

City of Milwaukee  
Life Ventures Partnership Program  
Service Learning Workshop  
Thursday, August 20, 2009 from 10:00a.m. to Noon  
At the Washington Park Library

Workshop Agenda

- Welcome and Introductions  
*Examples of how organizations incorporate service into their programs*
- Why Service Learning?  
Research Review (handout)  
*What are some of the outcomes your organization would hope to gain by integrating service learning?*
- What is Service Learning?  
Service Learning versus Volunteering – write on flip chart  
Understanding the Standards (handout)  
Meaningful Service
  - Link to Curriculum
  - Reflection
  - Diversity
  - Youth Voice
  - Partnerships
  - Progress Monitoring
  - Duration and IntensityPanel of Best Practices
  - Dr. Pamela Proulx-Curry, Wisconsin Campus Compact
  - Suzanne Goodrich, Milwaukee Area Technical College
  - Lead to Succeed
- Components of a Successful Program
  - Connecting to Youth Development
  - Incorporating 21<sup>st</sup> Century Skills (handout)
  - Career Exploration*Go back to your list of desired outcomes. Add to that list the areas of youth development, 21<sup>st</sup> century skill development, and career development you would want to incorporate.*
- Common Challenges and Pitfalls – write on flip chart
- Funding Opportunities
  - Kelly Savage, State Farm Public Relations Specialist
  - Other sources of funding (handout)
- Group Work
  - Curriculum Infusion Guide (handout)
  - Work in CBO teams to develop project ideas

- Report Out
- Questions and Answers

### **Spice Up Your Youth Program with Service Learning!**

Learn how you can incorporate service learning projects into your youth programs in order to:

- Empower and engage the youth you work with
- Help youth better understand concepts they are learning about in school
- Build partnerships with post-secondary educational institutions and businesses
- Teach critical employability skills and explore careers

In this workshop you will hear from experts in the field who are researching and implementing best practices, work on developing a plan for your own organization to start or enhance a service learning project, and even find out about sources of funding to support your efforts!



# Benefits of Community-Based Service-Learning

Source: Eugene C. Roehlkepartain, Search Institute, December 2007

For additional resources on this and other service-learning topics visit Learn and Serve America's National Service-Learning Clearinghouse at <http://www.servicelearning.org>.

Thousands of community-based organizations engage millions of young people in service and service-learning. Though research in K-12 and higher education shows a wide range of benefits of effective service-learning, much less is known about the benefits of service-learning in community-based settings. This fact sheet highlights emerging knowledge.

## What Are Community-Based Organizations?

Community-based organizations include:

- social service and other nonprofit providers or associations that may engage young people (and adults) as volunteers;
- community-based youth development organizations and after-school programs that include service or service-learning as part of their programming;
- and faith-based organizations that provide services and offer service experiences as part of their programming.

## Benefits for Youth Participants

Youth who participate in high-quality community-based service-learning are likely to benefit in a number of ways:

- Increased access to the range of supports and opportunities they need to grow up healthy, caring, and responsible.
- Increased sense of self-efficacy, as young people learn that they can impact real social challenges, problems, and needs.
- Higher academic achievement and interest in furthering their education.
- Enhanced problem-solving skills, ability to work in teams, and planning abilities.
- Enhanced civic engagement attitudes, skills and behaviors.

## Benefits for Youth Development Organizations

Youth development organizations and after-school programs that use service-learning can benefit from this strategy in a number of ways:

- Young people are more likely to stay engaged when they feel their participation is meaningful and they can make useful contributions.
- Service-learning gives an intentional strategy for addressing goals for learning and personal development through civic engagement and community service.
- Service-learning can cultivate connections between the organization, schools, higher education, and other community groups.
- Service-learning can increase program staff and volunteers' level of engagement, leadership capacity, and satisfaction with their work.
- Service-learning reinforces effective youth development practices, providing young people with, among other things, appropriate structure, supportive relationships, opportunities to belong, positive social norms, opportunities for skill building; and integration of family, school, and community efforts.



### **Benefits to Organizations that Utilize Young People as Volunteers**

Community-based organizations that engage young people in service and service-learning point to the following kinds of benefits:

- The opportunity to expand their mission and reach without substantially increasing costs by engaging a cadre of competent, motivated young people.
- New energy, ideas, and enthusiasm as well as specialized skills that young people can bring to the organization.
- Increased public support and visibility in the community as young people become ambassadors for the agency in their schools, homes, and other networks.
- New partnerships and resources.
- A new generation of volunteers for their own organization or cause.

### **Benefits for Service Recipients, Communities, and Society**

Beyond the young people the organizations directly involved, community-based service-learning benefits the people served, their communities, and, ultimately, society:

- It meets real needs and priorities for individuals and communities, as young people bring new energy, capacity, and creative ideas.
- Community residents have opportunities to build positive relationships with young people.
- Communities see youth in a different way—as resources, not problems.
- A new generation of caring and experienced citizens, activists, and volunteers is cultivated.

### **Benefits Don't Come Automatically**

The benefits outlined above are not automatic or universal. The specific benefits or impact will vary, depending on the focus, scope, and quality of a particular service or service-learning experience. Integrating core elements of effective service-learning is key to reaping these and other benefits. Among these core elements are:

- young people have active and meaningful leadership roles;
- the program is guided by clear and intentional learning and development goals;
- active, intentional, and structured reflection is integral to the program;
- young people are involved across time (at least 20 hours across several months);
- and the service projects meet real community needs and priorities.

### **Conclusion**

Community-based service-learning does not receive the kind of public attention that service-learning receives in education. Yet it offers significant benefits to society, to young people, and to the participating institutions. Lawrence Neil Ballis and colleagues write:

“Schools are not the only institutions that educate our young people, and community-based organizations can be far more than the ‘stage’ that schools use to deliver the service-learning programs that they develop. Kindergarten-through-twelfth-grade schooling is only one format for ‘education’ where young people gain the knowledge, skills, attitudes, and aspirations they will need to become successful adults.”

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*For a more detailed discussion, including references and documentation, see the complete online fact sheet at [http://www.servicelearning.org/instant\\_info/fact\\_sheets/cb\\_facts/benefits\\_cbosl/expanded.php](http://www.servicelearning.org/instant_info/fact_sheets/cb_facts/benefits_cbosl/expanded.php)*

Suggested Citation: Roehlkepartain, Eugene C.. *Benefits of Community-Based Service-Learning*. Scotts Valley, CA: Learn and Serve America's National Service-Learning Clearinghouse, 2007.  
[http://www.servicelearning.org/instant\\_info/fact\\_sheets/cb\\_facts/benefits\\_cbosl/index.php](http://www.servicelearning.org/instant_info/fact_sheets/cb_facts/benefits_cbosl/index.php)



These standards and indicators were vetted through a series of "reactor panels" convened nationwide by the National Youth Leadership Council and RMC Research Corporation. The panels were composed of young people, teachers, school and district administrators, community members, staff from community-based organizations, policy-makers, and others interested in service-learning. The process was much like content-setting standards in other fields. Each panel considered the work of the two before them, revising the standards and indicators to ensure that they included the strongest aspects of quality, and to make the wording clearer, measurable, and actionable. For more information, visit [www.nylc.org/standards](http://www.nylc.org/standards).

