

Department of Public Instruction  
Learn and Serve America

January 9, 2009

To: Learn and Serve 2008-2009 Grantees  
From: Betsy Prueter, Grants Specialist  
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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 will be 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?

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**UPCOMING DATES AND DEADLINES**

MID YEAR PROGRESS REPORT DUE ON **January 15, 2009**

SERVICE-LEARNING INSTITUTE ON **February 12, 2009**. Register here: [www.regonline.com/63358\\_6663350](http://www.regonline.com/63358_6663350)

REMINDER: THE LSA GRANTEE MEETING WILL BE **February 13, 2009** from 8am-12pm

LEARN AND SERVE UNDER OBAMA: **FREE Webinar January 27<sup>th</sup>** 3pm-4pm. Register by emailing Betsy Prueter at [betsy.prueter@dpi.wi.gov](mailto:betsy.prueter@dpi.wi.gov)

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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 Hayes Bilingual Elementary School in Milwaukee. **Have a story to share? Submit it to Betsy for inclusion in the next LSA E-Brief!***

Tomás Kelnhofner, school librarian, and the two fifth grade teachers at Hayes Bilingual Elementary School used a project-based learning framework to investigate the Kinnickinnic River. They implemented a service-learning project in partnership with Friends of Milwaukee's Rivers, Sixteenth Street Community Health Center, The Park People of Milwaukee, and University of Wisconsin - Milwaukee School of Architecture and Urban Planning. The students also

engaged the rest of the school in portions of this project as they sought to increase awareness of the effect of pollution on our environment.

The school is nearly completely Latino, though the teachers provided for differentiated involvement and addressed diversity throughout the project to broaden students' understanding of themselves and their community. There has been a high level of coordination with the Friends of Milwaukee Rivers and Sixteenth Street Health Center, as both organizations have been very helpful to the teachers and are helping to educate the students. They also worked together to organize an art project from junk collected during a spring park clean-up which was organized by the community-based organizations. The sculpture that was created is used as an outreach tool to educate the public about why they should care about cleaning up the Kinnickinnic River, one of three major rivers that empty into Milwaukee harbor.

This particular project began within the context of an ecological anthropology unit on the nearby Kinnickinnic River with the elements of service-learning being incorporated within the instructional planning. The unit focused on the relationship between Milwaukeeans and this urban river over the course of time. At the beginning of the unit, many students reported that they didn't even understand that it was a river, as in their neighborhood, it looks more like a drainage ditch and is often used as a dumping ground for garbage.

The students started by investigating essential questions to build background knowledge. They teamed up with local river experts, a nearby high school, and other concerned citizens to sample and monitor the water quality of the river and look for trends in river health. A broad range of topics were examined, from environmentalist movements to wildlife and habitat conservation, to traditional ecological knowledge and best practices. Students researched articles and other web resources on related topics at differentiated reading levels which were placed in a Moodle course for students to access online. The information they acquired was utilized in class discussions to further their learning and address ethical issues related to the environmental problems. These discussions were further explored through online discussion groups in the Moodle course.

Reflection was built into their data collections and students kept science notebooks. However, the project covered several subject areas besides science, including language arts, social studies, math, and technology. For example, technology tools were used to gather information pertinent to their research study, enter data in spreadsheets, analyze information in graphs, and communicate through written documents. Students developed PowerPoint presentations to synthesize and convey their learning throughout the course of this unit. Students have also discussed the ethical issues involved with the pollution of the river and learned about the history of the river. The students connected with a high school located on the river and used the community-based organizations' resources to explore the river on canoes and do water quality testing with their high school partners. The students continue to assess the effectiveness of their project throughout implementation. As the work continues next fall, students are working to keep the community safe from the dangers around the river as well as help reduce the waste and other pollutants going into the river. Their long-range goal is to have a bike path developed as a cooperative effort between community agencies and a local health clinic so that the community can easily access a picnic area that will be established.

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**FEATURED ONLINE RESOURCES: BEYOND NEEDS ASSESSMENT: IDENTIFYING A COMMUNITY'S RESOURCES AND HOPES**

Beaulieu, L. J. (2002). *Mapping the assets of your community: A key component for building local capacity*. Mississippi State, MS: Southern Rural Development Center. [www.srdc.msstate.edu/publications/227/227.htm](http://www.srdc.msstate.edu/publications/227/227.htm)

Honnet, E. P., & Poulen, S. J. (1989). *Principles of Good Practice for Combining Service and Learning: A Wingspread Special Report*. Racine, WI: The Johnson Foundation, Inc.  
[servicelearning.org/library/lib\\_cat/?library\\_id=2614](http://servicelearning.org/library/lib_cat/?library_id=2614)

McKnight, J. L., & Kretzmann, J. P. (1996). *Mapping community capacity (rev. ed.)*. Evanston, IL: Institute for Policy Research, Northwestern University.  
[www.northwestern.edu/ipr/publications/papers/mcc.pdf](http://www.northwestern.edu/ipr/publications/papers/mcc.pdf)

RMC Research Corporation (2008). *Standards and indicators for effective service-learning practice*. Scotts Valley, CA: National Service-Learning Clearinghouse, 2008.  
[www.servicelearning.org/instant\\_info/fact\\_sheets/k-12\\_facts/standards/](http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/standards/)

