

CAS Handbook

Creativity – Activity – Service



The International Baccalaureate Program
Lecanto High

Table of Contents

- I. [IB Mission and Learner Profile](#)
- II. [Philosophy of CAS](#)
- III. [CAS Strands](#)
- IV. [Learning Outcomes](#)
- V. [Stages of CAS](#)
- VI. [CAS Experiences](#)
- VII. [CAS Project](#)
- VIII. [What is / is not CAS?](#)
- IX. [Reflection, Documentation and Evaluation](#)
- X. [Responsibilities and Requirements for Completion of CAS](#)
- XI. [CAS Timeline](#)
- XII. [COVID-19 Considerations](#)
- XIII. [Bibliography](#)



I. IB Mission and Learner Profile

Mission Statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”

IB Learner Profile

All IB at LHS policies, expectations and evaluations are designed to align with the principles outlines in the IB Learner Profile. It takes more than academic studies for a person to live a productive, fulfilling life!

IB Learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and will sustain this love throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are willing to grow from each experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They thoughtfully consider their own learning and experience. They can assess and understand their strengths and limitations to support their learning and personal development

II. Philosophy of CAS

“If you believe in something, you must not just talk or write, but must act.” (Peterson 2003)

Why CAS?

Through CAS, you will be encouraged to develop three important lifetime habits:

- ✓ To enrich yourself through personal growth, trying new things whenever possible (**creativity**),
- ✓ To remain active and physically fit (**activity**), and
- ✓ To pursue opportunities to make a difference in the lives of others, particularly those less fortunate; to give of yourself and your time to improve your community and your world (**service**).

In the Diploma Programme, a large part of your time will be devoted to the required IB Courses and your IB Elective. What you learn in those courses is determined mainly by the International Baccalaureate (IB) with your teacher’s added expertise and input. You have some choices in your course selection, however, you have very little choice in what you learn in each of those courses. What you learn in those courses is comprehensive and interesting, but CAS poses an opportunity that your courses are not necessarily designed to provide.

In CAS, you get to choose what you’re going to discover about yourself and the world around you. CAS is your chance to take charge of what you learn. In other words, you plan and make the decisions about your CAS activities. In this sense, CAS is exactly as beneficial as you make it. CAS is also different from your other IB courses in that CAS is an opportunity for “service learning.” It involves learning by experiencing which differs in many ways to learning in a classroom. Many high school students’ education is dominated solely by classroom learning but this is not the case for you. You can challenge yourself and learn in a completely different way than you would in the classroom.

CAS provides an opportunity for you to learn about and give back to your local or global community by getting involved. CAS allows you to take the knowledge you have gained in the classroom and apply it to local and/or global community. Through CAS you have the opportunity to give your time and skills to benefit other people who may need help or are less fortunate. The ultimate goal of CAS is to foster your awareness and appreciation of life outside the academic arena.

Finally, CAS can be one of the unique thing that truly sets you apart from other high school students, other Lecanto High students, and other IB diploma students. As a student, you are more than just a GPA – CAS gives you the opportunity to prove it. A strong CAS portfolio is something that can be brought up in college applications, interviews, and beyond. Additionally, the unique nature of CAS means that you get to follow your passion and develop habits that will only improve the quality of your citizenship and your life.

It is easy to tell a student who has discovered or pursued a passion throughout their CAS experiences and a student who is simply “clicking the boxes”. At Lecanto, we hope you all will find yourselves as the former. (Nasrallah)

Creativity ~ Activity ~ Service

III. CAS Strands

The Nature of CAS

CAS is organized around the three strands of creativity, activity and service. These strands are defined and explored below:

