

# Department of Public Instruction Learn and Serve America



January 29, 2010

Service Learning helps my students to realize that they can make a difference in their school, homes and community even though they are only nine. They truly have a voice!

*--Marlo Dentice-Johnson, Teacher, Greendale School District*

**To:** Service-Learning educators, practitioners, and enthusiasts

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

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## 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>

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## Important Announcements: Grant Opportunities

### Sprint Character Education Grant Program

The Sprint Foundation is offering grants for K-12 public schools and school districts. The grant funds character education teacher training and curriculum as well as projects for service learning and leadership/mentor training. This opportunity fits perfectly with CHARACTER COUNTS! and is an excellent opportunity to begin or enhance your CC! initiative. Several schools and districts used the Sprint Grant to do just that in last year's application cycle. Individual schools may apply for grants up to \$5,000, and school districts may apply for grants up to \$25,000. Again, the grant is limited to public schools and school districts - which includes public

charter schools - for projects and activities in the 2010-2011 school year. Applications are available online now at: <http://www.sprint.com/responsibility/education/character/index.html>.

### **Gloria Barron Prize for Young Heroes**

The Gloria Barron Prize for Young Heroes honors outstanding young leaders who have focused on helping their communities and fellow beings and/or on protecting the health and sustainability of the environment. Maximum award: \$2,500. Eligibility: youth 8-18. Deadline: April 30, 2010. <http://www.barronprize.org/>

### **Earth Island Institute: Youth Award for Outstanding Activism in Environmental and Social Justice**

The Earth Island Institute Brower Youth Award recognizes young people for their outstanding activism and achievements in the fields of environmental and social justice advocacy. Maximum award: \$3,000; a trip to San Francisco for the awards ceremony, October 19, 2010; and a wilderness camping trip. Eligibility: youth activists ages 13-22. Deadline: May 15, 2010. <http://www.broweryouthawards.org/article.php?list=type&type=54>

### **National Endowment for the Arts: Learning in the Arts for Children and Youth**

The NEA Learning in the Arts for Children and Youth program funds projects that help children and youth acquire appreciation, knowledge, and understanding of and skills in the arts. Projects must provide participatory learning and engagement of students with skilled artists, teachers, and excellent art, and ensure the application of national, state, or local arts education standards. Maximum award: \$150,000. Eligibility: school-based or community-based projects. Deadline: June 10, 2010. <http://www.arts.gov/grants/apply/GAP11/LITA.html>

### **Actuarial Foundation: Advancing Student Achievement Grants**

The Actuarial Foundation Advancing Student Achievement grant program brings together actuaries and educators in local classrooms with the belief that interaction with real-world mentors will boost student interest and achievement in math. The Actuarial Foundation can provide a local network of actuaries ready to participate, as well as suggestions on how to integrate math concepts from the workplace into the classroom. Schools applying for grants will be given wide latitude in designing programs that enhance learning and create a "love of math" in each student. Maximum award: varies. Eligibility: All schools willing to undertake a math-mentoring program involving local actuaries as volunteers are eligible. However, in order for a program to be viable, there must be a sufficient population of volunteer actuaries within easy traveling distance to make a regular program possible. Deadline: None, but applications should be received at least one or two months prior to proposed start date. [http://www.actuarialfoundation.org/programs/for\\_teachers.shtml](http://www.actuarialfoundation.org/programs/for_teachers.shtml)

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### **Service-Learning Stories:**

*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 Philadelphia, PA.*

At a high school in Philadelphia, the community partner assisted the teacher in helping students to develop a short community survey asking middle school students and community members to identify the top five problems facing their neighborhood and community. The students identified multiple problems and narrowed their interests down to two: helping children who were in the foster child system due to abuse or neglect or helping young people avoid underage drinking. The community partner then arranged for guest speakers on the two topics. The guest speakers on the foster care system included an agency representative that worked to place foster children and a person who had been a foster child and now was a successful lawyer and child advocate. The guest speakers on underage drinking included a community agency representative who discussed the extent of the problem and a physician who discussed how drinking affects the brain and impairs driving ability. After the speakers presented to the class, the students engaged in a dialogue about what to do and what they could best affect in the time they had available within the school year. They decided to see what they could do for foster children. The community partner helped the students brainstorm by reviewing a survey of foster children's needs and the students also conducted Internet research and interviews of children living in a

homeless shelter. The students found out that the children often were rescued in the evening or night time and removed from the setting with only the clothes they were wearing, so in the new setting, they had only used clothing and little of their own. The students decided that the foster children needed to have their own things, so they developed a service project to collect used suitcases to give to the workers who rescued the children. In addition, they collected stuffed animals and storybooks, and raised money to buy t-shirts and other clothing of various sizes.

