

Department of Public Instruction  
Learn and Serve America

February 20, 2009

To: Learn and Serve 2008-2009 Grantees  
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DPI Service-Learning Website: <http://dpi.wi.gov/fscp/slhmpage.html>

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**WELCOME TO THE DPI LSA E-BRIEF**

In response to feedback from our Fall site visits, the LSA E-Brief was born! This communication is distributed monthly to our LSA districts and feature 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.

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**UPCOMING DATES AND DEADLINES**

MARCH 18-21, 2009: NATIONAL SERVICE-LEARNING CONFERENCE, NASHVILLE

APRIL 15, 2009: REQUESTS FOR BUDGET ADJUSTMENTS DUE

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**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 comes from Fuller Middle School in Framingham, MA. Have a story to share? Submit the attached "Curriculum Infusion Guide" to Betsy.*

The traditional student handbook of Fuller Middle School did not fully meet the needs of the school's student population. Missing from the list of rules, regulations, and school procedures was the student perspective on adjusting to a new school. 7th grade students were fascinated by the many community service learning projects being conducted at Fuller Middle School. After discussing the definition of "community," the class decided to focus on the school as its community. They felt that incoming students needed a kid-friendly handbook, written in easy-to-understand language, to supplement the traditional student manual. They used the traditional manual as a resource to

ensure the accuracy of essential information. Then, students designed a carousel brainstorming exercise to determine which additional topics they would offer in the student-generated version.

Based on their multiple intelligence strengths, students self-selected their roles as writers, typists, artists, interviewers, organizers and layout designers, and investigators. The last position was prized, as it involved a special building pass approved by the principal to investigate lavatories, water fountains and the cafeteria. Students took their responsibilities seriously. In addition, they demonstrated commitment to the project by sharing and helping each other when necessary to achieve the common goal of a kid-friendly handbook.

The student-generated handbook addresses new student concerns such as which bathrooms to use, what's cool and what's not, and how to fit in at Fuller Middle School. The students presented their book, *Fuller: Our Point of View (The Cool New Kid Handbook)*, to the principal and guidance counselors. The guidance department now distributes the handbooks to all incoming students.

Fuller Middle School's core values, "Respect, Responsibility, Results," provided the context for the work done by and for the school community. In the process of reflecting on their expectations as new students at Fuller Middle School, seventh graders became sensitized to the adjustments of underclassmen. Rather than harassing younger students, upperclassmen, through the process of rewriting the student handbook, came to see themselves as mentors.

This project could not have been accomplished without the support and cooperation of the Fuller Middle School community. The principal issued student-investigators special passes; the guidance department and attendance secretary supplied an up-to-date list of new students; the library staff provided a place for writers to interview new students; students who are bilingual served as translators at these interviews; teachers and staff members granted interviews; and the technology department offered helpful suggestions and guidance.

*Extra Credit: Which of the 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!*

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#### FEATURED ONLINE RESOURCES: TOOLKITS

This month's resources are shared by **Shelley Billig of RMC Research**. For those of you who attended Shelley's afternoon session at the February 12<sup>th</sup> Service-Learning Institute will recognize many of these resources!

*Learning and Leading: A tool kit for youth development and civic activism.* (2004). Takoma Park, MD: Innovation Center for Community and Youth Development. Retrieved January 26, 2009, from [http://www.theinnovationcenter.org/files/LearningAndLeading\\_ToolKit.pdf](http://www.theinnovationcenter.org/files/LearningAndLeading_ToolKit.pdf)

*Planning toolkit: A guide for creating effective service projects.* (2009). Washington, DC: Youth Service America. Retrieved January 14, 2009, from <http://tools.ysa.org/downloads/gysd/toolkits/2009GYSDToolkit.pdf>

*Reflect and improve: A tool kit for engaging youth and adults as partners in program evaluation.* (2005). Takoma Park, MD: Innovation Center for Community and Youth Development. Retrieved January 14, 2009, from [http://www.theinnovationcenter.org/files/Reflect-and-Improve\\_Toolkit.pdf](http://www.theinnovationcenter.org/files/Reflect-and-Improve_Toolkit.pdf)

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#### RESEARCH BRIEF: LESSONS LEARNED IN WISCONSIN

These results are from RMC Research's state evaluation from the 2007-2008 school year and shed some light on our strengths and weaknesses as a state. For a full copy of the report, please email Betsy at [betsy.prueter@dpi.wi.gov](mailto:betsy.prueter@dpi.wi.gov)

Service-Learning activities **occurred for 3 weeks or less in about 40% of the classrooms**. During those weeks, **74% of the classrooms spent 3 hours or less** on service-learning activities.