Strand	Definition	Exploration
Creativity	Exploring and extending ideas leading to an original or interpretive product or performance.	May cover a wide range of arts and other activities that the student engages in to design and carry out service projects (creativity of the mind). Activities may include arts and crafts, choir, band, acting, debate, singing, dance, photography, or any other create activity. Appropriate 'creative' CAS activities should not involve just "more of the same" (ex. More practice, more concerts, etc.) and is not met by the appreciation of the creativity of others (ex. Attending a concert or art exhibition)
Activity	Physical exertion contributing to a healthy lifestyle	May include many types of physical activities such as participation in expeditions, individual and team sports and physical training. It can also include carrying out creative and service projects as well as training for service. These activities include school or community sports, mountain climbing, skiing, gardening, martial arts classes or competitions, coaching, club participation, or any charitable activity participation such as a March of Dimes Walkathon. Should not involve just "more of the same"---more practice. "Extending" the student may go further (ex. Trying a team sport instead of an individual sport, coaching a little league team, etc.).
Service	Collaborative and reciprocal engagement with the community in response to an authentic need	Involves community or social service. It can include environmental and international projects. Service work would include volunteering at a local hospital or nursing home, working on a Habitat for Humanity house, tutoring, participation in student government or service on community organizations or committees, working in a recycling program or organizing your own recycling project. Service can also include participation in a local or international fundraising event, travel to another country for humanitarian purposes. It is essential that the service activity has learning benefits, which rules out mundane, repetitive activities, as well as "service" without real responsibility.

A CAS project **can address any single strand of CAS, or combine two or all three strands**. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project:

- ✓ *Creativity*: A student group plans, designs and creates a mural.
- ✓ *Activity*: Students organize and participate in a sports team including training sessions and matches against other teams.
- ✓ *Service*: Students set up and conduct tutoring for people in need.
- ✓ *Creativity and activity*: Students choreograph a routine for their marching band.
- ✓ *Service and activity*: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- ✓ *Service and creativity*: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- ✓ *Creativity, activity, and service*: Students rehearse and perform a dance production for a community retirement home.

IV. Learning Outcomes

Seven CAS Learning Outcomes

Student completion of CAS is based on the achievement of the seven CAS learning outcomes. These learning outcomes articulate what a CAS student is able to achieve at specific points throughout their CAS programme. Some learning outcomes may be achieved many times, while others may be achieved less frequently.

Students provide the school with evidence in their CAS Portfolio (CAS Canvas Course) of having achieved each learning outcome at least once through their CAS programme. Commonly, the evidence of achieving the seven CAS outcomes is found in the students' reflections.

CAS Learning Outcomes and Descriptors:

LO 1	Identify own strengths and develop areas for growth
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	Demonstrate that challenges have been undertaken, developing new skills in the process
Descriptor	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
LO 3	Demonstrate how to initiate and plan a CAS experience
Descriptor	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
LO 4	Show commitment to and perseverance in CAS experiences
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
LO 5	Demonstrate the skills and recognize the benefits of working collaboratively
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences. CAS learning outcomes
LO 6	Demonstrate engagement with issues of global significance
Descriptor	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally
LO 7	Recognize and consider the ethics of choices and actions
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

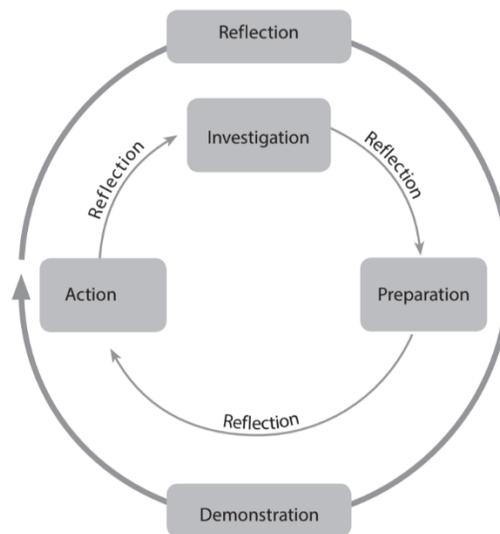
Similarly to CAS Strands, a single CAS Experience or CAS Project may fulfill multiple learning outcomes. As the student completes CAS reflections, they are encouraged to analyze their experience to identify all possible learning outcomes achieved.

V. Stages of CAS

Planning CAS

The CAS stages (adapted from Cathryn Berger Kaye's "Five Stages of Service Learning", 2010) offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS project.

These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understandings and the process.



The five CAS stages are as follows:

1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. **Action:** Students implement their idea or plan. This often requires decision-making and problem solving. Students may work individually, with partners, or in groups.
4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

For singular CAS experiences, students may begin with investigation, preparation, or action. For ongoing CAS experiences, beginning with investigation is advised. In these ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas.

VI. CAS Experiences

What is a CAS Experience?

