

Department of Public Instruction Learn and Serve America



April 28, 2010

*"Service-learning makes my classes more interesting. I learn so much more when I see why I need to learn the things I'm learning."
--Fifth Grade Student*

To: Service-Learning educators, practitioners, and enthusiasts

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

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.

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

Important Announcements: Grant Opportunities

NCTM: Scholarships for Prospective Secondary School Teachers of Math

National Council of Teachers of Mathematics and Texas Instruments Demana-Waits Fund Prospective Secondary Teacher Course Work Scholarships support college students preparing for teaching secondary school mathematics. Maximum award: \$10,000. Eligibility: persons currently completing their sophomore year of college, scheduling for full-time study at a four- or five-year college or university in the next academic year, and pursuing a career goal of becoming a certified teacher of secondary school mathematics; applicants must be student members of NCTM. **Deadline: May 7**
<http://www.nctm.org/resources/content.aspx?id=1338>

NASSP/MetLife Foundation: Breakthrough Schools

The National Association of Secondary School Principals (NASSP) and the MetLife Foundation are calling for entries in the search for the nation's top "Breakthrough Schools." Applicants should be high-achieving middle or high schools, or schools that are making dramatic improvements in student achievement,

whose best practices and outstanding results can inform other schools as they further their own improvement efforts. Honorees will be chosen based on documented success in implementing strategies aligned with the three core areas of NASSP's Breaking Ranks II publication: collaborative leadership; personalization; and curriculum, instruction, and assessment. Maximum award: \$5,000. Eligibility: high-achieving middle and high schools with 40 percent or more students eligible for free and reduced priced meals. **Deadline: May 15**
<http://www.principals.org/AwardsandRecognition/BreakthroughSchools.aspx>

Toyota: International Teacher Program

Toyota's International Teacher Program is offering the opportunity for teachers to travel to the Galapagos Islands. Maximum award: fully-funded, 10-day trip to the Galapagos November 20 - December 4, 2010. Eligibility: teachers grades 6-12. **Deadline: May 19**
<http://www.toyota4education.com/pmwiki.php?n=Main.WelcomeToTheToyotaInternationalTeacherProgramWiki?from=Main.HomePage>

NEA Foundation: Student Achievement Grants

NEA Foundation Student Achievement Grants aim 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. Maximum award: \$5,000. Eligibility: K-12 public school teachers, education support professionals, and higher education faculty and staff at public colleges and universities. **Deadline: June 1**
http://www.neafoundation.org/programs/StudentAchievement_Guidelines.htm

NEA Foundation Learning and Leadership Grants

The NEA Foundation gives grants for high-quality professional development or implementing project-based learning and break-the-mold innovations that raise student achievement. Maximum award: \$2,000. Eligibility: public school teachers, public school support professionals, and faculty and staff in public higher education institutions. **Deadline: June 1**
<http://www.neafoundation.org/pages/educators/grant-programs/grant-application/learning-and-leadership/>

2010 Take Pride in America National Awards

Presented annually, the Take Pride in America® National Awards recognize individuals, groups and organizations for outstanding stewardship projects or awareness efforts involving federal, state and local lands and waters. The awards program is open to individuals, groups and organizations that have contributed to the protection and/ or enhancement of America's public lands. Examples of these include public parks, forests, grasslands, reservoirs, wildlife refuges, cultural and historic sites, local playgrounds, and other recreation areas. For all awards categories, nominations must reflect actual, measurable accomplishments achieved through volunteer service. To be eligible, projects must be "on the ground" activities, rather than advocacy. Nominated projects and efforts must have been started and/ or completed between May 1, 2009 and April 30, 2010. **Deadline: May 7**
www.takepride.gov/honors.html

