difficult when staffing changes occur.
- Making expectations to clients and students even more clear.
- The timeline for redevelopment projects is often 5-10 years or more. Although students present valuable ideas, their vision may not be realized until long after they graduate. The lack of immediate, concrete implementation of the students' work can be discouraging.
- Translating the students' proposals into real life construction takes continued involvement by the youth as advocates. Sustaining student involvement is key to making this happen.
- During the 2006 Y-PLAN at McClymonds, a group of film students at the high school created a short film investigating and documenting what had become of past projects.

Y-PLAN IN A SNAPSHOT

Dr. Deborah McKoy
 Center for Cities & Schools
 UC Berkeley, 324 Wurster Hall
 Berkeley, CA 94720
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 citiesandschools.berkeley.edu



An overhead photograph of Oakland, CA, from Google Earth.

Total Student Participants to Date 234

2000-2001 SEFL:

School: Oakland Technical High School, Oakland, CA
 Project: West Oakland Bart Station Exterior Redesign
 Participants: **27** youth; **14** UCB mentors

2001-2002 SEFL:

1. School: McClymonds High School, Oakland, CA
 Project: West Oakland Public Housing - Open Space Design
 Participants: **25** youth, 9th grade; **6** UCB mentors
2. School: BASE Charter School, Alameda, CA
 Project: Community Garden
 Participants: **18** students, 9th-12th grade; **7** UCB mentors

2002-2003 SEFL:

School: McClymonds High School, Oakland, CA
 Project: McClymonds Mini-Park
 Participants: **49** youth, 10th-11th grade; **19** UCB mentors

2003-2004 SEFL:

- School: McClymonds High School, Oakland, CA
 Total Participants: **44** students, 9th and 11th grade; **14** UCB mentors
1. Project: "Social Movements, Identities, & Culture"
 Planning for a West Oakland Living History Museum
 Client: West Oakland Branch of the Oakland Public Library
 2. Project: West Oakland Economic Development
 Mandela Gateway Hope VI Development
 Client: Oakland Community Housing, Inc. and Oakland Housing Authority

2004-2005 SEFL:

School: McClymonds High School, Oakland, CA
 Project: Redesign the historic West Oakland Train Station
 Client: BRIDGE Housing, Inc.
 Participants: **41** youth, 10th-11th grade; **12** UCB mentors

G-HOUSE TV NEWS BROADCAST AND COMMERCIALS

Teachers: Hank Machtay, Joel Arquillos, and Eleanor Mar-Beshears, Galileo Academy of Science & Technology, San Francisco Unified School District
10th- and 11th-Grade Academy of Information Technology, January 2005-present

The School

Galileo Academy of Science and Technology is located in the historic north end of San Francisco. Built in 1921, the school has recently shown rapid improvement in student achievement, increasing its Academic Performance Index score by almost 70 points in 2005. Also in 2005, Galileo Academy received a California Distinguished Schools Award and was one of twelve schools statewide to be named an Exemplary Career Technical Education Program.

The Partnership

In 2004, Computer Arts teacher Hank Machtay, Social Studies teacher Joel Arquillos, and English teacher Eleanor Mar-Beshears, launched Galileo's Academy of Information Technology (AOIT), a three-year program for 10th through 12th graders and part of the National Academy Foundation. Together, the three teachers created a new curriculum geared toward serving the needs of the school community using a variety of media. Mr. Machtay, the coordinator for AOIT, incorporated website design, graphic design, and video editing into his Computer Arts classes. After several years of discussion with his partner teachers, Mr. Arquillos, the Director of Arts and Media for the high school, oversaw the school's purchase of a new broadcasting system in the fall of 2004. The following spring, the AOIT teachers expanded their media curriculum by beginning a student broadcasting program, establishing a weekly news broadcast and filming public service announcements and commercials for different members of the school community. Through a variety of media, the AOIT team strove to increase the school's positive sense of community and reflect the true diversity of the student body.

G-House TV News Broadcast

G-House TV News Broadcast airs schoolwide every Wednesday morning and serves to promote the school Wellness Program, Peer Resources, school clubs, and sports. It contributed to an overarching sense of the school's multicultural community.

In Mr. Machtay's Computer Arts classes, students create a range of commercials for the weekly news broadcast and the school website, working for school-based clients and on deadline as though in a business setting.

G-House significantly affects the school climate and sense of community. For example, recent candidates in student elections composed video messages for airing that teachers felt notably shaped students votes. This led to the student council becoming more representative of the entire school community.



G-House students film and produce commercials and news broadcasts.

Social Enterprises for Learning

1: IDENTIFYING AN OPPORTUNITY

Inspiration:

- The AOIT teacher team wanted to support and to promote the multicultural school community by providing an information outlet that visually represents the diversity of the student body.
- The team also wanted to give students authentic opportunities to apply technical and customer service skills.
- After years of discussion and planning among AOIT teachers and administrators, Galileo purchased a broadcasting system in the fall of 2004, providing an opportunity to develop a school news broadcast for the first time.
- The use of broadcasting equipment in high schools is a relatively new phenomenon; just three years ago, students first began doing graphics in computer arts. As technology evolves, the classroom curriculum should also change over time.

Administration:

Galileo's administration supported the purchase of the broadcasting system and the implementation of the AOIT program, which began three years ago.

Community Resources and Assets:

- Both Mr. Arquillos and Mr. Machtay had access to a range of technology and professional skills, including personal experience with broadcasting media.
- The availability of the AOIT's broadcasting system played a major role in the development of the television program.