## K-12 Service-Learning Standards for Quality Practice

### Meaningful Service

*Service-learning actively engages participants in meaningful and personally relevant service activities.*

Indicators:

1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

### Link to Curriculum

*Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.*

Indicators:

1. Service-learning has clearly articulated learning goals.
2. Service-learning is aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in school board policies and student records.

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*Service-learning is a philosophy, pedagogy, and model for community development that is used as an instructional strategy to meet learning goals and/or content standards.*



**national youth leadership council**

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# K-12 Service-Learning Standards for Quality Practice

continued ...

## Reflection

*Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.*

Indicators:

1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

## Diversity

*Service-learning promotes understanding of diversity and mutual respect among all participants.*

Indicators

1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.
3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.



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# K-12 Service-Learning Standards for Quality Practice

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## Youth Voice

*Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.*

Indicators:

1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.
2. Service-learning involves youth in the decision-making process throughout the service-learning experiences.
3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.
4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.
5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.

## Partnerships

*Service-learning partnerships are collaborative, mutually beneficial, and address community needs.*

Indicators:

1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.
2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.
3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.
4. Service-learning partners collaboratively develop and implement action plans to meet specified goals.
5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.



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# K-12 Service-Learning Standards for Quality Practice

## Progress Monitoring

*Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.*

Indicators:

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
3. Service-learning participants use evidence to improve service-learning experiences.
4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

## Duration and Intensity

*Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.*

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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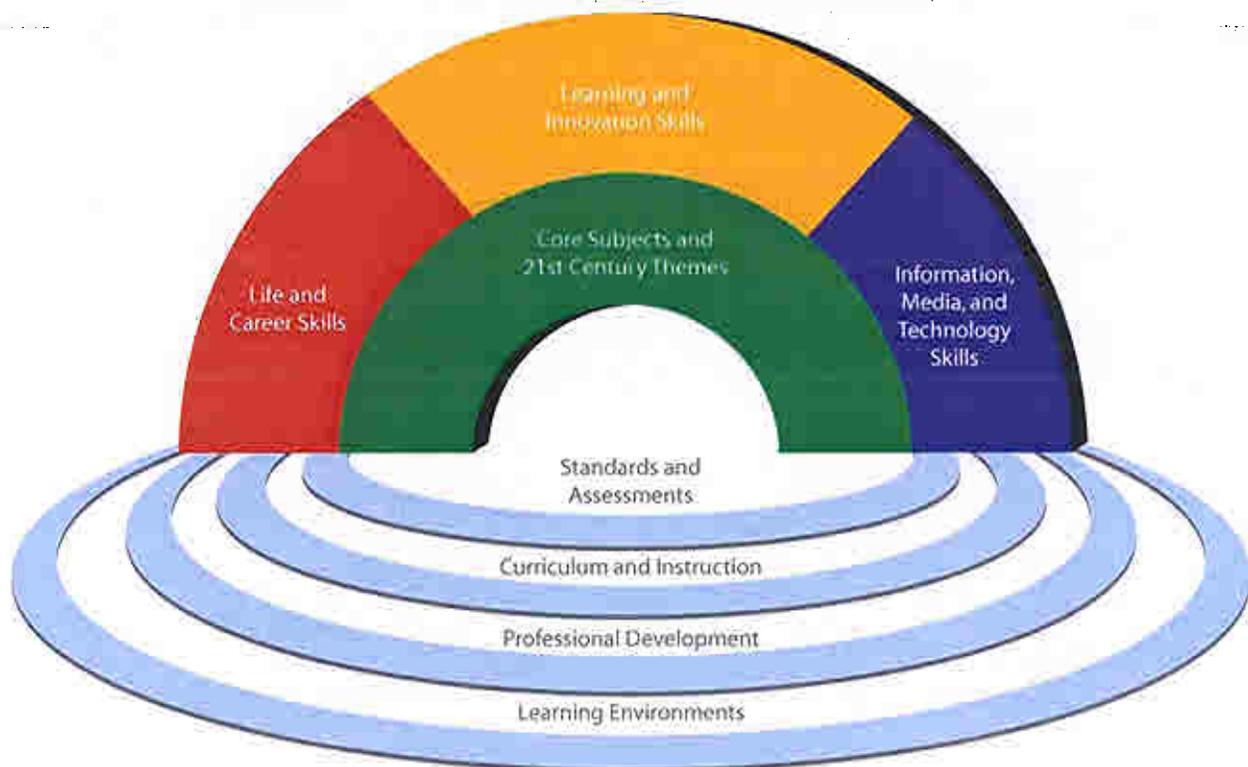
## P21 Framework Definitions Document

This definitions document provides guidance to educators who are working to make sure the K-12 education system provides all students with rich core content and 21<sup>st</sup> century skills.

The framework defined in this document presents a holistic view of 21<sup>st</sup> century teaching and learning. It presents a vision for 21<sup>st</sup> century student outcomes (a blending of content knowledge, specific skills, expertise and literacies) and the support systems that are needed to produce these outcomes.

**While the graphic represents each element distinctly for descriptive purposes, the Partnership views all the components as fully interconnected in the process of 21<sup>st</sup> century teaching and learning.**

### 21st Century Student Outcomes and Support Systems



## 21<sup>ST</sup> CENTURY STUDENT OUTCOMES

The elements described in this section as “21<sup>st</sup> century student outcomes” (represented by the rainbow) are the knowledge, skills and expertise students should master to succeed in work and life in the 21<sup>st</sup> century.

