

Department of Public Instruction Learn and Serve America



May 25, 2010

Remember, if you ever need a helping hand, it's at the end of your arm, as you get older, remember you have another hand: The first is to help yourself, the second is to help others.

--Audrey Hepburn

To: Service-Learning educators, practitioners, and enthusiasts

From: Betsy Prueeter, Service-Learning Coordinator 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>

****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 June but for now, feel free to check out the guide and download a copy from the DPI Service-Learning website (see above link).*

Important Announcements: Grant Opportunities

DPI: Learn and Serve Grants

DPI's 2010-2011 Service-Learning Grants RFP is now available! Grants will be due June 15th and offer districts the opportunity to receive funds for growing service-learning school and district wide. Grant application and all materials can be accessed here: <http://dpi.wi.gov/fscp/slhmpage.html>. **Deadline: June 15**

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/>

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

Learning in the Arts Grants

The Learning in the Arts for Children and Youth category offers funding for projects that help children and youth acquire knowledge and understanding of and skills in the arts. Projects must provide participatory learning and engage students with skilled artists, teachers, and excellent art. Learning in the Arts projects may take place in school-based or community-based settings and should focus on children and youth in the general age range of 5 through 18 years. After-school and summer programs are eligible, as are public and private nonprofits. Maximum grants are \$150,000 each. **Deadline: June 10**
www.arts.gov/grants/apply/GAP11/LITA.html

MetLife-NASSP Breakthrough Schools Project

The MetLife-NASSP Breakthrough Schools project, initiated in 2007, is sponsored by MetLife Foundation. The goal of the project is to identify, recognize, and showcase middle level and high schools that serve large numbers of students living in poverty and are high achieving or dramatically improving student achievement. Selected schools will receive a \$5,000 grant and be featured in the association's monthly magazine, Principal Leadership. Principals of Breakthrough Schools participate in dissemination activities at the NASSP Annual Convention and other venues throughout the year. NASSP invites middle level and high schools, including K-8 and K-12 schools, that serve economically disadvantaged students to apply for this award. Schools must have 40% or more students eligible for free and reduced-price meals. **Deadline: June 11** www.principals.org/AwardsandRecognition/BreakthroughSchools/HowtoApply.aspx

BIC 4 GOOD Grants

Did you create a sustainable community action project, program or organization that you want to grow? Lack the funds to take your project to the next level? If you answered "YES!", you are eligible to apply for a BIC 4 GOOD Grant! BIC 4 GOOD Grants are targeted towards established programs and organizations that have a large impact, proven sustainability, and measurable success. The best applicants are those that are self-driven, unique, community-oriented with measurable impact.

Ten outstanding projects or organizations will be awarded \$2,000 BIC 4 GOOD Grants and 1 exceptional project or organization will be awarded the Grand Prize \$5,000 BIC 4 GOOD Grant! **Deadline: June 15**
www.dosomething.org/grants/bic4good

Promise Neighborhoods Planning Grants

The U.S. Department of Education is accepting applications for a \$10 million planning grants competition for the Promise Neighborhood program - an initiative meant to support comprehensive, community-based efforts to prepare youths from economically distressed neighborhoods for college and careers. Up to 20 planning grants of up to \$500,000 each will be awarded. The competition is open to nonprofits and institutions of higher learning. The initiative will support up to 20 organizations with one year of funding to plan for implementing "cradle-to-career" services. The Promise Neighborhoods program will award one-year grants to support the development of a plan to implement a Promise Neighborhood. **Deadline: July 1** www2.ed.gov/programs/promiseneighborhoods/index.html

Best Buy @15 Community Grants

Through the @15 Community Grants Program, Best Buy teams across the United States select non-profit organizations that provide positive experiences to help teens to excel in school, engage in their communities, and develop leadership skills. This year, Best Buy Children's Foundation will give \$2 million through the Community Grants Program. Best Buy seeks applications from organizations that have current 501(c)(3) tax status and are serving a diverse population of young teens in the areas of learning, life skills, leadership or relationship development. Special consideration will be given to programs that: Serve a diverse population in local or regional communities; Build social, academic, leadership and/or life skills in early adolescents (primarily ages 13-18); Show positive results against a demonstrated community need; Reach at-risk children in working families. This is an annual grant program with applications accepted June 1-July 1, 2010. Maximum award: \$10,000. **Deadline: July 1**
www.bestbuy-communityrelations.com/local_donations.htm

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 Matt Wigdahl, teacher at Flynn Elementary School in Eau Claire.