Students use school computers to edit video and commercials for the weekly broadcast.

TIMELINE:

1. Several years of planning and discussion led up to the purchase of broadcasting equipment and the launch of the Academy of Information Technology in 2004.
2. In Computer Arts classes, students began client outreach by creating commercial materials for school events and groups, including posters and FLASH animations for the school website.
3. Development of the broadcasting project began during the fall semester as the AOIT teachers worked together to create a broadcast curriculum.
4. G-House Television began broadcasting in the spring semester of 2005.
5. The timeline for commercials and news broadcasts was in part dictated by the weekly cycle of Wednesday airing. Commercials were created for students and adult clients affiliated with clubs or teams as they came forward.



AOIT students interview career mentors.

2: DEVELOPING A PLAN

Team leaders meet to discuss the three SEFL objectives:

Social:

The program created a strong sense of community because the student-run news show stressed the importance of putting a multicultural community on screen and showcasing the talents of the different ethnic and cultural groups at the school.

Enterprise:

Students interacted with clients from the school community, collaboratively planning the production of video, Photoshop, Flash, or HTML commercials and news, all of which were publicized on the G-House TV program and the AOIT website.

Learning:

Both Galileo students and adults learned more about the diverse cultures and skills of the school community. Students also worked toward Galileo's Expected School-wide Learning Results, which included the objectives that students would be:

- 1) *Effective thinkers who can make themselves and their ideas understood.* AOIT students utilized the power of video and TV media, as well as Internet media to promote their school, their lifestyles, and their community in a variety of creative formats.
- 2) *Critical thinkers who can analyze and understand new ideas.* AOIT students worked with school clients to create advertisements. AOIT students independently brainstormed and produced a weekly news program.
- 3) *Responsible community members who can contribute to the world they live in.* AOIT students produced G-House TV in order to create a unified school community.
- 4) *Healthy Individuals who take responsibility for their lifestyle choices.* Through a partnership with the school's Wellness Program, students created a commercial that provided important youth health and safety information.
- 5) *Lifelong learners who realize the value of education.* AOIT students worked on programs independently and understood the value their service provided to the school community.

3: ROLES AND RESPONSIBILITIES

Students:

- Students were expected to volunteer for production of the broadcast and to create an appropriate, community oriented news show each week.
- Students took turns at different roles, depending on their interests. Students worked as project managers, writers, and storyboard artists for school commercials, as well as camera person, switcher, manager, cue cards, B-roll person, anchor and co-anchor person, client-liaison, B-roll operator, post-production workers, etc., for the broadcast.
- Students often stayed after school to finish commercials and do pre- and post-production work.

Educator(s):

The teachers set high expectations for the quality of student work and the timeliness of production; they often stayed after school 1-2 hours a day to assist with pre- and post-production work, conduct camera training, and create a video "B-Roll."

Client(s):

- Clients for commercials were expected to provide a clear vision of the goals of the commercial and feedback on student story boarding.

Social Enterprises for Learning

4: ASSESSING THE SEfL

Students:

- Students were assessed based on their professionalism and participation in the broadcasting program as volunteers.
- The content, quality, and overall production goals of the broadcast and commercials were also concretely evaluated. Each week, AOIT students handed in a detailed work log, as well.
- Maturity and job readiness were natural outcomes of this particular SEfL, and these skills were readily apparent in internship interviews the following summer.

Project:

Success of the project was determined by changes that occurred in the school community, such as higher participation in clubs and activities. This included:

- Airing the news broadcast at Galileo on a weekly basis kept students informed about programs and possibilities at the high school while also creating a sense of community identity.
- Posting student commercials and advertisements on campus and on the school website also communicated a sense of pride in the community.



Student Initiative Accessing Student Interest:

Some students find their niche in the media arts programming AOIT offers. One student, for example, created his own news video for Cesar Chavez's birthday, while a group of three girls became more involved in class after creating a commercial for the track team. The flexibility of the program allows teachers to accommodate students' individual interests and learning styles.

5: LESSONS LEARNED AND NEXT STEPS

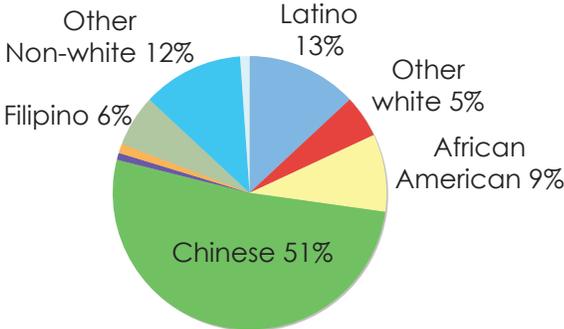
- A great deal of work for the project was done during the teacher's personal time after school and during prep periods, but transferring more of the power and control of the radio station to students, especially seniors, could ease the burden on the teachers.
- Keeping the students after school could be difficult at times. A self-selected subset of students were able to stay in the afternoons to work on projects. Developing a structure for leadership around teams of students working on particular projects could counterbalance this phenomenon.
- Keeping track of upcoming school activities and needs proved challenging; establishing a system to gather all pertinent school announcements in a timely manner prior to broadcasting would help.
- Securing more funding to update technologies and keep the show innovative will be key to the continued success of the broadcast.
- Networking with teachers at other AOITs to implement similar projects could provide a valuable network of practitioners, as well as expanding the broadcasting project to include other teachers at Galileo outside the AOIT.

