

Department of Public Instruction Learn and Serve America

April 30, 2009

To: Service-Learning educators, practitioners, and enthusiasts

From: Betsy Prueter, Grants Specialist and Teri Dary, Service-Learning Consultant

DPI Service-Learning Website: <http://dpi.wi.gov/fscp/slhmpage.html>

Welcome to the DPI LSA E-Brief

This communication is distributed monthly to teachers, administrators, and community partners and features online resources, funding opportunities as well as service-learning project ideas. With ANY feedback or comments please contact Betsy. This is YOUR e-brief. What would benefit you? What would you like to see each month? What would help you strengthen and deepen your work? Please feel free to forward this message to others in your building or district.

Upcoming Dates and Deadlines

June 15, 2009: 2009-2010 LSA Grant Requests for Proposals due.

Access RFP below or by emailing Betsy Prueter at betsy.prueter@dpi.wi.gov

<http://dpi.wi.gov/fscp/slhmpage.html>

Service-Learning Stories

Each month we will feature outstanding stories of service-learning from across the state and across the country. These are meant to inspire and motivate you all to continue to do good work in your classrooms. This month's story come from Highlands Elementary School in Boise, ID. Have a story to share? Submit the attached "Curriculum Infusion Guide" to Betsy.

At Highlands Elementary School in Boise, 4th, 5th, and 6th grade classes were learning about diverse populations. Because of a high refugee population at nearby Lowell Elementary school, students discussed how they might get involved to help the increasing refugee population (Bantu, Somalia African and Turks) in Boise. The teacher asked the Director of The Agency for New Americans to come and speak about the needs of local refugees. He explained to the students the refugees' basic needs for clothing, transportation, household items, and their need to fit into the

American culture. The school counselor met with the students and discussed diversity and the many anxieties refugees may have. There were also several meetings with Highland parents and English language learner instructors at Lowell Elementary where the refugees were enrolled

The students in each class brainstormed areas where they wanted to help. The teacher led them through a reflection on needs in refugee communities. She asked, does the same need exist in both our refugee communities (Turks & Somalians)? Students reflected by written exercises on several questions relating to community need. The goal was for students to learn global citizenship, acceptance of diverse populations, while meeting real needs of refugees.

4th & 5th graders decided to organize meetings with the refugees to create friendships and “buddies” throughout the year. They met 5 times during the school year and worked with their “buddies” doing art projects, reading books and doing puzzles together. From the refugees they learned how to say simple phrases in Russian and Swahili.

The 6th graders decided to do a bike drive to help the refugees with transportation. They prepared goodies for bake sale, made announcements, handled cash flow, collected gently-used bikes, advertised in the school newspaper, repaired bikes, and delivered bikes. A repair clinic was held to repair flats on bikes. A bike “rodeo” was done working with refugee kids on bike safety and maintenance skills. They also raised \$400 from a bake sale for gift cards at Christmas.

Written exercises, and poster reflections along with photos were displayed at both Lowell and Highlands.

Extra Credit: Which K-12 Service-Learning Standards for High-Quality Practice are missing (or weak) in this project? Be the first to email Betsy with your answer and receive a free book!

Featured Online Resources

National Service-Learning Partnership

<http://www.nationalservice-learninpartnership.org>

The Partnership, founded in 2001, is a national network of members dedicated to advancing service-learning as a core part of every young person's education. The Partnership provides:

- * A national network of like-minded service-learning supporters
- * Service-learning tools, resources, and best practices
- * A "service-learning marketplace" to offer or seek professional services
- * Monthly updates with news, resources, and opportunities to take action
- * Federal advocacy representation

Service-learning Provider's Network

<http://www.slprovidersnetwork.org/index.php>

The National Service-Learning Partnership, Compass Institute, and a host of partner organizations established the Providers' Network in 2007 to improve the quality of service-learning practice.

Service-Learning Solutions Blog

<http://servicelearningsolutions.blogspot.com/>

We hope you will share your stories on our new Service-Learning = Solutions blog to explore the role of service-learning in helping the country get back on its feet.

Funding Opportunities: National Educational Agency

Learning and Leadership Grants:

Grants support public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education for one of the following two purposes: (1) Grants to individuals fund participation in high-quality professional development experiences, such as summer institutes or action research. (2) Grants to groups fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment.

http://www.neafoundation.org/programs/Learning&Leadership_Guidelines.htm

Student Achievement Grants:

The NEA Foundation provides grants to improve the academic achievement of students in U.S. public schools and public higher education institutions in any subject area(s). The proposed work should engage students in critical thinking and problem solving that deepen their knowledge of standards-based subject matter. The work should also improve students' habits of inquiry, self-directed learning, and critical reflection.

http://www.neafoundation.org/programs/StudentAchievement_Guidelines.htm

Research Brief: 8 Key Factors that Lead to Sustainability of Service-Learning

1. Strong Leadership (from principals, district administrators and community partners)
2. Cultural norms (stressing human interdependence and autonomy)

3. Organizational expectations (of two-way communication systems, feedback loops for continuous improvement, mutually beneficial partnerships, mechanisms for problem solving, and strategies for professional growth)
4. Incentives (both internal and external)
5. Visibility (so that individuals could easily learn about service-learning, understand its purpose and benefits, and support activities)
6. Availability of funding resources (sufficient funds from multiple sources)
7. Production of measurable impacts (on student achievement, character building, citizenship, and workplace skills)
8. Supportive policies on national, state, and local levels (to provide resources for professional development and quality program design)

Billig, 2001. *Adoption, implementation, and sustainability of K-12 service-learning.*

Food for Thought: Ideas for Demonstration and Celebration

Service-Learning is most successful when implemented through the IPARDC process. The last steps in this process, demonstration and celebration can be tricky. How do you allow students to demonstrate impact on the community and themselves while retaining intrinsic motivation? Read below for some ideas generated by teams here in Wisconsin!

IDEAS FOR DEMONSTRATION AND CELEBRATION

1. Passing of the torch ceremony
2. School board presentation
3. Video/powerpoint presentation for school community
4. Invite government officials to site to see progress
5. Recognition at school wide ceremony
6. A tour of the service site to observe progress

IDEAS FOR DEMONSTRATING **COMMUNITY IMPACT**

1. Create podcasts and post on school website
2. Put together a scrapbook to add to school library
3. Communicate data impacts from the project to the school and community
4. Conduct a neighborhood quality index
5. Survey community on impact and communicate results

IDEAS TO DEMONSTRATE **IMPACT ON SELF**

1. Put on a skit for school or greater community
 2. Poetry writing
 3. Triboard display
 4. Puppet shows
 5. Make testimonial brochure to share with school or greater community
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The DPI LSA E-Brief is distributed once a month. It is intended to:

1. Offer relevant and timely information to support you in your efforts to build and develop programs of service-learning;
2. Update you on available research, tools, materials, services, and training opportunities from DPI and other national sources; and
3. Provide you with a vehicle to exchange ideas with, ask questions of, and share resources with other LSA grantees, service-learning practitioners, and DPI staff.

To respond to DPI about this E-Brief, click “Reply” and you will send your e-mail only to me, Betsy Prueter. To share your response with the entire e-mail list, click “Reply to All.”

To subscribe to this monthly e-brief please email Betsy at betsy.prueter@dpi.wi.gov