### **CORE SUBJECTS AND 21<sup>ST</sup> CENTURY THEMES**

Mastery of **core subjects and 21<sup>st</sup> century themes** is essential for all students in the 21<sup>st</sup> century. Core subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to these subjects, we believe schools must move to include not only a focus on mastery of core subjects, but also promote understanding of academic content at much higher levels by weaving **21<sup>st</sup> century interdisciplinary themes** into core subjects:

#### **Global Awareness**

- Using 21<sup>st</sup> century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures, including the use of non-English languages

#### **Financial, Economic, Business and Entrepreneurial Literacy**

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

#### **Civic Literacy**

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding the local and global implications of civic decisions

### **Health Literacy**

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

### **LEARNING AND INNOVATION SKILLS**

Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21<sup>st</sup> century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

### **CREATIVITY AND INNOVATION**

#### ***Think Creatively***

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

#### ***Work Creatively with Others***

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

#### ***Implement Innovations***

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

### **CRITICAL THINKING AND PROBLEM SOLVING**

#### ***Reason Effectively***

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

***Use Systems Thinking***

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

***Make Judgments and Decisions***

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

***Solve Problems***

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

**COMMUNICATION AND COLLABORATION*****Communicate Clearly***

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

***Collaborate with Others***

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

## **INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

People in the 21<sup>st</sup> century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21<sup>st</sup> century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

### **INFORMATION LITERACY**

#### ***Access and Evaluate Information***

- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

#### ***Use and Manage Information***

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

### **MEDIA LITERACY**

#### ***Analyze Media***

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

#### ***Create Media Products***

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

### **ICT (Information, Communications and Technology) LITERACY**

#### ***Apply Technology Effectively***

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access,

manage, integrate, evaluate and create information to successfully function in a knowledge economy

- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

## **LIFE AND CAREER SKILLS**

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

### **FLEXIBILITY AND ADAPTABILITY**

#### ***Adapt to Change***

- Adapt to varied roles, jobs responsibilities, schedules and contexts
- Work effectively in a climate of ambiguity and changing priorities

#### ***Be Flexible***

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

### **INITIATIVE AND SELF-DIRECTION**

#### ***Manage Goals and Time***

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

#### ***Work Independently***

- Monitor, define, prioritize and complete tasks without direct oversight

#### ***Be Self-directed Learners***

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

### **SOCIAL AND CROSS-CULTURAL SKILLS**

#### ***Interact Effectively with Others***

- Know when it is appropriate to listen and when to speak

- Conduct themselves in a respectable, professional manner

### ***Work Effectively in Diverse Teams***

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

## **PRODUCTIVITY AND ACCOUNTABILITY**

### ***Manage Projects***

- Set and meet goals, even in the face of obstacles and competing pressures
- Prioritize, plan and manage work to achieve the intended result

### ***Produce Results***

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

## **LEADERSHIP AND RESPONSIBILITY**

### ***Guide and Lead Others***

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

### ***Be Responsible to Others***

- Act responsibly with the interests of the larger community in mind

## **21<sup>ST</sup> CENTURY SUPPORT SYSTEMS**

The elements described below are the critical systems necessary to ensure student mastery of 21<sup>st</sup> century skills. 21<sup>st</sup> century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21<sup>st</sup> century outcomes for today's students.

### **21<sup>st</sup> Century Standards**

- Focus on 21<sup>st</sup> century skills, content knowledge and expertise
- Build understanding across and among core subjects as well as 21<sup>st</sup> century interdisciplinary themes
- Emphasize deep understanding rather than shallow knowledge
- Engage students with the real world data, tools and experts they will encounter in college, on the job, and in life; students learn best when actively engaged in solving meaningful problems
- Allow for multiple measures of mastery

### **Assessment of 21<sup>st</sup> Century Skills**

- Supports a balance of assessments, including high-quality standardized testing along with effective formative and summative classroom assessments
- Emphasizes useful feedback on student performance that is embedded into everyday learning
- Requires a balance of technology-enhanced, formative and summative assessments that measure student mastery of 21<sup>st</sup> century skills
- Enables development of portfolios of student work that demonstrate mastery of 21<sup>st</sup> century skills to educators and prospective employers
- Enables a balanced portfolio of measures to assess the educational system's effectiveness in reaching high levels of student competency in 21<sup>st</sup> century skills

### **21<sup>st</sup> Century Curriculum and Instruction**

- Teaches 21<sup>st</sup> century skills discretely in the context of core subjects and 21<sup>st</sup> century interdisciplinary themes
- Focuses on providing opportunities for applying 21<sup>st</sup> century skills across content areas and for a competency-based approach to learning
- Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills
- Encourages the integration of community resources beyond school walls

### **21<sup>st</sup> Century Professional Development**

- Highlights ways teachers can seize opportunities for integrating 21<sup>st</sup> century skills, tools and teaching strategies into their classroom practice — and help them identify what activities they can replace/de-emphasize
- Balances direct instruction with project-oriented teaching methods
- Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21<sup>st</sup> century skills
- Enables 21<sup>st</sup> century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21<sup>st</sup> century skills for students
- Cultivates teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses

- Helps teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning
- Supports the continuous evaluation of students' 21<sup>st</sup> century skills development
- Encourages knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications
- Uses a scalable and sustainable model of professional development

### **21<sup>st</sup> Century Learning Environments**

- Create learning practices, human support and physical environments that will support the teaching and learning of 21<sup>st</sup> century skill outcomes
- Support professional learning communities that enable educators to collaborate, share best practices and integrate 21<sup>st</sup> century skills into classroom practice
- Enable students to learn in relevant, real world 21<sup>st</sup> century contexts (e.g., through project-based or other applied work)
- Allow equitable access to quality learning tools, technologies and resources
- Provide 21<sup>st</sup> century architectural and interior designs for group, team and individual learning
- Support expanded community and international involvement in learning, both face-to-face and online

# **Learn and Serve America's National Service-Learning Clearinghouse**

**America's Most Comprehensive Service-Learning  
Resource**

## **Funding Sources**

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

### **Acton Institute Samaritan Award**

Acton Institute's Center for Effective Compassion offers a Samaritan Award, which is designed to recognize America's leading charities. One winner receives a cash award and runners-up receive consulting services packages.

### **Alec Dickson Servant Leader Award**

Created in honor of Alec Dickson, this award recognizes leaders who have displayed courage, compassion, and creativity to overcome barriers and positively impact the lives of young people.

### **American Red Cross Woodrow Wilson Award for Exemplary Youth Volunteer Service**

This award goes to a young person under 21 in recognition of his/her contributions to the American Red Cross and the community. Nominations are made by chapters. National Headquarters Awards/Recognition Committee, Red Cross National Office of Volunteers, 8111 Gate House Road, Falls Church, VA 22042. (703) 206-7410

### **Americorps Education Awards**

Upon successful completion of a term of service as an AmeriCorps member, students are eligible for an education award to help payment for authorized educational expenses or repay qualified student loans.

### **Angels in Action**

The Angel Soft Angels in Action Awards program rewards children who perform exemplary acts of service to benefit a community, charity or cause. Angel Soft rewards children between the ages 8 and 15 with a monetary award and a year's supply of Angel Soft bath tissue.

### **ASCD Outstanding Young Educator Award**

The ASCD Outstanding Young Educator Award recognizes education professionals, 40 years of age or younger who demonstrate exemplary commitment and exceptional contribution to the profession. The recipient is profiled in Educational Leadership, receives ten-thousand dollars, and is honored at the ASCD Annual Conference and Exhibit Show.

