

Department of Public Instruction Learn and Serve America

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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 here <http://dpi.wi.gov/fscp/slhmpage.html> or by emailing Betsy Prueter at betsy.prueter@dpi.wi.gov.

Did you miss the LSA Grant Q & A Webinar on **Wednesday, May 20th**? Email Betsy to receive instructions on accessing the archived meeting.

Service-Learning Stories: Cookbook for the Community

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 Monte Vista Middle School in Tracy, CA. Have a story to share? Submit the attached "Curriculum Infusion Guide" to Betsy.

In early September, 7th-8th Grade Home Economics students at Monte Vista Middle School focus on families in transition. Particularly "Responding to Family Challenges" and "Recognizing the Importance of Family", are curriculum topics. Students reacted with concern about the number of low-income and homeless families in their community and the need for food in the face of coming holidays. The original idea, to write and sell a cookbook to raise money for a local shelter, quickly branched into something bigger!

Part 1. As part of the Home Economics curriculum, students consulted with their families to select favorite recipes to share with the class. Each student had to provide a minimum of four recipes for the project. All recipes had to pass student designed criteria to be considered for inclusion in the cookbook. Simply making and sampling all recipes was not feasible. The criteria included

Category – beverage, main dish, healthy snack, etc.

Ease of preparation – easily understood directions, relatively few steps involved.

Healthfulness – this quickly became a gray area due to middle-school sweet-tooths. Students were then challenged to provide accurate estimates of nutritional values for each recipe and stay within reasonable limits according to the Food Pyramid. Information was usually compiled from nutrition labeling provided on ingredients and manufacturer web sites.

Availability of ingredients – easily obtained at local grocery stores.

Part 2. After recipe selection the book making began. The class chose to make a book that was spiral bound. Recipes were typed two to each 8 1/2" x 11" sheet and then cut in half. This produced a book that was 8 1/2" x 5 1/2", which was very cost effective. All students participated fully in the typing, editing, and proofing process. Covers (front and back) were designed.

Part 3. To ensure high quality service, a student committee contacted local shelters and churches to assess programs in place. Students invited the leaders to come speak to the class to educate us on the contributing factors to homelessness and current interventions available.

Part 4. Students selected a program to partner with and make the beneficiary of our fundraising.

Part 5. Distribution time. The book was marketed in the district office and the school office. We also advertised it in the local and school papers and announced it on the school marquee. The local mall allowed us to sell the cookbooks at a courtesy gift-wrap/canned food drive fundraiser that the leadership class held before Christmas break. All proceeds from these endeavors went directly to the shelter.

The students were asked to reflect in their journals on different topics relating to the issue including: importance of family, family support systems, challenges to traditional roles, effects of joblessness, personal relationships, the role of government in these issues, social programs available, and civic responsibility and involvement.

The teacher gave a rubric to the students at the start of the project for the finished book. The ongoing assessment was grading the steps of the writing process as we went through them. As part of the 7th and 8th grade writing requirement our students participate in an annual district-wide student author fair. Books from the different schools are displayed and all schools come to view them. This cookbook became their author fair entry. The teacher also gave participation points to those who arranged speakers, spent time copying and collating, or manned the booth at the mall.

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: Citizenship Index and Assessments

Civic Index for Quality Public Education

http://civicindex4education.org/main/home.cfm?Category=What_is&Section=Main

This is the first Civic Index for Quality Public Education (hereafter referred to as the Civic Index). The Civic Index, presented by Public Education Network (PEN), represents public opinion about what civic behaviors are critical to ensure quality public education for all children. That is, without

these qualities, the public does not believe it is possible that the nation can provide the essential citizenship and competitiveness skills required to meet the workplace and leadership needs of the 21st century.

Citizenship Climate Assessment

http://www.ecs.org/ecsmain.asp?page=/html/ProjectsPartners/nclc/nclc_main.htm

School climate refers to the impressions, beliefs, and expectations held by the members of the school community, including teachers, administrators, parents and community members. A positive school climate encourages mutual respect and teamwork among all members of the school community. It also provides an environment that supports students' personal and civic development as well as their academic achievement. This survey is designed to measure the quality of the climate at your school. Each section relates to a key component of a positive school climate.

Funding Opportunities: National Service-Learning Clearinghouse

Grants

<http://www.servicelearning.org/funding-sources#category306>

Awards

<http://www.servicelearning.org/funding-sources#category308>

Fellowships and Internships

<http://www.servicelearning.org/funding-sources#category309>

Corporate Funding Sources

<http://www.servicelearning.org/funding-sources#category307>

Foundations

<http://www.servicelearning.org/funding-sources#category294>

Scholarships

<http://www.servicelearning.org/funding-sources#category310>

Research Brief: Youth Helping America Study: Service Learning and Civic Education

Between January and March 2005, The Corporation for National and Community Service, in collaboration with the U.S. Census Bureau and the nonprofit coalition Independent Sector, conducted the Youth Volunteering and Civic Engagement Survey, the first major national study of volunteering by teenagers in more than a decade. The survey gathered information from 3,178 American youth between the ages of 12 and 18 on their volunteering habits and experiences with school-based service projects. In addition, the survey gathered information related to positive youth development, such as youth empowerment and connections to the community. The following fact sheet details the early findings around youth

engagement in school-based service and service-learning related activities, and the connections between these experiences and other forms of civic engagement.

http://www.learnandserve.org/pdf/05_1130_LSA_YHA_SL_factsheet.pdf

Food for Thought: What do the Standards look like in Practice? (A Three Part Series)

We know that using the Service-Learning standards leads contributes to a high quality service-learning experience. But what might these standards look like on an applied level? We begin with the three most critical standards, and will continue to expand in future e-briefs.

Link to Curriculum : *In one high school, teachers began the planning for service-learning by identifying the standards across content areas that they would like to address through service-learning activities. They listed these standards on the board and reviewed them with students as they discussed the specific community needs the class would address. Students and teachers co-planned the service activity, identifying the specific standards that they would weave into the various service-learning activities. Any standards that would not be addressed in the service-learning activity were placed aside and the teacher incorporated them into other forms of instruction. Students worked with the teacher to develop an assessment to be used at the end of the service-learning activities to evaluate what the students learned. The students then engaged in the service, reflection, and demonstration activities and were later evaluated using the assessment tool.*

Meaningful Service: *Middle school students decided that they wanted to learn history from the 1800s to 1850s by cleaning up an old cemetery near the school and investigating the lives of the people buried there who lived during that period. The students gathered rubbings from the headstones and then studied the town records to learn about the person they chose. Students uncovered records that told of an indentured servant who ran away, was captured, and stood up for herself as being subject to unfair capture and labor practices. There were records of the trial, and the students were able to trace the lineage of the woman to a family that currently lived in the next town. When they shared the story with the descendants, the family showed them pictures of the woman and discussed what happened to her. Students retained knowledge of that period of history, policies that shaped people's lives, and how experiences in that period still affect people today.*

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

Shelley Billig, RMC Research, 2007.
Available at www.nylc.org

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