A CAS Experience is a specific event in which the student engages with one or more of the CAS Strands, and one or more of the seven Learning Outcomes. A CAS Experience can be a single event, or an extended series of events. We recommend approximately **7-10 CAS Experiences** to be documented to assure that all learning outcomes are achieved satisfactorily.

Guidelines to CAS Experiences

A CAS Experience must...

- ✓ ...fit within one or more of the CAS Strands (Creativity, Activity, Service).
- ✓ ... be based on a personal interest, skill, talent or opportunity for growth.
- ✓ ...provide opportunities to develop the attributes of the IB Learner Profile.
- ✓ ...not be used or included in the student's Diploma coursework or requirements.
- ✓ ...address one or more of the seven learning outcomes**

*****While it is not necessary for each CAS experience to address a CAS Learning Outcome, upon completion of the CAS programme, CAS students are required to present evidence demonstrating achievement of all CAS Learning Outcomes.***



VII. CAS Project

What is the CAS Project?

Each Diploma student is required to complete a CAS Project. A CAS Project is a collaborative, well-considered series of sequential CAS Experiences lasting at least one month and engaging students in one or more of the CAS Strands.

The primary purpose of the CAS Project is to ensure participation in sustained collaboration. Though this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS Project challenges students to **show initiative, demonstrate perseverance**, and develop skills in the areas of **cooperation, problem-solving** and **decision-making**.

A CAS Project can address any single strand or CAS, or combine two or all three strands. Learning outcomes may also be achieved and documented during the course of the CAS Project. All CAS Projects should use the CAS Stages as a framework for implementation to ensure that all requirements are met.

A minimum of one month is recommended for a CAS Project, from planning to completion.

VIII. What is/ is not CAS?

What does NOT qualify as a CAS Experience/Project?

The spirit of CAS demands that you engage in meaningful activity that has purpose to you. The purpose is lost if this overall experience becomes a point-scoring exercise rather than a rewarding experience.

Here are some examples of what would not count as CAS:

- ✓ Any class, activity or project that is already part of your Diploma Program
- ✓ An activity for which you are personally rewarded (financially or some other benefit) unless the benefit is passed on to a worthy cause
- ✓ Doing simple, tedious and/or repetitive work (like returning library books to the shelves)
- ✓ Working in an nursing home when you:
 - Have no idea how the home works
 - Are just making sandwiches
 - Have no contact at all with the residents
 - Actually do no service for other people
- ✓ A passive pursuit such as a visit to a museum, art exhibit, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged
- ✓ All forms of duty within a family
- ✓ Religious devotion and any activity that can be interpreted as proselytizing
- ✓ Work experience that only benefits the student
- ✓ Fundraising with no clearly defined end in sight
- ✓ An activity where there is no leader or responsible adult on site to evaluate and confirm student performance
- ✓ Activities that cause division amongst different groups in the community (e.g. work on a political campaign or attending a demonstration)

What does qualify as a CAS Experience/Project?

Below is a list of some successful CAS Experiences and Projects that past IB students at LHS have achieved:

- ✓ A 5K run/walk for a charitable cause
- ✓ Canned food drive
- ✓ Clothing drive
- ✓ Purple Heart Ceremony
- ✓ Courtyard Cleanup
- ✓ LHS Beautification Committee
- ✓ LHS Creative Writing Club
- ✓ Participation in school/club sports
- ✓ Classes taken outside of school (sign language, technical classes, etc.)
- ✓ Participation in school clubs, yearbook, newspaper, etc.
- ✓ Private music lessons
- ✓ Participation in fine arts groups at school/in community
- ✓ Volunteer work in hospitals, libraries, etc.
- ✓ Rubik's Cube Tournament
- ✓ Teaching lessons to other students (your native language, knitting, crafting, etc.)
- ✓ Participation in service clubs
- ✓ Fitness classes at gyms
- ✓ Planning events for school, church or community organizations
- ✓ Blue Bins recycling
- ✓ Participation in summer camps
- ✓ Sock sales

When in doubt -ask! Mrs. Price (IB Coordinator), Mr. Carella (CAS Coordinator) and your TOK teachers are your best resource to confirm your experience or project!