Habitat for Humanity State Farm Service-Learning Partnership Grants

Service-Learning Partnership grants provide funds for teachers and schools to develop and implement service-learning projects in partnership with their local Habitat affiliate. For the 2010-2011 school year, teachers and local Habitat affiliates can jointly apply for a one-year grant of up to \$7,000 to cover educational expenses associated with the service-learning project. **Deadline: May 15** www.habitat.org/youthprograms/parent_teacher_leader/grants.aspx

100 Best Communities for Young People

America's Promise Alliance and the ING Foundation are now seeking entries for the 2010 100 Best Communities for Young People (100 Best) competition. The Alliance and the ING Foundation seek to recognize 100 American cities and towns whose top priority is keeping children in school and helping end the nation's dropout crisis through innovative programs that are addressing everyday challenges facing young people and creating better places for them to live and grow. Winning communities receive national recognition and media exposure, financial and logistic support to celebrate selection at a local event, commemorative awards to be displayed in the community, exposure to Alliance partner resources and the insights of other winning communities through an innovative online space

to exchange ideas, and invitations to exclusive online informational events featuring Alliance partners designed to strengthen local efforts. Interested communities can apply through June 1. **Deadline: June 1**
www.americaspromise.org/100Best

Fizwoz Campus Challenge

The fizwoz Campus Challenge is offering ten \$500 grants to school organizations that use the FREE fizwoz Assignment Desk to invite photo and video submissions taken at service projects for possible use by the news media. fizwoz.com is the premier online marketplace for iPhone captured media. Utilizing a state-of-the-art auction engine and cutting-edge mobile applications, fizwoz enables the average citizen to reach all levels of media buyers, from multinational media powerhouses to campus newspapers. Just tell fizwoz how your school organization would use \$500 and the FREE fizwoz Assignment Desk to get students and others with iPhones to submit newsworthy pictures and videos of service projects on GYSD or anytime in April 2010. If they like your plan, your organization will get \$500 to take your project and could receive \$5,000 in December for the Best Use of Fizwoz by a student group. Learn more at www.fizwoz.com/college
Deadline: Ongoing

The International Award

The International Award is an exciting self-development program available to all 14 to 25 year olds. Over 6 million young people worldwide have taken up the Award challenge. Young people design their own Award Programme, set their own goals, and record their own progress. The only person they compete against is themselves, by challenging their own beliefs about what they can achieve. The Programme is based around three Levels, each successive one requiring a greater degree of commitment. It is possible to start at any Level - some participants work their way through all three, while others start at Silver or Gold. To gain an Award, participants must complete activities in four Sections for a specified minimum period of time. **Deadline: Ongoing**
www.intaward.org

Motorola Foundation Grants

Motorola seeks to benefit the communities where it operates around the world, including locations in North America, Latin America and the Caribbean, Asia/Pacific, Europe, and the Middle East. The Motorola Foundation focuses its funding on education, especially programs that support math and science teacher-training programs and charitable organizations that excite young people about these subjects. Other areas of interest include increasing access to communication technology for people in the developing world and supporting communities in areas where the company operates. The Foundation funds programs only in communities where Motorola has a significant presence. Organizations based outside the United States must be located in a country with a Motorola presence and be able to prove charitable status. Applications are accepted online throughout the year. **Deadline: Ongoing** www.motorola.com/staticfiles/Business/Corporate/US-EN/corporate-responsibility/society/community-investment-motorola-foundation-apply-for-a-grant.html

Service-Learning Stories: 1918 Flu Pandemic

Each month we will feature 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 a High School in Kenosha, WI.

Harborside Academy is an Expeditionary Learning High School in Kenosha Unified School District. Students participated in an expedition on the 1918 Influenza Pandemic to the modern day projected Avian Influenza Pandemic. Students in biology class were placed in stakeholder positions (school district, community government, state government, private citizen) and asked to plan for a pandemic. Students were asked to consider questions from various perspectives, such as "How would schools deal with prolonged absences?" Students were then asked how they would get the word out to the community.