SCHOOL IN A SNAPSHOT

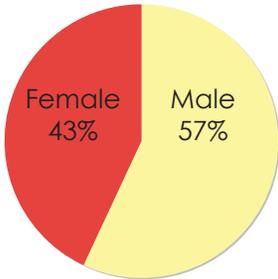
Galileo Academy of Science and Technology
 1150 Francisco Street
 San Francisco, CA 94109
 (415) 749-3430
 www.galileoweb.org

From the 2005-2006 SFUSD School Profile

Total Enrollment	2050	
English Language Learners	447	(22%)
Special Education	169	(8%)
Free and Reduced Lunch	601	(29%)
Graduation Rate	83%	
Average Daily Attendance	95%	
Total Staff	113	
2005 Academic Performance Index Score	743	



Students by Race/Ethnicity



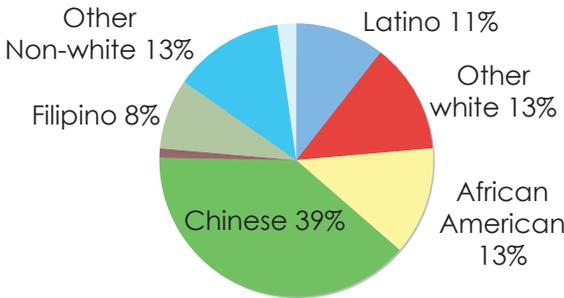
Students by Gender



G-HOUSE TELEVISION

Academy of Information Technology (AOIT)	85
Free and Reduced Lunch	35%
2005-2006 SEfL Participants	32
Average Production Team Size	8

Sophomore Course: *Computer Applications*
 Junior Course: *Multimedia 1-2*
 Senior Course: *Multimedia 3-4 (new)*



AOIT Students by Race/Ethnicity

VOLUNTEER INCOME TAX ASSISTANCE PROGRAM

Community Partner: Internal Revenue Service Volunteer Income Tax Assistance Program (VITA)

Teacher: Becky Gerek of Burton High School, San Francisco Unified School District

11th-Grade Academy of Finance, Income Tax Filing Season, 2005-present

The School

Phillip and Sala Burton Academic High School was established in 1984 as a result of a consent decree between the City of San Francisco and the National Association for the Advancement of Colored People (NAACP). Burton is located in San Francisco's Silver Terrace neighborhood and has a multicultural student body of approximately 1,500 students and roughly 90 faculty. The Academy of Finance at Burton was established in the 1980s.

The Partnership

Becky Gerek began teaching in 1998 after a successful career as a certified public accountant (CPA). At Burton, she taught algebra and advanced algebra classes, as well as directing a career academy that integrated business and finance. In 2003, Ms. Gerek implemented an international economic program in her finance class geared toward attending a regional summit, much like the Model UN. During the 2004-2005 school year, she continued this program and helped students run a tax preparation site for low- to moderate-income households as a SEFL project. Students trained to be volunteer income tax preparers, passed an IRS certification test, and stayed after school during tax season to help qualifying taxpayers complete their tax returns. In 2005, Ms. Gerek transferred to SFUSD's School to Career Department, and the VITA program expanded to two classrooms at Burton and to a second site at Lincoln High School.

Volunteer Income Tax Assistance Program

VITA is a program of the Internal Revenue Service that offers free tax preparation services to households earning less than \$38,000 a year. Clients call a toll-free number to get listings of VITA sites in their area, then either walk in or make an appointment.

Burton was listed as a VITA site for the 2005 tax season, with the goal of helping low-income families who qualify receive local and federal tax credits such as the Earned Income Tax Credit (EITC) and San Francisco's "Working Families Credit."



Students use IRS software in the school computer lab to help clients prepare their tax returns.

Social Enterprises for Learning

1: IDENTIFYING AN OPPORTUNITY

Inspiration:

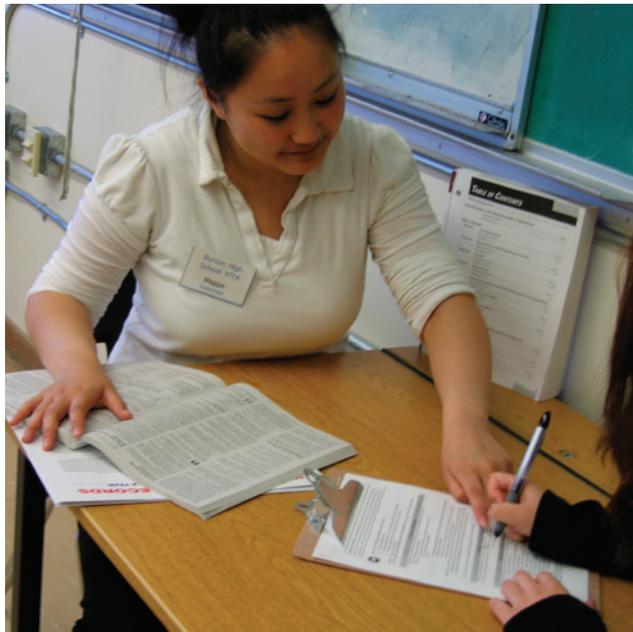
During a finance class on income taxes, Ms. Gerek's students were delighted to learn how "easy" income taxes were to prepare. Ms. Gerek took their enthusiasm as an opportunity to tell them about the IRS's Volunteer Income Tax Assistance program (VITA), and the students expressed interest in participating as volunteers.

Administration:

- In a conversation with the District's School to Career Department shortly after the lesson mentioned above, Ms. Gerek mentioned the students' interest in establishing a VITA program at Burton.
- The Academy of Business and Finance had an advisory board made up of business professionals. In response to the students' interest in VITA, School to Career personnel contacted an IRS representative who happened to be on the board and who followed up with Ms. Gerek directly.