### **Brick Awards**

Each year, Do Something honors outstanding leaders under the age of 18 who use their talents to take action that measurably strengthens their local communities in the areas of community building, health, and the environment. Age restrictions apply.

### **Campus Compact Awards Program**

This site includes links to information about the Ehrlich Faculty Award for Service-Learning, the Swearer Student Humanitarian Award, links to other awards, grants, and fellowships.

### **Center for Effective Compassion Samaritan Awards**

Part of the Acton Institute for the Study of Religion & Liberty, the Samaritan Awards identify up to 10 exceptional predominantly privately funded charities that help individuals break the cycle of dependency by providing help that is direct, personal, and accountable. Prize amount awards are up to 10,000 dollars.

### **Christopher Columbus Awards Program**

Sponsored by the Christopher Columbus Fellowship Foundation in cooperation with the National Science Foundation, these cross-curricular national competitive awards combine science and technology with community problem-solving in a real-world setting. With the help of an adult coach, students under the age of 18 work in teams to identify an issue they care about and use science and technology to develop an innovative solution. This is science and community involvement at its best. Team grant awards range from 200 dollars to the finalist award 25,000 dollars to implement winning ideas in their communities.

### **Citizen Activist Award (The Gleitsman Foundation)**

The 2004 award will honor those who have struggled to improve K-12 public education in order to give each child the basic education necessary to succeed in our fast-changing world. The honorees will share 100,000 dollars and each will receive a specially commissioned sculpture designed by Maya Lin.

### **Clay Aiken ABLE to SERVE Awards**

Sponsored by Youth Service America and The Bubel Aiken Foundation, twenty-five grants up to 1,000 dollars each are available to encourage young people with disabilities, between the ages of 5 and 22, to plan and execute service projects in the United States for National Youth Service Day.

### **Community-Campus Partnerships for Health (CCPH)**

This award recognizes exemplary partnerships between communities and health professional schools that build on each other's strengths to improve health professional education, civic responsibility, and the overall health of communities.

### **Congressional Award: America's Award for Youth**

A public partnership created by Congress to promote and recognize achievement, initiative, and service in America's youth, the U.S. Congress' award for young Americans is non-partisan, voluntary, and non-competitive. The program is open to all 14- to 23-year-olds who can earn bronze, silver and gold certificates and medals. Each level involves setting goals in four program areas:

volunteer public service, personal development, physical fitness, and expedition/exploration.

#### **Coverdell Award for Excellence**

Each year the Peace Corps selects several exceptional educators to receive the Coverdell Award for Excellence. The award pays tribute to educators who exhibit outstanding participation in the Peace Corps' Coverdell World Wise Schools global education program.

#### **Daily Points of Light Award**

Each weekday, this award honors one volunteer or volunteer effort that has found innovative ways to meet community needs, efforts which often lead to long-term solutions and impact social problems in their local communities. Award Certificates and winners are featured on website and nominations are accepted year-round.

#### **Elliot L. Richardson Prize for Excellence in Public Service, The**

This award recognizes extraordinary, sustained accomplishment and integrity in government service and to encourage achievement by future public leaders at the level Richardson demonstrated in service to his country.

#### **Ford Radical Renovation: School Edition Award**

Ford's Radical Renovation: School Edition is challenging classrooms to plan ways to make their school more eco-responsible. The class that comes up with the best plan will win 100,000 dollars for an environmental renovation.

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

This national award honors young people from diverse backgrounds, ages 8 to 18, who have shown leadership and courage in public service.

#### **Harold Howe II Youth Policy Fellowship Award (32K pdf)**

The AMERICAN YOUTH POLICY FORUM (AYPF) of Washington, D.C. announces the 2004 competition for our annual Fellowship award to a promising young scholar or practitioner. The Fellow will carry out a self-designed project on significant issues in youth policy, practice, research or program evaluation, focusing particularly on disadvantaged youth. The Fellowship is supported under a grant from the Ford Foundation. The Fellowship will be available for work commencing in the Summer or Fall of 2004.

#### **Harris Wofford Awards, The**

Sponsored by Youth Service America and State Farm Companies Foundation. One award is given to an individual between the ages of 5 and 25 who has demonstrated exemplary commitment and action to involve themselves and other peers in service, youth voice, service-learning, and civic engagement activities. A second award recognizes an institution (national, state, or local nonprofit organization, a Foundation, or a Corporation) with demonstrated record of activity and impact devoted to youth service, youth voice, service-learning, and civic engagement.

#### **Hesburgh Awards**

The Hesburgh Award honors faculty development programs in the field of

service-learning. Each year the award is presented to a faculty development program judged to have best met three criteria: significance of the program to higher education; appropriate program rationale; and successful results and impact on undergraduate teaching and student learning.

#### **Howard R. Swearer Student Humanitarian Award**

Campus Compact member presidents recognize five students each year for their outstanding public service and provide financial support toward their continued efforts to address societal needs.

#### **Idealist.org: Nonprofit Design Contest**

This new competition "seeks to promote excellence in design in the nonprofit sector and to reward and acknowledge those designers who move beyond limitations to create works that are functional and aesthetically powerful while also promoting social impact." Awards include software and hardware donated by contest sponsors.

#### **Idealist.org Nonprofit Design Contest**

Action Without Borders's Idealist.org is sponsoring its first annual design competition for nonprofit organizations in the categories of Web, print, and multimedia to promote excellence in design in the nonprofit sector.

#### **Independent Sector Awards**

Includes The John W. Gardner Leadership Award, The Leadership IS Award, and The Virginia A. Hodgkinson Research Prize.

#### **ING Unsung Heroes Awards Program**

These awards are given to K-12 educators pioneering in new methods and techniques that improve student learning. Applications are judged on their innovative teaching methods, creative educational projects, and ability to make a positive influence on the children they teach.

#### **Jefferson Awards, The**

The Jefferson Awards are presented on two levels: national and local. National award recipients represent a "Who's Who" of outstanding Americans. On the local level, Jefferson Awards recipients are ordinary people who do extraordinary things without expectation of recognition or reward.

#### **National Caring Award, The**

The Caring Institute seeks to identify, honor, and reinforce the activities of particularly caring Americans - those who ennoble the human race by transcending self in service to others.

#### **National Rising Scholars Award**

Originally the Kellogg Forum, five awards are sponsored by the National Forum on Higher Education for the Public Good, the Association for Institutional Research, the American Association for Higher Education, the American Educational Research Association, the Association for the Study of Higher Education, and the American College Personnel Association. Awards are made to pre-tenured faculty, early career practitioners, and advanced graduate students who engage in research that explores higher education's role in serving

the public good.