In my second attempt at service-learning with my kids, my overall goal was to increase student voice. We spent many weeks at the beginning trying to define our community, brainstorm and research problems in that community, and then brainstorm and research solutions. The decision of which issue to tackle took a long and arduous process. We had a long list of issues written on our board as we collected them from community members. (We had decided – through another long process – to consider our *school itself* the community) We tried voting, caucusing, debate, and team discussion strategies. Finally the issue that we settled on was the black shoe marks that were visible in our school hallways.

Once our issue was chosen we researched and collected data on the black marks in the hallways. We partnered with the school janitor to help gather information and inform our project. Through exploring alternate solutions, it was determined that type of shoe was *not* a factor in the problem we had observed in our school. We collected sample data across three dates and times with four different school locations. We then did an awareness campaign to tell the rest of the school about the problem of shoes marking up the hallways. After that, we created a video “Public Service Announcement” to show to classes, and put up posters in the hallways. Though it was up for discussion, we ultimately decided not to try a contest to see who could keep their floor the cleanest. Finally, we built a robot that could count black marks!

We then collected data on the same samples at the same time of day later in the semester. We found that black marks decreased and we celebrated by announcing our results at an all-school meeting.

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 *particularly strong* 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: Link to Curriculum

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 continue exploring the annotated bibliography of the background research that supports the service-learning standards. This month we are featuring Link to Curriculum and look at research briefs, results, and outcomes.

What Does It Mean to Link to Curriculum?

Linking to curriculum means that service-learning experiences are specifically designed to meet particular learning and curricular goals and/or content standards. Learning goals should be clearly articulated and activities should be reviewed to ensure that there is alignment with the curriculum. Goals should explicitly be linked to desired outcomes for both those providing the service and those being served.

One line summary: Focus on the learning with service as the application of the learning- set curricular goals FIRST, determine project SECOND.

Application to Service-Learning

- Billig, Root, and Jesse (2005) found that using service-learning to teach content standards or curricular

objectives was among the strongest predictors of all academic outcomes.

- Kirkham (2001) found that 97.9% of teachers who linked service-learning to curriculum reported that students learned more than what they would have learned through regular instruction. Students' grades improved and absenteeism decreased. High school students in the study reported learning new skills, knowledge, and interests, and a greater understanding of people and the community.
- Kraft and Wheeler (2003) found that alternative school students who participated in service-learning with strong connections to curriculum demonstrated significant increases over time in motivation to learn, writing scores on a six-trait writing assessment, and in grade point averages.
- Teachers who aligned their service-learning activities with standards had students who scored higher on measures of academic efficacy and engagement than those who did not (Billig & Brodersen, 2007).

One line summary: When done well, service-learning improves the academic achievement of all students.

Educational Research Supporting This Concept

- In a mixed methods study of a high school reform pilot project to address challenges of high levels of freshman failure, curriculum integration was identified as a strategy related to increased student understanding and learning (Patterson, Beltyukova, & Berman, 2007).
- In a qualitative study, middle school students who were involved in projects-based learning were more focused, excited, and highly engaged in learning (Wurdinger, Haar, Hugg, & Bezon, 2007).
- Epstein (2007) conducted a study of preschool practices and showed that children had much stronger learning outcomes when teachers intentionally connected hands-on and other activities to specific instructional targets.

One line summary: High quality service-learning is really just high quality instruction!

References

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Wurdinger, S., Haar, J., Hugg, R., & Bezon, J. (2007). A qualitative study using project-based learning in a mainstream middle school. *Improving Schools*, 10(2), 150–161,

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.

The Danger of A Single Story

Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice -- and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.

<http://www.youtube.com/watch?v=N7aOt7JYtik>

What's New In Service-Learning? Reading Rockets and AdLit Writing Contest

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

Reading Rockets and AdLit.org have been conducting a yearlong writing contest with monthly prompts inspired by various children's book authors who are participating in an online serialized story called The Exquisite Corpse Adventure: <http://www.read.gov/exquisite-corpse/>.

One of the writing prompts this month is inspired by Lemony Snicket (aka Daniel Handler) and focuses on philanthropy, asking kids in grades 9-12 to develop a project on behalf of a cause and write to a potential benefactor or foundation. We also provide resources to encourage students to make their project real and actually submit and carry them out. Here's the prompt:

www.adlit.org/fun/writing_contests/exquisite_prompt_challenge/handler#9-12

It's fun and will get some kids thinking who might not have thought about service otherwise.

The contest deadline is June 1. Please spread the word!

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.”

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