Community Resources and Assets:

- Students in the Academy of Finance were selected based on grades and teacher recommendations; the students were considered to be highly responsible and well-prepared academically (enrolled in at least Advanced Algebra).
- Another advisory board member, Ed Sutton, owned a private tax practice; he volunteered to train the students for VITA, delivering three weeks of IRS curriculum during class time in January. All of the students subsequently passed the VITA certification test.



Students help clients complete intake forms in preparation for filing their taxes.

TIMELINE:

1. Ms. Gerek recognized authentic student enthusiasm as a teachable moment and took advantage of it to spark a SEfL project.
2. Gerek notified staff from SFUSD's School to Career Office about the students' interest in the VITA program.
3. The School to Career Office connected the finance class's idea to action by contacting advisory board members who could help with setting up a VITA site.
4. Development of the project began during the fall semester with planning for a spring implementation.
5. Students prepared for income tax preparation during a three-week curriculum taught by board member Ed Sutton in January.
6. Students took the VITA certification test after the training in January.
7. From February 15 through April 15, the VITA site operated two hours a day, four days a week.

2: DEVELOPING A PLAN

Team leaders meet to discuss the three SEFL objectives:

Social:

The students prepared income tax returns for low-income taxpayers in the community with an earned income of less than \$38,000 per year, many of whom qualified for the Earned Income Tax Credit and San Francisco's "Working Family Credit." Without the students' expertise, these taxpayers may not have accessed the tax credits.

Enterprise:

Students provided free tax preparation assistance, a white-collar service usually provided by highly trained professionals.

Learning:

Adults gained information about and help with income tax preparation, while Burton High School students participating in the project also worked toward several Burton schoolwide

Expected Learning Results:

- 1) Every student will be able to communicate effectively.
- 2) Every student will be able to work effectively with others.
- 3) Every student will be a community contributor.
- 4) Every student will be able to integrate the basic skills of reading, writing, and arithmetic into a meaningful activity or project.

3: ROLES AND RESPONSIBILITIES

Students:

- All of the students passed the IRS certification program to be VITA site volunteers and were treated as any other volunteer in the organization. Students were expected to model professional behavior when working individually with a client.
- Students signed up for volunteer shifts, with a minimum of two students each day. The site operated Monday, Tuesday, Thursday, and Friday from 3:30 p.m. to 5:30 p.m. Students were not graded on volunteer time, but committed students were first on the list for networking opportunities, internships, and fellowships.
- Students conducted intake and exit interviews, prepared all income tax returns using IRS-provided software, and reviewed each other's work as a first level of quality control.
- Students made announcements about the program during other core classes, advertising the VITA program to the larger school community.

Educator(s):

The teacher committed a substantial amount of time within the curriculum and after school. She stayed after school two hours a day, four days a week, for three months to manage the VITA site and also answered taxpayer phone calls during the day to schedule client appointments.

Client(s):

- Taxpayers got the school phone number from the IRS's toll-free line and contacted the school directly.
- County VITA sites met for bi-weekly phone conferences to discuss IRS hotline feedback and customer satisfaction.

Social Enterprises for Learning

4: ASSESSING THE SEFL

Students:

- The IRS's VITA certification test assessed students' understanding of various income tax topics. All of the students passed in order to participate.
- As the project progressed, decreased student reliance on the teacher for technical income tax assistance also served as evidence of student learning.
- Students enjoyed working with community members and carried themselves well at the site, projecting a positive image of the school to clients.
- Students developed resumés for summer internships that included their VITA experience and IRS training as examples of their professional experience.
- Students received formal certificates from the IRS to recognize their work. These certificates were presented at the Academy of Finance's end of the year ceremony.

Project:

- There were two indicators of success for this project overall: satisfied taxpayers and students who wished to repeat the experience in the next tax season.
- Each tax return prepared was reviewed on the spot with the taxpayer.
- Twice monthly, the IRS organized a VITA site conference call to review performance and communicate client feedback.
- Many applicants to the Academy of Finance have since referenced the VITA program as a reason for applying.

5: LESSONS LEARNED AND NEXT STEPS

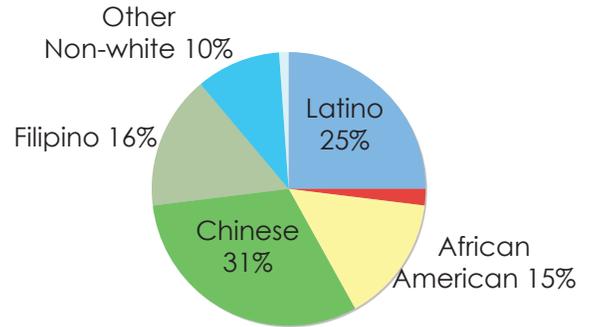
- Getting computer support at the school proved slow and delayed the opening of the site because the software was not loaded on time. Streamlining the technology implementation process should be simpler now that the program is installed.
- Improving communication about the program to school staff and faculty should ensure that whoever answers the school telephone knows about the VITA program and appropriately forwards calls. Keeping the doors to the school open after school so that taxpayers could get into the building also sometimes proved difficult.
- Juggling teaching, phone calls from taxpayers, and coordinating with other IRS VITA sites was time-consuming for Ms. Gerek, but in the future, veteran student volunteers can also serve as mentors for students new to the project.
- As a first-year VITA site, the students received around two dozen clients, making more extensive advertising a must for continued success of the project.
- Students had difficulty volunteering on Thursdays because Fridays were often test days at the school. In the future, the site may be open on fewer school days and some Saturdays to ensure staffing.
- More forms to assess the students and the project are needed, e.g., setting up customer satisfaction surveys to be filled out at the end of each session, tracking student performance in other classes, and developing more ways to assess specific career skills like confidentiality processes.