The service became meaningful and personally relevant in part due to the onset of the swine flu outbreak last year. The outbreak occurred right after we had completed our project/expedition on the Pandemic of 1918. Students determined that postcards could be sent out to the community to reinforce the three main objectives of the health department: cover your cough, wash your hands, and stay home if you're sick. The postcards were made available in both Spanish and English. Students used pandemic preparedness survey information and class discussion to identify groups within the community who might be adversely affected by the influenza pandemic. School age children and the at-risk population (elderly living alone and in assisted living centers, as well as those who don't necessarily

read the paper or watch television) were chosen as the focus of the “Get the word out” campaign. The populations identified were given simple readable information for prevention. The students felt great satisfaction in knowing that they had the ability to “make a difference” based on information they had learned in class.

Have a story to share? Submit the attached “SL Project Proposal” to Betsy at betsy.prueter@dpi.wi.gov.

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 copy of “The Kid’s Guide to Social Action!”

Breaking Down the Standards and IPARDC:

We know that often the service-learning process is more important than the outcome. IPARDC offers a framework to guide that process and ensure meaningful engagement with your academic content and the identified service project. This month, we begin exploring the annotated bibliography of the background research that supports the service-learning standards. We begin with Duration and Intensity and look at research briefs, results, and outcomes.

What Is Intensity and Duration?

Sufficient intensity and duration means that service-learning experiences include investigation, planning, action, reflection, demonstration, and celebration, and occur during concentrated blocks of time (intensity) and are long enough (duration) to meet community needs and learning goals.

Application to Service-Learning

- Eyler and Giles (1997) found that more intense service-learning programs provide more challenging and varied tasks, more opportunities to make important decisions, a greater sense of ownership, stronger collegial relations with professionals in the field, more opportunities to apply content from the classroom to the community, and greater contributions to the community than those service-learning experiences that are less intense.
- Researchers caution that hours alone are not sufficient to determine quality; rather, “the field should be very cautious in implementing service programs that require or mandate so many hours of service in the absence of teaching methods that allow students to interpret and learn from the experiences they encounter” (Blyth, Saito, & Berkas, 1997, p. 52).
- Kraft and Krug (1994) found that 6 to 8 weeks of experience in service-learning with field work once a week was not long enough to produce desired outcomes for students.
- The duration of service-learning activities was positively related to valuing school, civic engagement, social responsibility, and locus of control (Billig & Brodersen, 2007).

Source: K-12 Service-Learning Standards for Quality Practice: *An Annotated Bibliography*- www.nylc.org/standards.

Inspiration Corner: Finding the Heart of Service-Learning

Service-learning is about passion! Each month, we hope to feature some video resources that serve to energize, inspire, and motivate you to continue to dig deeper in your journey to quality service-learning.

JK Wedding Entrance Dance

On their wedding day, one couple decided that they really wanted to make an entrance into the church. The result was a high energy, really fun, completely unconventional "proceSSIONal." How will YOU make your entrance into high quality instruction? Into service-learning? How can you bring the same energy into your work and to your students?

<http://www.youtube.com/watch?v=4-94JhLEiNO>

What's New In Service-Learning? Implementation Guides and RFPs, oh my!

A new feature of the e-brief to share the latest tools, research, and resources available from the service-learning field.

--The New Service-Learning Implementation Guide is here! After much anticipation, DPI has published High Quality Instruction that Transforms: A Guide for Implementing Quality Academic Service-Learning. Printed copies will be made available in mid-May but for now, feel free to check out the guide and download a copy from the DPI website!

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

This guide provides the step by step process to creating a high quality service-learning experience as well as resources and teacher and student worksheets.

--DPI's 2010-2011 Service-Learning Grants will soon be available! Look for the RFP to be posted on the website below next week. Grants will be due June 15th and offer districts the opportunity to receive funds for growing service-learning school and district wide. With any questions regarding the Service-Learning grants, please contact teri.dary@dpi.wi.gov or betsy.prueter@dpi.wi.gov.

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

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