### **National Schools of Character Awards Program (CEP)**

This Character Education Partnership annual awards program recognizes K-12 schools and districts demonstrating outstanding character education initiatives that yield positive results in student behavior, school climate and academic performance. Although winners may differ in method, content, and scope, all emphasize core ethical values such as honesty, respect, responsibility and caring.

### **National Science Board Public Service Award**

The National Science Board (NSB) established the Public Service Award in November 1996. The annual award recognizes people and organizations who have increased the public understanding of science or engineering. The award may be given to an individual and to a group (company, corporation or organization), but not to members of the U.S. Government.

### **National Science Foundation (NSF) Director's Award for Distinguished Teaching Scholars**

The National Science Foundation (NSF) seeks to promote improvement in the education of those who study science, technology, engineering, or mathematics (STEM). The NSF Director's Award for Distinguished Teaching Scholars (DTS) recognizes and rewards individuals who have contributed significantly to the scholarship of their discipline and to the education of students in STEM, and exemplify the ability to integrate their research and educational activities. This program seeks to recognize those faculty who bring the excitement and richness of scientific discovery to a broad spectrum of students.

### **National Science Foundation (NSF) Presidential Awards**

The National Science Foundation (NSF) administers several awards programs in partnership with the White House. These programs provide Presidential awards that denote remarkable achievement by outstanding scientists, engineers, and educators who demonstrate exceptional leadership in science, technology, engineering, mathematics, and STEM education. Includes: National Medical Science, the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST), the Presidential Early Career Award for Scientists and Engineers (PECASE), and the Presidential Awards for Excellence in Science, Mathematics, and Engineering Mentoring (PAESMEM).

### **National Science Teachers Association (NSTA) Science Teacher Awards**

This award honors kindergarten-college teachers who have made extraordinary contributions to the field of science teaching. Awardees receive a formal citation, three nights' hotel accommodation, and funds to attend the NSTA National Convention.

### **National Service-Learning Conference Awards**

Nominations are being accepted for three awards honoring outstanding leadership and inspiration to the service-learning field. All recipients will be honored at the 2004 National Service-Learning Conference in Orlando, FL and

will receive complimentary travel and registration to attend the conference.

#### **President's Student Service Awards**

The awards recognize young Americans for outstanding community service. All full-time students from kindergarten through college who contribute at least 100 hours (50 hours for younger students) of service to the community are eligible.

#### **Prudential Spirit of Community Awards**

The Prudential Spirit of Community Awards recognize students in middle and high school grades who have demonstrated exemplary community service.

#### **Robert Foster Cherry Award for Great Teaching**

The Cherry Award program is designed to honor great teachers, to stimulate discussion in the academy about the value of teaching, and to encourage departments and institutions to value their own great teachers. The winner of the Cherry Award will receive a large monetary prize (200,000 dollars for 2006-2007) and will teach in residence at Baylor University during a fall or spring semester; travel expenses and a furnished apartment are provided. To further Baylor University's commitment to great teaching, the winner's home department will receive a monetary prize (25,000 dollars in 2006-2007).

#### **Samuel Huntington Public Service Award**

This award provides an annual stipend for a graduating senior to pursue public service. The award allows recipients to engage in meaningful public service activity for up to one year before proceeding on to graduate school or a career.

#### **Service-Learning Emerging Leaders Initiative**

Through the Service-Learning Emerging Leaders Initiative, local, state, tribal, regional, and national organizations and public-sector agencies host emerging leaders, ages 25 to 35, who have demonstrated a commitment to making a difference in the lives of young people, schools, and communities. The emerging leaders are employed by the host organization for a period of two years -- building organizational capacity and a new generation of diverse service-learning leadership.

#### **Sherry Unger Award, The**

Every other month, the Maryland Student Service Alliance website features a different noteworthy service-learning project on their homepage. The featured project receives a 0 cash recognition award for use on future service-learning projects, and is listed in the project idea archive for others to emulate!

#### **Skoll Foundation: Skoll Awards for Social Entrepreneurship**

Social entrepreneurs are people and organizations who apply innovative solutions to pressing social problems, empowering communities and other groups to mobilize resources and develop opportunities for improvement and change. Skoll Awards for Social Entrepreneurship support scaling up or replication of innovative programs to a level where they can achieve systemic social change.

#### **Spirit of Service Awards, Corporation for National and Community Service**

These awards pay tribute to the most outstanding participants in each of the

Corporation's programs - Senior Corps, AmeriCorps, and Learn and Serve America. Recipients in the Learn and Serve America category can include a student, educator, or Service-Learning Program.

#### **State Farm Service-Learning Practitioner Leadership Award**

This award recognizes a teacher, youth worker, or community member who has created a living legacy by equipping young people to lead and serve. The recipient must also have served as a model of leadership, helping to nurture others in the field to expand their service-learning knowledge and skills.

#### **State Farm Youth Leadership for Service-Learning Excellence Award**

Supported by the State Farm Companies Foundation, this award recognize K-12 service-learning programs that uniquely demonstrate youth leadership for service-learning excellence, defined as incorporating key elements of high quality service-learning, and having a sustainable impact on the participants and the broader community.

#### **Temple Awards For Creative Altruism**

The Temple Awards for Creative Altruism is presented annually by the Institute of Noetic Sciences to one or more individuals or organizations whose work embodies the inspirational light of unselfish service motivated by love. Click on About, Inside IONS, Grants and Awards. The award fund is divided among recipients selected by an independent jury.

#### **Thomas Ehrlich Faculty Award for Service-Learning, The**

Campus Compact recognizes and honors one faculty member each year for contributing to the integration of community or public service into the curriculum and for efforts to institutionalize service-learning.

#### **Yoshiyama Award for Exemplary Service to the Community**

This Award recognizes exemplary service and community involvement rather than academic achievement. The Award is presented to high school seniors, and is accompanied by a monetary gift.

#### **YouthActionNet**

YouthActionNet grants awards to youth leaders and their emerging projects that promote social change and connect youth with local communities.

#### **AT&T CARES Youth Service Action Fund, The**

The fund supports young people as they improve their communities through service on National Youth Service Day. Fifty grants are available to young people (ages 5-25) and organizations to implement service projects for National Youth Service Day.

#### **Comcast Foundation Leaders of Tomorrow Scholarship Program**

To be eligible for a Leaders of Tomorrow scholarship, high school seniors must be nominated by their principals. Scholarships are awarded to high school seniors in recognition of their community service.

#### **Dollar General Community and Back-to-School Grants**

Dollar General's community grants program provides support for non-profit organizations committed to the advancement of youth literacy initiatives. The

Dollar General Back-to-School grant program awards (7) grants to assist schools in meeting some of the financial challenges they face in implementing new programs or purchasing new equipment, materials or software for their school library or literacy program.