SCHOOL IN A SNAPSHOT

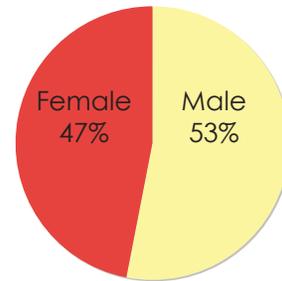
Burton High School
400 Mansell Street
San Francisco, CA 94134
(415) 469-4550
www.sfusd.edu/schwww/sch764

From the 2005-2006 SFUSD School Profile

Total Enrollment	1610	
English Language Learners	314	(20%)
Special Education	141	(9%)
Free and Reduced Lunch	807	(50%)
Graduation Rate	85%	
Average Daily Attendance	94%	
Total Staff	88	
2005 Academic Performance Index Score	701	



Students by Race/Ethnicity



Students by Gender



VOLUNTEER INCOME TAX ASSISTANCE

2004-2005 SEFL Participants	24
Course Title: <i>Financial Accounting</i>	
Participated in Summer Internships after the VITA experience	19
Number of Clients served 2004-2005	25

CONNECTING YOUTH IN EDUCATION

Community Partner: Robert Louis Stevenson Elementary School

Teacher: Dina Wright of Lincoln High School, San Francisco Unified School District

11th-Grade Teachers Academy students, 2004 - present

The School

Abraham Lincoln High School was established in 1940 in the southwest section of San Francisco as the result of a 1938 city bond measure to address the city's growing population. Today, Lincoln is the academic home of almost 2,500 students. Lincoln is known for its variety and strength of after-school activities, well-qualified educators, and Advanced Placement and career-focused classes.

The Partnership

Dina Wright has taught for eleven years and has been at Lincoln for the last four of those years. In the 2003-2004 school year, Ms. Wright launched a Teacher Academy that targeted any student interested in exploring careers working with children. Ms. Wright developed a curriculum grounded in psychology, human development and educational theory, introducing students to different career paths, all of which have a high level of person-to-person interaction.

During their junior year, Teacher Academy students spent two periods a day in Ms. Wright's classroom and volunteered once a week at a local elementary school. During the summer, students worked as interns in middle school classrooms and attended a class in City College of San Francisco's teacher preparation program. Students completing the internship earned three units of college credit. Once students earn twelve units, they may apply for positions working directly with children while they attend college. The overall goal of the Teacher Academy is to prepare students for college and inform them about possible choices of study.



A volunteer student helps with a geometry activity at a nearby elementary school.

"For starters, the topic of psychology is interesting enough, but the Teacher Academy takes it one step further and takes us out of the classroom and into a place where you can actually interact with or see what your textbook is talking about."

~2005 Student

Social Enterprises for Learning

1: IDENTIFYING AN OPPORTUNITY

Inspiration:

The Teacher Academy at Lincoln High School started in 2003 with an 11th-grade class. Those students suggested in end of the year feedback that a weekly field experience would better help them evaluate whether a career working with children was right for them.

Administration:

- In light of student feedback, Ms. Wright approached the Principal of Robert Louis Stevenson Elementary School, a nearby school in the same district, about bringing students to volunteer there on a weekly basis.
- The Principal of Lincoln High School gave Ms. Wright full support in setting up a valuable, off-campus learning experience for her students.

Community Resources and Assets:

- After speaking with the principal, Ms. Wright distributed a memo at the elementary school, and many of the school's teachers expressed an interest in mentoring student volunteers.
- One to three student volunteers were matched to each mentor teacher, based on personality and working style.
- Some students also expressed interest in volunteering for an after-school program at the Russian American International School, a nearby private school.
- Fundraising during fall and spring festivals at the high school funded art and educational supplies for the students.
- The school's block schedule allowed an expanded time-slot during which the students could volunteer off campus.
- San Francisco's nearby City College, with classes in teacher preparation, is an excellent resource for continued participation and learning on the part of the students over the summer.



Student volunteers are a valuable resource for one-on-one differentiated instruction in a full classroom.

TIMELINE:

1. During the 2003-2004 school year, Ms. Wright's first Teacher Academy class worked with a small Russian-American elementary school across the street to develop different activities. This pilot semester served as an opportunity to begin working out a formal structure for the program and its goals with the students.
2. Students' positive response to working with the mentor-teachers led Ms. Wright to begin coordinating with Robert Louis Stevenson Elementary School in the fall of 2004.
3. After soliciting principal support and generating a list of interested mentor teachers, students visited classrooms at the elementary school and requested teachers, subject areas, and grade levels that they felt were most aligned with their interests.
4. Ms. Wright matched student volunteers individually or in groups of two to three with mentor teachers based on personality and working style compatibility.
5. Each student turned in a walking field trip form at the beginning of the year; every Wednesday, the entire class walked to the elementary school as a group to volunteer for two class periods.
6. At the end of the school year, the juniors planned an awards ceremony and dinner for the seniors, building the Teacher Academy community over time.

2: DEVELOPING A PLAN

Team leaders meet to discuss the SEfl goals and individual objectives, i.e.:

Social:

The thirty students placed in elementary classrooms allowed mentor teachers greater opportunity to provide more individualized instruction for all of their students, and new teachers were inspired.