**Wondering how to increase the duration of your Service-Learning projects? Remember**, one of the K-12 Service-Learning Standards for Quality Practice is **Duration and Intensity**. How do you know if you're meeting this standard?

**INDICATORS:** 1)Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration. 2)Service-learning is conducted during concentrated blocks of time across a period of several weeks or months. 3)Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.

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#### FUNDING OPPORTUNITIES: GRANTS AND OTHER RESOURCES



*GreenWorks!* grants engage PLT educators and their students with their local community in "learning-by-doing" environmental projects. Student leadership, service-learning, and community participation are the

cornerstones to *GreenWorks!* projects. These grassroots action projects enable schools and youth organizations across the country to make a positive impact on their communities.

[http://servicelearning.org/instant\\_info/funding\\_sources/index.php?popup\\_id=1014](http://servicelearning.org/instant_info/funding_sources/index.php?popup_id=1014)



Do Something is excited to be partnering with Mountain Dew Voltage on a new \$100,000 grants program. 10 groups of friends will win \$10,000 to see their project or idea come to life. Do you already have a project you're working on? Let us know how that \$10K could make it even better. Get your friends together and start planning your idea. The application will is now live!

<http://www.energizeyourcommunity.com>



Project Ignition is sponsored by State Farm® and coordinated by the National Youth Leadership Council® (NYLC), *Project Ignition* returns for another exciting year! What is *Project Ignition*? It's a grant program that uses service-learning to help address teen driver safety issues. Here's our challenge to students in grade 9-12 and their teachers or advisors. Work together to develop a campaign to address the issue of teen driver safety in your community.

<http://www.sfprojectignition.com/>

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**FOOD FOR THOUGHT: CONGRATULATIONS AGAIN TO OUR SERVICE-LEARNING AWARD WINNERS**

*The State Superintendent's Service-Learning Awards were presented on Thursday, February 12<sup>th</sup> at the Madison Concourse Hotel during our annual Service-Learning Institute.*

**Tony Abts, ACES Xavier Educational System**

Because of Tony's efforts, service-learning is becoming an important initiative in the ACES Xavier Educational System. His leadership in creating a deep, system-wide initiative to address human rights and global issues by incorporating service-learning into the curriculum using backward curriculum design is commendable.

**SEWSLC (Southeastern Wisconsin Service-Learning Consortium)**

The Southeast Wisconsin Service-Learning Consortium is ensuring that service-learning will become an even more important initiative within the districts and institutions of higher education because of this collaborative partnership. The cohort model of ongoing professional development brings together K-16 educators over the course of a year to advance their skills in high quality service-learning practice.

**Senator Russ Feingold**

Senator Feingold's ongoing support of education's efforts and belief in the power of our young people makes it possible that service-learning will become an even more important initiative in the state of Wisconsin. His leadership in representing the service-learning efforts of our teachers at the national level is deeply appreciated.

***Photos of the Awards Presentation are available here:***

<http://dpi.wi.gov/sprntdnt/photos/2009.02.12.servicelearning/index.html>

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#### STATE FARM: A PARTNER IN SERVICE-LEARNING

Don't forget, State Farm Agents are charged with service-learning collaboration and partnership. Your local agent can be a terrific resource in developing and funding your projects. Click below to locate your nearby agent!

<http://online2.statefarm.com/b2c/sf/AgentLocator>

Please let us know about your experiences with State Farm. Email Betsy ([betsy.prueter@dpi.wi.gov](mailto:betsy.prueter@dpi.wi.gov)) or Teri ([teri.dary@dpi.wi.gov](mailto:teri.dary@dpi.wi.gov)) with the challenges AND successes you experience with this process. We can help!

**Information on State Farm's Service-Learning Initiative**

[http://www.statefarm.com/about/part\\_spos/community/ed\\_excel/servlrng.asp](http://www.statefarm.com/about/part_spos/community/ed_excel/servlrng.asp)