Simmons, V. C., & Toole, P. (2003, summer). Service-learning diversity/equity project research report. *The Generator*, 18-21.  
[http://www.nylc.org/rc\\_downloadfile.cfm?emoid=14:106&property=download&mode=download](http://www.nylc.org/rc_downloadfile.cfm?emoid=14:106&property=download&mode=download)

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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. For a full copy of the report, please email Betsy at [betsy.prueter@dpi.wi.gov](mailto:betsy.prueter@dpi.wi.gov)*

Finding #1: The number of weeks students engaged in service-learning had a positive effect on civic dispositions, respect for diversity, communication, and problem-solving skills, and student engagement in service-learning. **Service Learning engagement was also found to be higher when teachers collaborated to implement service-learning.**

Finding #2: Teacher and student survey data indicated that service-learning quality could be improved. Teacher quality ratings were highest for meaningful service and student voice, and were lowest for progress monitoring and reflection. **...There was limited curricular integration of service-learning activities...**

Finding #3: Analyses showed that, for Grades 6-12, **respect for diversity increased for service-learning students** while it decreased for comparison students.

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## FUNDING OPPORTUNITIES

### Mix it Up Grants

<http://www.tolerance.org/teens/grants.jsp>

The Southern Poverty Law Center awards grants to support youth-directed programs and projects that address social boundaries in schools or communities.

**Eligibility:** Ongoing youth-directed projects

**Award:** \$500

**Deadline:** Ongoing

### Allstate Grants

<http://www.allstate.com/Community/PageRender.asp?Page=funding.html>

The Allstate Foundation supports national and local programs that fit within three focus areas. **Proposals for program support must address needs within one of the three focus areas to be considered for funding:**

**Safe and vital communities, Economic empowerment, or Tolerance, inclusion and diversity.**

**Eligibility:** The Allstate Foundation makes grants to nonprofit, tax-exempt organizations under Section 501(c)3 of the Internal Revenue Code.

**Deadline:** Rolling. Allstate accepts proposals all year round.

### Captain Planet Foundation

[http://www.captainplanetfdn.org/aboutUs.html#policies\\_grant\\_guidelines](http://www.captainplanetfdn.org/aboutUs.html#policies_grant_guidelines)

The Captain Planet Foundation funds hands-on environmental projects to encourage youth around the world to work individually and collectively to solve environmental problems in their neighborhoods and communities.

**Maximum Award:** \$2500.

**Eligibility:** Schools and non-profits.

**Deadlines:** June 30, September 30, and December 31.

### Innovation Grants and Learning & Leadership Grants

<http://www.neafoundation.org/grants.htm>

The National Education Association Foundation provides grants for the purpose of engaging in high-quality professional development or implementing service-learning.

**Eligibility:** Public school and higher education teachers, faculty, or staff

**Maximum Award:** \$2,000 for individuals, \$5,000 for groups.

**Deadline:** Rolling. Applications reviewed three times per year.

## State Farm Project Ignition Grants

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

{From PSLA} Project Ignition is a chance for high school students, teachers, and community-program leaders to implement new, creative service-learning projects promoting teen driver safety. Teams will create awareness campaigns using their choice of media. The possibilities are as far-ranging as the imagination.

**Application deadline is rolling.**

This is fantastic! The only thing I would add is "intentional"

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### FOOD FOR THOUGHT: SERVICE-LEARNING ELEVATOR SPEECH

*Have you ever had to quickly and succinctly explain what service-learning is and were left with your head spinning? Often it's reality that we are given five minutes at a meeting or a few minute exchange in the hallway to describe a complex method of teaching. Here what's I like to call the "elevator speech." A few sentences that hit the key points and leave them wanting more!*

Service-Learning is a teaching strategy. It's a method of instruction that links curricular and learning goals to addressing and identifying community needs. Teachers guide students through a process that facilitates their classroom learning and empowers them to enact genuine social change in their school, community, state, country, or world.

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### HOW SUPERINTENDENTS CAN LEAD THE WAY FOR SERVICE-LEARNING

*We know that buy-in and support from all levels is critical to the success of service-learning in districts. Each month we'll look at ways administrators and educators can drive service-learning forward. We begin with Superintendents with an excerpt from an article by Wisconsin's own William Hughes, Superintendent in Greendale. Full text can be found here: <http://www.greendale.k12.wi.us/district/servicelearning/servicedocs/files/RingofFire.pdf>*

- Interview every teacher and include or require a question regarding service-learning and determine their interest in developing a sense of responsibility in young people. Look for the spark for service and involvement in local affairs.
- Require a strand of activities and learning outcomes in each curriculum document kindergarten through twelve. Include service-learning and citizenship outcomes in the curriculum development process and training of staff during implementation years.
- Teach teacher mentors about service-learning expecting them to support this in classroom as well as model it to new teachers.
- Train new teachers as part of their two-year orientation process in service-learning and citizenship. Link training to familiarization with the curriculum
- Evaluate for service-learning and citizenship activities or units of instruction in schools or

classrooms. Expect principals to advocate and support service-learning and citizenship in teacher's classes. Make it part of the principals' yearly performance review.

- Require a budget line item in each school's budget. By budgeting for Service Learning, principals plan for support of teachers work in the classroom.
  - Support emotionally and physically Teacher Leaders using service-learning and citizenship in their classes. Witness their work with students and their colleagues
  - Ask principals and teachers to tell you in measurable means what they are doing through service learning and citizenship to increase student achievement.
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