### **Dow Grant Awards**

The Dow Chemical Company has made available 20 million USD in grant funds to support proposed initiatives concentrating on math and science, teacher training, and parental involvement for K-12 school districts. Grant proposals should focus on giving K-12 students science and engineering experiences, giving teachers the training to provide these experiences, and fostering parental and community involvement. School districts and school boards nationwide, as well as programs that promote systemic education reform in math and science, are eligible to apply. Special attention is given to school districts around communities where Dow is located.

### **mtvU Grants**

mtvU Grants will help fund a new student-run community service organization, or a new project being undertaken by an existing organization. Grants are awarded for original ideas about how to make the world, or a campus, a better place.

Winners may be featured on mtv News.

### **Nestl and RIF's Very Best in Youth**

Co-sponsored by Nestl USA and Reading Is Fundamental (RIF), the Nestl and RIF's Very Best In Youth honors 30 young people who have made reading a priority and in the process have made tangible contributions to the quality of life in their communities. Award recipients are featured in a special publication and honored at a ceremony. Nestl also donates funds in the name of each winner to the charity of his/her choice.

### **Nickelodeon "Let's Just Play" Grants**

Nickelodeon will provide grant funding to schools and after-school program to provide resources to create or expand opportunities for physical and healthy play. Between twenty-five to fifty grants, ranging from 5,000 to 10,000 dollars, will be awarded annually.

### **Toyota TAPESTRY Grants for K-12 Science Teachers**

The Toyota TAPESTRY program awards annual grants of up to 10,000 dollars each and "mini-grants" of to K-12 science teachers. Interested teachers should propose innovative science projects that can be implemented in their school or school district over a one-year period.

### **American Federation of Teachers Grant and Funding Resources**

List of links to grant and funding opportunities by subject area for PreK-12 teachers.

### **Campus Compact's Grants/ Fellowships/ Funding Page**

Lists grants for community service directors and institutions, students, federal funding sources, and national and regional grants.

### **Center for Faith-Based & Community Initiatives, The**

From the U.S. Department of Health and Human Services, this web site provides resources for faith-based funding opportunities.

#### **Channing Bete list of education grants**

Includes a list of available education grants, including deadlines.

#### **Corporation for National & Community Service**

This site contains links to new notices of funding available for state and national cooperative agreements and grant programs such as funding for Next Generation Grants, Presidential Freedom Scholarships, Service-Learning and Homeland Security grants, AmeriCorps grants, AmeriCorps\* National Professional Corps Programs, AmeriCorps Tribal Program Grants.

#### **COS Funding Opportunities**

This Community of Science (COS) site assists in searching for "hard-to-find information critical to scientific research and other projects across all disciplines." A variety of search methods provide access to funding opportunities.

#### **Directory of Funding Sources for Community-Based Participatory Research (517K pdf)**

Published by CCPH and the Northwest Health Foundation in June 2004, this directory includes funding agency descriptions, deadlines, contact information, examples of previously funded CBPR projects, and an annotated listing of funding resource websites.

#### **Foundation for the Mid South**

A list of grants available to K-12 teachers, seven can be applied to the needs of a service-learning program. Call each organization for the specific grant guidelines and application.

#### **Foundation Resource Guide Online Database (Office of University Partnerships)**

This database indexes funding opportunities that support partnerships between campus and community entities.

#### **Foundations On-Line**

This directory includes links to corporate and private foundations, a community foundations directory, a grantmakers directory, charity links, scholarships and awards, tax links, fundraising consultants, government grants, grant writing assistance, and more.

#### **Freechild Project Funding Directory**

A directory of 585 scholarships, fellowships, grants, internships, and awards for youth involved in social action.

#### **Funding for Service-Learning Research (Learning in Deed)**

Lists possible funding sources for service-learning research, including trusts and foundations and funding resource centers.

#### **GuideStar**

GuideStar is a searchable national database of more than 700,000 nonprofit organizations. Includes grantmaker and donor information, products, services, a newsletter, and more. Requires free registration.

### **National Institute of Child Health & Human Development Fellowships (NIHCD) Funding**

All aspects of NIHCD funding opportunities and guidelines are listed at this site, including future funding initiatives such as adolescent medicine trials for HIV/AIDS intervention, a neonatal research network, and a cooperative maternal fetal medicine network.

### **National Institute of Health Research Grants**

Site provides links to grant funding resources: program announcements, policies and procedures, forms, applications, and access to the grants database.

### **School Funding Services (SFS)**

This service of New American Schools provides a subscription-based database of funding resources. Each funding entry includes regularly updated information about guidelines, eligibility requirements, and application process, and is accompanied by downloadable application forms. A free trial is available.

### **SERVEnet**

A list of funding opportunities for volunteer work.

### **Youth Service America**

Site lists numerous service awards and grants with links to funders, due dates, and more.

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## Curriculum Infusion Guide

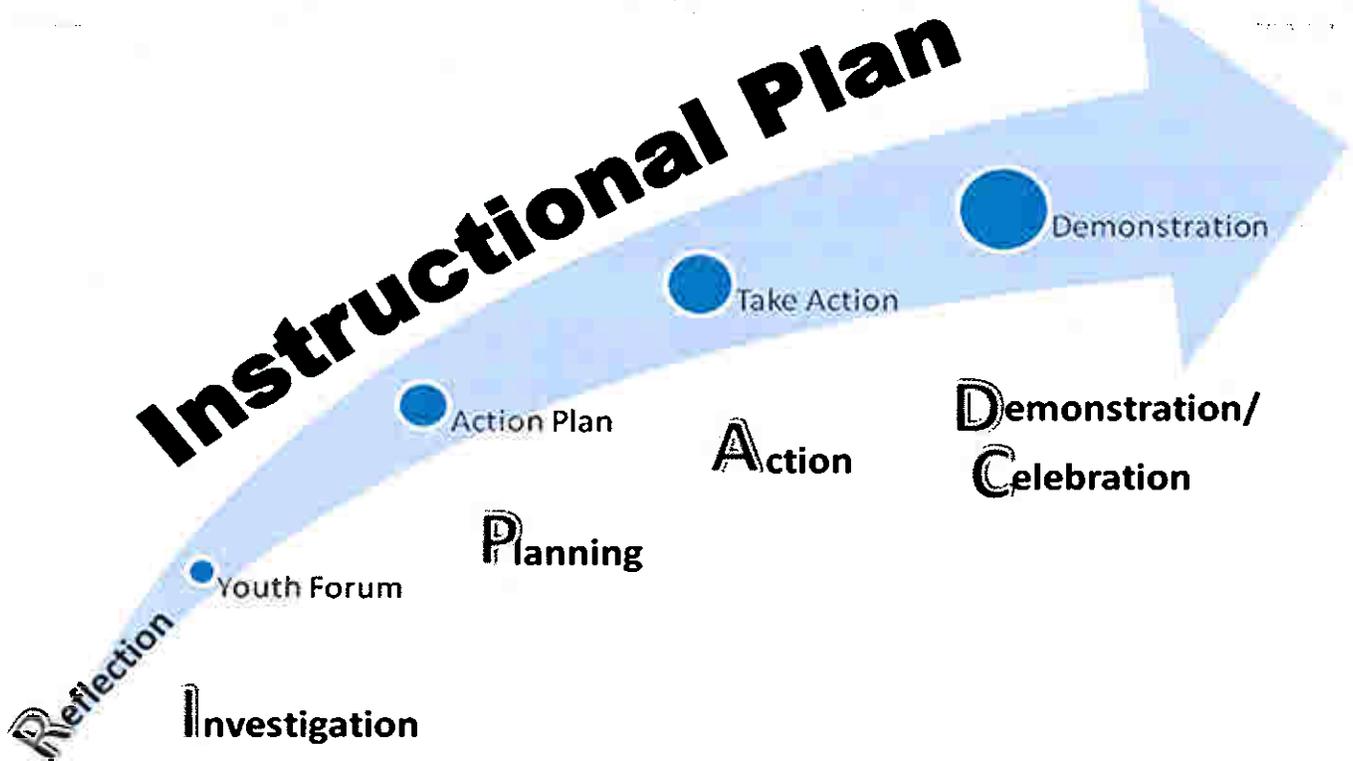
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The pathway to high quality service-learning begins with the premise that effective service-learning is an outgrowth of the classroom curriculum. A service-learning project is designed as a civic outcome stemming from the intentional application of knowledge gained through formal instruction as a means to furthering student mastery of the content.