Enterprise:

The activities, materials, and aid provided by the student volunteers were concrete, positive products framed around the needs of the mentor teachers.

Learning:

The program addressed several of the school's Expected School-Wide-Learning Results (ESLR) including; "Students are self-directed individuals who plan for the future based on self-assessment of strengths and interests and set achievable education, vocational, and personal goals."

3: ROLES AND RESPONSIBILITIES

Students:

- Students were expected to be present and on time; to be responsible, positive role models; and to share experiences with peers. If a student was going to be absent, they were expected to call and notify the mentor teacher.
- Students assisted and worked in the mentor classrooms; their roles were not to be teachers.
- Studying about people and how they learn through observation and interaction took a significant amount of time and attention to detail on the students' part.
- Many liability issues could arise when volunteering in an elementary school, and the high school students had to learn about issues around personal contact safety.
- Students prepared instructional activities for implementation in the elementary school classrooms in conjunction with their mentor teachers.
- Students journaled about their experiences on a weekly basis and shared lessons learned with their classmates. Students were given prompts for journaling, which were intended to expand on classroom learning.

Educator(s):

- Ms. Wright committed a significant amount of time to developing a curriculum for the Teacher's Academy, coordinating placements for the students in mentor classrooms, and maintaining good relationships with the mentor teachers.
- Ms. Wright also gave students weekly feedback in their journals and informally observed the students as they taught.
- The Teacher Academy curriculum, created and delivered by Ms. Wright, prepared the students for their volunteer teaching experience.

Client(s):

- The mentor teachers provided oversight and feedback on student teaching in their classrooms.
- At first, the mentor teachers assumed the process would be much like student teaching, but Ms. Wright clarified expectations that the goal of the project was to expose the high school students to children.
- Ms. Wright worked with the mentor teachers to establish expectations for the students' performance, but the level of independence granted to the students varied by mentor.
- The mentor teachers needed to be assured that hosting volunteers would not require more work on their part; preparing for classroom volunteers paid off in differentiated instruction.

Social Enterprises for Learning

4: ASSESSING THE SEfL

Students:

- Teachers gave Ms. Wright informal feedback on a weekly or bimonthly basis.
- At the end of the year, the mentor teachers completed formal evaluations of the student volunteers.
- Each week, students reflected on their experience through a journal response to a given prompt. Ms. Wright read and responded to the journals, offering feedback from her own classroom observations, as well.
- Students developed resumés for part-time tutoring positions during their junior year of volunteer work.

Project:

- The success of the project was measured by the meaningfulness of the program to the students' lives and the evaluations of the community and mentor teachers.
- While the students were teaching, Ms. Wright checked in with mentor teachers and observed the students in action.
- The end of year potluck/awards ceremony served as a time to communicate students' successes to their families and the community.



"The Teacher's Academy has been an incredible and an amazing experience. I really have realized that I love learning about psychology and how the mind works . . . I love kids and being able to help them with their work and see improvement — it's so fulfilling. After this experience, I've been seriously thinking of pursuing a job in the educational field."

~ 2005 Student

5: LESSONS LEARNED AND NEXT STEPS

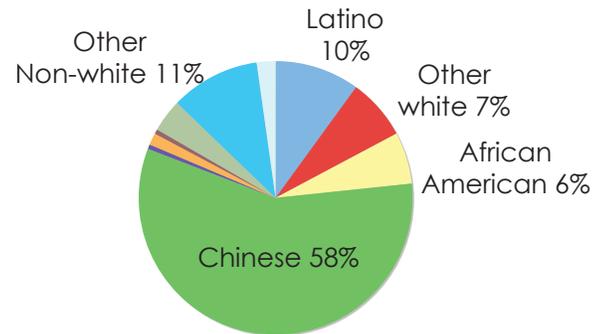
- Managing the unequal gender split in the program proved challenging — there were 23 girls and 7 boys. Recruiting more male students to the Teacher Academy is a future goal.
- Recruiting more faculty support at Lincoln High School through advertising the program and its benefits could lighten the work burden placed on Ms. Wright as the sole Teacher Academy staff member.
- Placing students in classrooms that best meet their needs and interests was an ongoing challenge that grew easier as Ms. Wright got to know the mentor teachers and their teaching styles better.
- Recruitment was difficult when the Academy focused solely on careers in education. When an exploration of other careers working with children was included, such as psychology and social work, a greater number of students expressed interest in the Academy.
- Securing further funding for the summer internship program will ensure that the Teacher Academy is sustainable over time.

SCHOOL IN A SNAPSHOT

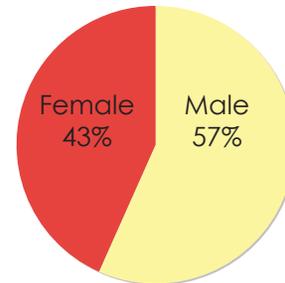
Lincoln High School
 2162 24th Avenue
 San Francisco, CA 94116
 (415) 759-2900
 www.lincolnhigh.net

From the 2005-2006 SFUSD School Profile

Total Enrollment	2450	
English Language Learners	554	(23%)
Special Education	261	(11%)
Free and Reduced Lunch	1099	(45%)
Graduation Rate	89%	
Average Daily Attendance	97%	
Total Staff	130	
2005 Academic Performance Index Score	772	