Source:

RMC Research Corporation. K-12 Service-Learning Project Planning Toolkit. Scotts Valley, CA: National Service-Learning Clearinghouse, 2008.

Have a story to share? Submit the attached "SL Project Proposal" to Betsy at [betsy.prueter@dpi.wi.gov](mailto: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!"**

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### Featured Resource: Service-Learning Regional Trainings, REGISTRATION OPEN

This winter and spring DPI will be offering a series of workshops for practitioners and administrators on service-learning implementation and district institutionalization. Below is more information on dates and locations and mark your calendars! Attached you will find a flyer- please distribute widely.

***One attendee in each of the February or March workshops will be selected to win a \$1500 scholarship from State Farm to attend the National Service-Learning Conference in San Jose, CA on March 24-27!***

**Service-Learning 101:** Gain an understanding of the National K-12 Service-Learning Standards for Quality Practice and strategies for successful implementation. The Service-Learning 101 workshops will provide background information for those new to service-learning. Participants will learn about why service-learning works, what high quality practice looks like and how to begin incorporating service-learning into their teaching. This workshop is best suited for teachers and administrators who have little or no experience with service-learning or are looking to transform current service projects into academic service-learning.

**February 22:** UW-Platteville, 8am-3pm

**February 24:** CESA 6, Oshkosh, 8am-3pm

**March 4:** UW-Stevens Point, 8am-3pm

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**Administrator's Academy:** For district administrators, curriculum directors, and principals. Spend a day with national experts Dr. Terry Pickeral and Dr. Bill Hughes learning strategies for advancing service-learning at the district level. The Administrators' Academy will provide school and district administrators with strategies for supporting and sustaining high quality practice in the elements that are required for long-term system change: leadership and vision, professional development, curriculum and assessment, school-community collaborations, and continuous improvement. Models for developing teacher leaders and effective school climate will be discussed. This workshop will be led by national experts Terry Pickeral, Bill Hughes, and Anderson. It will be most useful for principals, district administrators, curriculum directors, and instructional leaders.

**March 3:** DPI, Madison, 8am-3pm

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**Service-Learning in Professional Development and Teacher Education:** This will focus on developing high quality professional development to advance high quality service-learning in both pre-service and inservice teachers. UW-La Crosse Professor KT Willhite and Teri Dary will co-lead this workshop, which will be most useful for teacher education faculty, teacher leaders, instructional leadership, curriculum directors, and professional development coordinators.

**April 22:** UW-La Crosse, 8am-3pm

Registration for ALL Workshops: [https://www.regonline.com/service\\_learning\\_regional\\_trainings](https://www.regonline.com/service_learning_regional_trainings)

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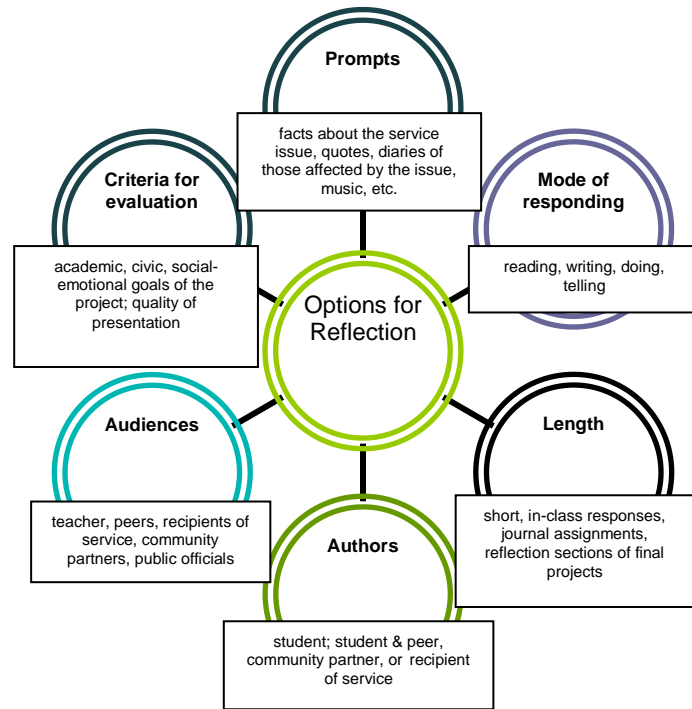
### **Breaking Down IPARDC: Reflection**