In planning units that incorporate a service-learning experience, it is important to remember that this process is cyclical, rather than linear in nature. You will need to revisit your plans as you work to incorporate students' ideas and the issues that are important to them. Youth ownership is a significant component to securing buy-in, which leads to a higher level of engagement and participation in learning. As you mesh student issues with your instructional goals, you will be able to identify opportunities for your instruction to support and facilitate their work in meaningful ways.

As you will see in the diagram below, each piece of the four-part planning process is filtered through the instructional lens that you set in place at the beginning of the unit by identifying the performance standards and instructional content to be delivered.



## **Curriculum Infusion Process**

### **1. Develop the framework (page 1 of the Instructional Plan)**

The instructional plan provides the framework for the service-learning experience. Like any instructional strategy, service-learning is used to help students meet the identified goals. Prior to engaging students in the forum described below, it is important for the teacher to identify the essential questions and performance standards that will be addressed in this curriculum unit. This process forms the academic context for the skills that will be applied through the service-learning experience.

#### **Identify instructional unit and the relevant performance standards**

The first step in planning a unit infused by a service-learning project is to consider how your unit is laid out and which standards are addressed. Using the Instructional Plan found on page 4, frame the service-learning project within the context of a specific instructional unit. Several related standards from other subjects can be readily identified for each unit as well, creating an excellent opportunity for cross-disciplinary work. Students should be made aware of your core expectations at the beginning of the unit and involved throughout in identifying the skills they need to acquire and their progress toward mastering them.

#### **Brainstorm essential and unit questions related to the topic**

The essential questions provide the “so what” for your unit. They give purpose to the learning and provide a context in which to engage students in rigorous inquiry, complex thinking, and problem solving. These questions will open the door to meaningful service as an application and extension of their learning into real world unpredictable settings.

#### **Define the broad topic or focus of issues to be addressed in the unit**

Once you have completed your overall picture of the unit, you will begin to refine the focus of the issues and/or community in which the students’ service-learning experience will take place. You will want to focus on a topic that directly connects to the curriculum content. (For example: narrowing suggested projects to include only issues that deal with economic development in the community). You may also wish to frame your definition of “community,” depending upon your instructional goals. (For example: focusing on projects that deal with the whole city versus the immediate neighborhood.) The list of essential and unit questions help define the instructional tasks and topics to be addressed. It may also open relevant questions or issues you hadn’t previously considered covering in the unit.

### **2. Conduct a Youth Forum**

The youth forum is the beginning phase of a service-learning project. This process lets students voice their ideas for change and identify ways to turn their ideas into action through civic engagement. Ideally, the forum includes members of the community and of other partnerships to engage the wider community in this work. Using the process outlined on page 5, lead students in conducting a forum to identify community needs and potential project ideas. The forum will be the mechanism through which students conduct a community needs assessment, and identify challenges and resources in their community. The purpose of this activity is to familiarize young people with their community, as well as identify the issues or

# State Farm Grant Opportunities

State Farm is committed to supporting education. We've established several national partnerships to identify ways to raise the level of achievement of our nation's students. Below is a list of grant opportunities we hope will help in accomplishing this goal, while at the same time fostering civic responsibility and developing students' leadership skills.

## Good Decisions Grant

State Farm has partnered with Mothers Against Drunk Driving (MADD) to provide grants that focus on underage alcohol use prevention, vehicle safety, and adult impaired driving. Ten \$1000 grants will be awarded.

School and community-based organizations can apply for grants at [www.pyppm.org](http://www.pyppm.org) on March 5. Applications must be completed by May 1.



## State Farm Youth Advisory Board Membership and Grants

The State Farm Youth Advisory Board was created in 2006 to implement a \$5 million-a-year signature service-learning initiative to address issues important to State Farm and communities across the United States and Canada.

Grants are available each Fall for programs focused on disaster preparedness, driver safety, financial education, and access to higher education. Grants range from \$25,000 to \$100,000.

We are also seeking students ages 17-20 who have an interest in serving on this board. Each member will commit 15 hours a month and participate in 4 meetings during a 12 month period. Board members in good standing at the end of a one-year term will receive a \$5000 scholarship to be used for post-secondary education at a four-year, two-year, or vocational training program. Associate board members will receive a \$3000 scholarship under the same terms for their first year of service, as well as an opportunity to serve a second year on the board and receive a second scholarship for \$5000.

All information about board membership and grant applications can be found at [www.statefarmyab.com](http://www.statefarmyab.com).



## Project Ignition

Project Ignition is sponsored by State Farm and coordinated by the National Youth Leadership Council (NYLC). The program focuses on students in grades 9-12 who are interested in addressing the issue of teen driver safety.

Any interested student can submit an application on-line at [www.sfprojectignition.com](http://www.sfprojectignition.com). Twenty-five \$2000 grants will be awarded. Recipients will be announced in May. Student teams will then launch their campaigns during the fall semester and turn in their results in December. In January, up to 10 finalists will be notified and will receive up to \$5000 to travel to the NYLC National Service-Learning Conference in March. There, projects will be presented in front of an international audience. A renowned panel of judges will select the "best of the best" award, with the winning school receiving a grant for \$10,000.