Students by Race/Ethnicity

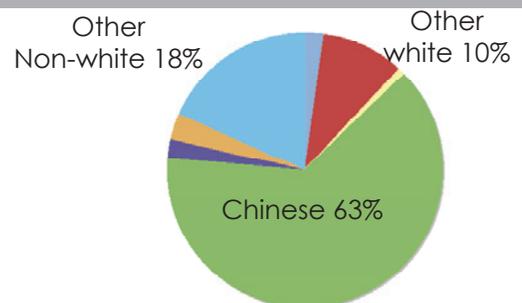


Students by Gender



CONNECTING YOUTH IN EDUCATION

Total SEfL Participants to Date	123
2004-2005: 59	2005-2006: 64
Mentor Teachers:	
2004-2005: 16	2005-2006: 23
Junior Course:	<i>Psychology and Learning</i>
Senior Course:	<i>Human Development</i>
Enrolled in Summer 2005 Educational Course at City College of San Francisco	16



Teacher Academy Students '05,'06,'07 by Race/Ethnicity



3. RESOURCES

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Social Enterprises for Learning: Work Plan

1. IDENTIFYING AN OPPORTUNITY

Inspiration:

What is the need/opportunity?

What will be the overall project idea and goal?

Administration:

Who is a potential client and/or community partner?

Community Resources and Assets:

When, where, and how will you engage students in conducting community mapping?

2. DEVELOPING A PLAN

Team leaders meet to discuss the three SEFL objectives:

Social:

How will students' product(s) or service(s) provide a social benefit to their community?

Enterprise:

How will you ensure that students work with a real client to create a useful, implementable product?

Learning:

What specific knowledge and skills will the students and the adult partners gain, e.g., what academic standards will be addressed?

3. ROLES AND RESPONSIBILITIES

What will be the role and responsibilities for each of the project's participants?

Student(s):

How will students be engaged in the decision-making process?

How will students deliver or present the product or service?

Educator(s):

How will the project be organized in the classroom — teams, multiple SEfLs, etc.?

How much time outside class will be spent on the SEfL?

Client(s):

What time, resources, and ongoing feedback will the client be able to provide?

4. ASSESSING THE SEfL

(see the SEfL Quality Rubric)

How will student learning be assessed before, during, and after the project?

How will the final product(s) or service(s) be evaluated? What constitutes success?

How will the SEfL Quality-Assessment Rubric be adapted to evaluate this specific project?

5. LESSONS LEARNED AND NEXT STEPS

What key obstacles do you anticipate, and how can they be avoided?

COMMUNITY MAPPING:

Community mapping is a way for students and their adult partners to learn about resources, assets, and needs in the school neighborhood and community. In many ways, students are experts on their communities and can identify social spaces, safe spaces, and unwelcoming spaces in their communities from a range of personal experiences in those places. At the same time, students' voices regarding the spatial and economic organization of their community are rarely heard, let alone solicited.

Community mapping takes students' experience in their communities seriously. By combining a guided walking tour(s) with research and mapping of information, students and their adult partners can form a more comprehensive understanding of the factors at work around them and identify opportunities for creating Social Enterprises for Learning.

Walking Tour

Students can gather firsthand information about the school neighborhood by going on a walking tour near their school. Students should record the information and insights they gather from the tour on maps of the area, using agreed upon symbols or a common set of adjectives, such as beautiful, ugly, exciting, boring, safe, and unsafe.

Research

In addition to a walking tour, students can research the demographics and other characteristics of the school community. There are many ways of overlaying information on top of maps, such as Google Earth and Google Maps. This Toolkit includes a list of internet resources, many of which can be used to gather information on a neighborhood, city, county, or state level. Some important things to research include:

- the historical development of an area
- government agencies responsible for the community
- population characteristics such as age, gender, race and ethnicity, and income
- housing values and rental rates
- public health and crime statistics
- the location of civic institutions such as schools, public libraries, and health facilities
- transportation routes for cars, bikes, public transit, and pedestrians
- community resources like churches, homeless shelters, and parks

Analysis

By compiling key observations from the walking tour and important information from further research, students can strengthen their understanding of their community, its assets and its challenges. The community mapping process allows students to assess the qualities that affect the quality of life in their community and generate ideas for ways to enhance resources already present.

For further exploration of community mapping itself, see:

- www.policylink.org/EDTK/Mapping/default.html.
- the internet websites included in the Resources section

SEfL Project Quality-Assessment Rubric

Title of SEfL Project: _____

Student Name: _____

Teacher Name: _____

Client Name: _____

Criteria and Comments for Improvement					PTS.
	1 –Not Occurring	2 – Beginning	3 – Well Developd	4 - Exemplary	
<u>SOCIAL COMPONENT:</u>					
Student(s) identifies their own role & the impact of the identified issue on their lives. ✓ Conducts community mapping exercise ✓ Interviews community partner(s) and client(s)					
Educator(s) makes connections between the identified issue The social goals of project ✓ Develops community mapping tour and resources ✓ Guides students in connecting findings from the community mapping with the project goals ✓ Identifies issue(s) of interest to the community					
Client(s) identifies a problem to be addressed in collaboration with the students. ✓ Provides overview or big picture of neighborhood – assets and challenges ✓ Clarifies community interests and priorities ✓ Connects the students to key stakeholders and information					
<u>ENTERPRISE COMPONENT:</u>					
Student(s) generates solutions to a community need by in collaboration with adult partners. ✓ Creates a SEfL implementation plan and time-line ✓ Delivers the product or service in a professional manner					
Educator(s) oversees the learning focus of the enterprise and guides students in client interactions. ✓ Communicates career expectations and skills to the students ✓ Coordinates interactions between the students, the client, and the larger community ✓ Relates activity to post-secondary education					
Client(s) evaluates and uses the service or product. ✓ Discusses with students specific ways the SEfL can be implemented: when, how, where, and why. ✓ Gives individual students feedback on their performance					
<u>LEARNING COMPONENT:</u>					
Student(s) develop career and academic skills. ✓ Develops SCANS skills such as team work, initiative, time management, and systems thinking ✓ Achieves identified core academic standards ✓ Can explain how the community benefits from the SEfL					
Educator(s) Partner keeps focus on student learning. ✓ Connects work to academic standards ✓ Coaches on connecting project to internship preparation					
Client(s) monitors change over time with implementation of SEfL. ✓ Who actually used the product, and why or why not? ✓ Continues to work with students and educators to sustain and improve the project					