IX. Reflection, Documentation and Evaluation

Reflection

Reflection is central to building a deeper and richer experience in CAS. Purposeful reflection is about quality, not quantity. The appropriate occasion, method and amount is your decision. Students will complete a minimum of **seven** (one for each learning outcome) reflections on Canvas.

Possible moments of reflection:

- ✓ a moment of discovery
- ✓ a skill is mastered
- ✓ a challenge is confronted
- ✓ emotions are provoked
- ✓ achievement deserves celebration

Possible methods of reflection (evidence):

- ✓ photographs
- ✓ composing a song or creating artwork to represent experience or project
- ✓ a poem or prose describing experience or project
- ✓ a short video
- ✓ a poster
- ✓ signed community service form outlining the experience or project
- ✓ a URL to a website showcasing the experience or project
- ✓ a program, newspaper article or other media showcasing the experience or project

It is always recommended that the student write a short paragraph showing the connection between a chosen piece of reflection evidence and the Learning Outcome(s) achieved when applicable.

Documentation

Students will document all progress toward the completion of CAS on the Canvas Course entitled “CAS [Graduation Year]” (Class of 2022 will document in the Canvas Course Titled “CAS 2022,” etc.). All required documents can be found in the Assignments section:

- ✓ First Interview “1ST INTERVIEW”
- ✓ CAS Experience Reflections are listed as “CAS EXPERIENCE #”
- ✓ Project Planning Interview
- ✓ CAS Log Sheet – this will be signed by supervisors of your various CAS Experiences to confirm your participation. This confirms your participation in the documented CAS Experiences.
- ✓ Project Reflection

Evaluation

CAS completion will be evaluated based on the following criteria:

- ✓ Completion of First Interview and Project Planning Interview
- ✓ Achievement of all 7 Learning Outcomes (evidenced by reflections)
- ✓ Achievement of all 3 CAS Strands (evidenced by reflections)
- ✓ Completion of CAS Project (evidenced by reflections)
- ✓ Completion of approximately 150 hours of total CAS participation (Interviews, experiences and project)

X. Responsibilities and Requirements for Completion of CAS

The Responsibility of the CAS Student

The key to success in CAS is personal engagement, choice and enjoyment. Growth and learning happen when students can connect curriculum to their personal lives or interests, and CAS is no different! All students are urged to thoughtfully and meaningfully plan their experiences and projects.

CAS Students are expected to...

- ✓ approach CAS with a proactive attitude.
- ✓ develop a clear understanding of CAS expectations and the purpose of CAS.
- ✓ explore personal values, attitudes and attributes with reference to the IB learner profile.
- ✓ determine personal goals.
- ✓ discuss plans for CAS experiences with the CAS coordinator, IB Coordinator and/or CAS adviser.
- ✓ understand and apply the CAS stages where appropriate.
- ✓ take part in a variety of experiences, some of which are self-initiated, and at least one CAS project.
- ✓ maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes in Canvas.
- ✓ understand the reflection process and identify suitable opportunities to reflect on CAS experiences.
- ✓ ensure a suitable balance between creativity, activity and service in their CAS programme.
- ✓ behave appropriately and ethically in their choices and behaviors.



Requirements for Completion of CAS

Students are expected to follow the CAS Timeline to the best of their abilities to assure timely completion of the below requirements. All pieces listed below are crucial in completing CAS successfully

By April 1st of their senior year, CAS Students must meet the following standards:

- ✓ Evidence of achievement of the seven CAS learning outcomes.
- ✓ CAS “portfolio” including evidence of experiences and reflections (minimum of 7)
- ✓ Completion of a CAS project
- ✓ Completion of CAS planning interviews (1st Interview and Project Planning)
- ✓ Evidence of consistency over approximately 18 months of CAS experiences
- ✓ Reasonable balance between CAS strands of creativity, activity, and service.
- ✓ Evidence that supports approximately the equivalent of two to three hours per week, or 150 hours in total, with a reasonable balance between creativity, action and service.