*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. Each month, we'll look at one part of this framework. We continue with **Reflection**. See below for an excerpt from the K-12 Service-Learning Project Planning Toolkit for more information and how you and your students can work together to reflect deeply on the experience and impact of service-learning.*

During this phase, reflecting on the service-learning experience can encourage your students to:

- Connect classroom learning with learning from service, giving both greater meaning;
- Question their assumptions both about the causes and solutions of social problems and about those different from themselves;
- Improve their problem solving skills; and
- Develop a deeper understanding of themselves and their responsibilities as citizens of a democratic society.

Good reflection activities are continuous, connected, guided, allow feedback and assessment, and help to clarify student values. As the following diagram indicates, teachers have options for reflection assignments that can meet these criteria.



Source:

RMC Research Corporation. K-12 Service-Learning Project Planning Toolkit. Scotts Valley, CA: National Service-Learning Clearinghouse, 2008.

[http://www.servicelearning.org/filemanager/download/K-12\\_Service-Learning\\_Project\\_Planning\\_Toolkit.pdf](http://www.servicelearning.org/filemanager/download/K-12_Service-Learning_Project_Planning_Toolkit.pdf)

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### 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.*

Hope Christian Academy in Milwaukee: *All the Scholar Ladies*

<http://www.youtube.com/watch?v=3zGFqSji420>

*Students at Hope Christian Academy in Milwaukee develop their own video to promote academic engagement among their peers!*

Ohio Learn and Serve: *Service-Learning Works*  
[http://www.learnandserveohio.org/iso\\_whatism.htm](http://www.learnandserveohio.org/iso_whatism.htm)

Scroll down the VIDEO to check out what Ohio Learn and Serve points to as successful service-learning!

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### **Food for Thought: What do the Standards look like in Practice?**

*We know that using the Service-Learning standards contributes to a high quality service-learning experience. But what might these standards look like on an applied level? Each month we will be reviewing 2-3 examples of applied standards. Read below for local examples of the service-learning standards applied in classrooms across the state and country!*

**Reflection:** *In one middle school, students decided that they should hold a community health fair for migrant farm workers, restaurant workers, and others who did not have health care through their employers to acquaint them with services available in the community. The students were asked to document the problem, so they initially conducted online research to identify health care access issues. The teacher asked how they knew that these issues applied to their own community, so the students interviewed farm workers and restaurant workers to determine what their health care needs were and what it would take for them to come to a health fair. In speaking to the community members, students realized that they could not hold the fair during the working day and that many of the needs had to do with children's immunization, which is required when children move into a new school. Students reoriented the content of the fair to address children's needs and to discover low-cost alternatives for the uninsured workers. They identified resources within the community for free or low-cost health care, especially for children, and were able to have many health care providers come to the fair and vaccinate children for free. They were also able to get free screening for cholesterol and blood sugar, and free nutritional advice. As part of their follow-up activities, they investigated health care policies and established a campaign to advocate for health care reform, writing letters to their legislators that expressed their opinions.*

**Duration and Intensity:** *When one teacher learned that duration was important, she stopped to think about her current practice. She had let the students choose an issue of importance to them, and they decided they wanted to reduce the incidence of rape in their community. Students studied the incidence rates and the research on how to prevent rape. They established a campaign and made people aware of cell phone programming that would alert authorities immediately if there was an imminent problem, and they sponsored an awareness night. The teacher realized that they never followed through to see whether their strategy had worked, whether others actually programmed the cell phones and knew what to do in a dangerous situation, or if the incidence of rape declined in their community. Working with the students, the teacher brainstormed what the class needed to do to identify the impact of their efforts. The students designed the studies, carried them out, and then when they found only limited impact, developed additional strategies that were more powerful.*

Source: *Unpacking What Works in Service-Learning: Promising Research-Based Practices to Improve Student Outcomes*  
Available from the NYLC Resource Center at [www.nylc.org](http://www.nylc.org)

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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](mailto:betsy.prueter@dpi.wi.gov)