INTERNET RESOURCES:

- **Center for Cities & Schools**
The Center for Cities & Schools researches the synergy between cities and public education and promotes understanding and collaboration between educators and urban policymakers.
citiesandschools.berkeley.edu
- **Community YouthMapping**
Supported by the AED Center for Youth Development and Policy Research, Community YouthMapping hosts data and has short films explaining the community mapping process.
www.communityyouthmapping.org/Youth/
- **Data Place**
Hosted by KnowledgePlex, a web resource for affordable housing and community development professionals, Data Place is a tool for combining maps of U.S. locations with statistical information.
www.dataplace.org
- **Ed-Data**
The Ed-Data website offers educators, policymakers, the legislature, parents, and the public quick access to timely and comprehensive data about K-12 education in California. Search at the state, county, district, or school level,
www.ed-data.k12.ca.us
- **Google Earth**
Overlay aerial photographs of locations worldwide with maps and information, such as public schools, geographic information, and commercial locations.
earth.google.com
- **Great Schools**
GreatSchools provides comprehensive profiles for more than 120,000 schools nationwide. Geared toward parents, the site provides school demographics and academic data.
www.greatschools.net
- **Map Collection, University of Alabama**
The University of Alabama has a free, comprehensive online collection of maps, organized in three sections: the Contemporary Map Index, the Historical Map Archive, and the Aerial Photography Index.
alabamamaps.ua.edu
- **Info Alameda County and Info Oakland**
Use the Map Room to create maps using a range of information, including income, toxic sites, age, and crime statistics.
www.infoalamedacounty.org
www.infooakland.org
- **Neighborhood Knowledge California (NKCA)**
NKCA allows users to generate maps, tables, and reports at a neighborhood level across the state of California, including information like mortgage lending, population, and housing.
nkca.ucla.edu
- **San Francisco Find**
Hosted by the city government, San Francisco Find has mappable information including the location of public art sites, health care facilities, homeless shelters, etc.
gispubweb.sfgov.org/website/nuviewer/monsmmap.asp
- **What Kids Can Do (WKCD)**
WKCD is a national nonprofit organization that publishes media on youth-adult partnerships, documenting young people's lives and making their voices public.
www.whatkidscando.org

ANNOTATED BIBLIOGRAPHY:**Community Development:**

- McKoy, D. and Vincent, J. "Engaging Schools in Urban Revitalization: The Y-PLAN (Youth - Plan, Learn, Act, Now !)." Under review by the *Journal of Planning Education and Research* (JPER), 2005. This article takes a comprehensive look at the Y-PLAN as a theoretical framework for engaging youth in community development. The authors include a theory of change through youth-adult partnerships based on three principles: 1) authentic problems engage diverse stakeholders fostering a 'community of practice'; 2) youth and adults share decision making and 3) projects build institutional success and sustainability.
- Mullahey, R. et al. *Supporting Youth Participation in Community Planning, Part 1 and 2*. Washington, D.C.: American Planning Association, 1999. This report for the American Planning Association examines several youth planning initiatives in North America that are similar to Social Enterprises for Learning.

Citizenship & Schools:

- Dewey, John. *Democracy and Education: An Introduction to the Philosophy of Education*. New York: Macmillan, 1916. Dewey masterfully describes a progressive pedagogy that focuses on the important role of education in preparing active citizens. This discussion of the social importance of public education formed a framework for current debates regarding the role of public schools in fostering civic engagement.
- Stern, David. *Rediscovering Public Purposes of Education in the U.S., An Economic View*. Paper presented at Tien Chang Lin Technology Innovation Foundation Lecture: The Chinese University of Hong Kong, Dec. 7, 2005. This article explores the public purpose of education, including the role of public schools in preparing students for civic participation, as well as the economic benefits of higher education. The author includes a discussion of Social Enterprises for Learning as a way for schools to provide collective benefits that reach beyond the classroom.

Learning Theory:

- Furco, A. and Billig, S. *Service-Learning: The Essence of Pedagogy*. Greenwich, CT: Information Age Publishing, 2002. This book is a collection of essays on the theory, impact, and study of service learning in primary and higher education. Many of the essays are particularly relevant to the creation and implementation of Social Enterprises for Learning, including "Is Service-Learning Really Better Than Community Service? A Study of High School Service Program Outcomes" and "Service-Learning as Qualitative Research: Creating Curriculum from Inquiry."
- Wenger, E. *Communities of Practice*. Cambridge: Cambridge University Press, 1998. Wenger expands the theory of situated learning that he and Jean Lave first put forth in 1991. According to Wenger, students learn in a social context, where culture and relationships combine around activity to form a community of practice. Situated learning theory, along with service-learning, serves as a pedagogical foundation for Social Enterprises for Learning.