XI. CAS Timeline

Below is a timeline that will assist with the timely completion of all CAS Requirements. Highlighted benchmarks are established “checkpoints” that should be reached by that date. These checkpoints will be used as a grade in the TOK Classes. If you find that you may not meet these checkpoints, reach out to your CAS Advisor as soon as possible. **Dates highlighted in red are temporary adjustments in consideration of Covid-19 limitations.**

Grade 11

August

- ✓ Become familiar with CAS Handbook and Canvas Course
- ✓ Begin to formulate plan for CAS
- ✓ Begin completion of 1st Interview

September

- ✓ Begin brainstorming ideas for CAS Project
- ✓ Complete 1st Interview
- ✓ Participate in 1st CAS Experience

October

- ✓ **First Interview completed and on Canvas by midnight, October 1. (January 6)**
- ✓ Continue project planning, complete Project Planning Interview
- ✓ Participate in 2nd CAS Experience
- ✓ Speak with CAS Advisor (TOK Teacher, CAS Coordinator or IB Coordinator) regarding 1st Interview

November

- ✓ **Project Planning Interview completed and on Canvas by midnight, November 1. (January 6)**
- ✓ Speak with CAS Advisor about project planning and brainstorming
- ✓ Participate in 3rd CAS Experience

December

- ✓ **First 3 CAS Experience Reflections completed in Canvas with evidence due by midnight, December 15. (January 6)**
- ✓ Supervisor signatures on IB CAS Log Confirming participation

January-May

- ✓ Begin execution of CAS Project – collaborate with peers, work with community and school officials
- ✓ Informal check-ins with CAS Advisor throughout project planning and execution
- ✓ Complete 3 additional CAS Experiences
- ✓ **Additional 3 CAS Experience Reflections completed in Canvas with evidence due by midnight, May 1.**

Grade 12

August-December

- ✓ Remaining 2 CAS Experiences Completed
- ✓ CAS Project Completed
- ✓ **All 7 (minimum) CAS Experience Reflections completed in Canvas with evidence due by midnight, December 1. (January 6)**

January – April

- ✓ **CAS Project Reflection completed in Canvas with evidence by midnight, April 1.**

To assure completion, all outstanding CAS Requirements should be uploaded to Canvas by April 1 of senior year.

XII. Covid-19 Considerations

During this uncertain time, it is more difficult to find ways to interact with the communities around us, local or global. In response to this, some due dates for this year's juniors and seniors have been adjusted (see previous page). Additionally, we are recommended students be creative and seek out projects that can be accomplished virtually. Below, we have compiled a list of ideas and resources to help students find options that are both safe and effective.

Virtual CAS/Community Service Experiences and Projects

Some ideas...

- ✓ United Nations online volunteering (various options) <https://www.onlinevolunteering.org/en>
- ✓ Smithsonian Museums (various options) <https://www.si.edu/volunteer/DigitalVolunteers>
- ✓ Speak a Second Language? Translators needed! <https://translatorswithoutborders.org/volunteer/>
- ✓ Make videos or e-cards for medical professionals thanking them
- ✓ Contact local nursing homes and assisted living facilities to see if you can help their seniors feel less isolated. Ideas include holding senior interviews, writing senior's biographies, holding a show-and-tell activity, leading games, setting up video calls, making cards, and more.
- ✓ Implement a "Positivity Campaign" to flood social media with positive and encouraging messages.
- ✓ Participate in Cards for Hospitalized Kids. <http://www.cardsforhospitalizedkids.com/>
- ✓ Start seeds in your own yard or garden to be transplanted into a community or school garden.
- ✓ Become a tutor.
- ✓ Work with local animal shelters to create adoption flyers and/or videos for animals.
- ✓ Send thank you videos or e-cards to First Responders.
- ✓ Implement a social media campaign on environmental sustainability or awareness for a cause you are passionate about.
- ✓ Organize a virtual 5k or other fundraiser to raise funds for a local agency, charity, or cause.
- ✓ Use <https://www.bonfire.com/> to create your own design that can be sold on various clothing items. A portion of proceeds will be sent directly to the charity of your choice!
- ✓ Be a proofreader and help build a digital, global library with Project Gutenberg! <https://www.pgdp.net/c/>
- ✓ Help preserve and share US National Archives with <https://www.archives.gov/citizen-archivist>
- ✓ Amnesty International – help expose and share human rights projects and concerns around the world <https://decoders.amnesty.org/>
- ✓ Phone banking for Humane Society – must be 16.
<https://volunteers.humanesociety.org/index.php?section=volunteerOpportunities&action=view&fwID=626>

There are COUNTLESS opportunity to complete community service and CAS virtually! Do some research, be creative, and make a difference!



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