Monica Harris has had a multi-year relationship with teachers and social workers at Rogers High School (Wyoming Public Schools). For three years, she has taken her EDS 629 Transitions graduate class to the school to work with high school (HS) students. What began as a tutoring program has blossomed into a full-scale service-learning program, where each year she takes additional steps to ensure that her College of Education (COE) students are taking more leadership and responsibility in the conceptualization, planning, and implementation of the project.

**Fall 2011**

This semester, Dr. Harris began the service-learning experience early with her COE students. From week one, she informed them that they would be working closely with Rogers High School faculty and students throughout the semester to create an event for HS students based on transition practices they would be learning in the class. It was up to the COE students to decide a) what transition content would be taught, b) how to construct an activity on the day of the event that would help deliver the content to HS students, and c) which community partners would be involved in the event. Each week, the class was held at Rogers High School and involved a brief lecture by Dr. Harris on content followed by individualized tutoring between COE students and HS students.

Throughout this time, COE students were designing a project that would serve as a one-day capstone to the end of the semester. The class decided to design a game for HS students that was similar to the board game, “Life.” High school students would be issued a certain “outcome” for their adult life and would have to make decisions based on that outcome (for example: one student may discover that she is a college graduate with four children making $40,000/year). COE students were positioned at four unique stations: housing, family expenses, transportation, and grocery. Rogers faculty and staff served as a bank to issue loans. To prepare for the day, COE students did research and asked experts to be present at each station to advise and educate students. There was a financial planner for “Family Expenses,” a dietician for “Grocery,” a Rapid bus representative at “Transportation,” and a real estate agent at “Housing.”

After all students had visited each station, COE students asked questions and debriefed with the HS students to wrap up the activity. In the end, all experts that participated reported how much they enjoyed the event, how they don’t get to work with HS students enough, and that they wished to do things like this more in the future. Rogers High School students reported enjoying the activity and faculty were pleased with the results.