**PROJECT  
IGNITION**

## National Youth Service Day

National Youth Service Day is the largest annual celebration of young volunteers, where millions of young people highlight and carry out thousands of community improvement projects. State Farm has partnered with Youth Service America (YSA) to provide grants to groups who coordinate these service projects each April.

Fifty \$2000 grants and one hundred \$1000 grants will be awarded. Applications can be submitted on-line at [www.ysa.org](http://www.ysa.org).



areas in which they would like to bring about positive change. Students will also align their project ideas with the instructional objectives as a tangible way to apply and demonstrate mastery of skills attained. This provides students with ownership of the learning process, making the purpose for learning what it should be: to benefit their skill development, not “to get a good grade.”

The outcome of this process is to:

- ◆ Identify a core set of issues that students would like to address.
- ◆ Begin to form community partnerships that could work collaboratively with students in addressing the identified issues.
- ◆ Understand the resources in the community that are available in helping to carry out subsequent projects.

### **3. Develop an Action Plan**

Once students have identified issue areas and community resources through the youth forum, students use the Service-Learning Action Plan found on pages 6-8. This strategic planning process guides students in planning and implementing a service-learning project. Students investigate the issue identified in the forum, create their vision for community change, and develop a project that will help them achieve their vision. Notice that the plan asks students to also consider the skills that they will learn and apply through this project, encouraging their active participation in improving and evaluating their academic performance. This document will be a work in progress throughout the project, with additions and revisions to be made as students reflect upon and adapt their work to the realities of project implementation.

### **4. Map the Instructional Process (page 2 of the Instructional Plan)**

On page 9, design the instruction which will support the project and move students toward mastery of the identified standards. The instructional strategies that will support skill development are interwoven into student exploration of the topic. As students develop skills, they will identify, plan, and implement their service-learning project. This project may continue beyond the current unit of study, incorporating new skills acquired in subsequent units. Your role is to implement instruction that strengthens and facilitates students' work while allowing them to construct meaning and build their own skills. Always be on the lookout for opportunities to step back and let students take leadership roles. Youth ownership propels the project forward and develops students' leadership skills while engaging students in a learning process that is rigorous and relevant.

### **5. Celebrate and Demonstrate Success**

Take time to showcase your students' work through a school and/or community-wide event. The recognition will reinforce the skills students learned and celebrate their success. Consider hosting an assembly highlighting the various community-building work, a community fair showcasing projects, a pictorial essay in the newspaper, or display in a public area such as a mall or public library. Critical for the success of this step is asking students to reflect on how they can demonstrate their project success and mastery of skills to others.

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## Instructional Plan (Part 1)

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Teacher

Grade

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Class

Unit

Key Performance Standards to be Addressed		
Number	Standard	
Related Performance Standards from other subject areas		
Subject	Number	Standard

List the essential and unit questions to be addressed in this unit.

What are the big picture concepts that you want students to know, understand, and/or wrestle with? These questions should be open-ended, prompt deeper thinking, and address the core concepts rather than discrete facts that form the "so what" of learning. Examples of an essential question might be: Are human needs more or less important than the needs of the environment? What is our responsibility to others in our community? How does the financial welfare of individuals affect the whole community?

Define the broad topic or focus of issues that are relevant to this unit.

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## Youth Forum

1. Set aside a class period during which you will conduct a youth forum to begin discussions about community needs and begin to form collaborative partnerships with other community partners. Invite local business representatives, parents, local government officials, representatives of community organizations, or other members of the community who may be interested in this topic.
2. Introduce students and community members to the concept of the Youth Forum. Explain that the forum will help them identify community needs and plan for how they might take positive action on issues that matter to them.
3. Frame the forum by describing the topic/themes identified in your initial instructional planning process.
4. Divide the class into small groups. Ask each group to develop a common definition of "community." You may wish to define this for them, depending upon the focus of the unit. The definition can be as narrow as your school or a neighborhood, or span the globe. If you are using one definition for the entire class, post that on large paper at the front of the room. If you are allowing each small group to determine its own definition as a way of focusing their work, provide each group with a large sheet of paper to write their definition on.
5. Next, ask groups to create a community map of what their community (based on their definition) looks like currently. They should identify all physical locations, as well as the resources, people, and societal elements that contribute to the community's existence. This may be done as a physical map, conceptual map, or other visual representation. The key is for students to depict all possible elements that merge to form this community.
6. After creating their community maps, ask groups to identify any issues or problems that exist within this picture. Examples might include neglect of physical property, groups that are unable to collaborate, lack of financial resources, etc.
7. Using the identified issues, direct students to brainstorm a list of ideas for solutions to one or more problems.
8. Ask small groups to share their community maps, identified issues, and project possibilities with the large group.
9. Once all groups have presented, use a collaborative decision making process to target an issue to be addressed in this instructional unit. You may want to combine ideas from several groups, or you may decide to let small groups address separate issues. The next step is to have students and community partners proceed with developing the Service-Learning Action Plan.

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## Service-Learning Action Plan

### Step 1: Envision Change

We will help to make our community of \_\_\_\_\_ become a place where

\_\_\_\_\_

This civic outcome is important to us because it will \_\_\_\_\_

\_\_\_\_\_

### Step 2: Explore Alternatives

Research the issue identified above.

What are the underlying causes of the problems you see in the community?

What is happening in the community as a result of these issues?

Who has tried to address this issue in the past?

What have solutions have they tried?

What worked? What didn't work?

Identify three alternative solutions to consider in addressing this need.

- 1.
- 2.
- 3.

Our project that we think will best achieve this vision is: \_\_\_\_\_

\_\_\_\_\_

### Step 3: Develop and Apply Skills

While we are engaging in this service-learning experience, we will learn and be evaluated on these skills:

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Some of the products I will collect to document my learning are:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Reflection Journal               | <input type="checkbox"/> Letters         | <input type="checkbox"/> Newspaper Articles |
| <input type="checkbox"/> Reflection Essays                | <input type="checkbox"/> Self-assessment | <input type="checkbox"/> Videos             |
| <input type="checkbox"/> Peer Assessment                  | <input type="checkbox"/> Photo Journal   | <input type="checkbox"/> Parent Feedback    |
| <input type="checkbox"/> Feedback from Community Contacts | <input type="checkbox"/> Other _____     |   |

### Step 4: Measuring Progress

#### Challenges

Before a project is begun, it is a good idea to think about any obstacles that might be encountered as you proceed. Small details like getting permissions, arranging for buses, or encountering resistance to change may cause difficulties along the way. Thinking about each specific task in your list of steps and planning for solutions to these obstacles before they occur can help you be more proactive in your efforts.

#### Evaluation

How will we measure the success of our project? In what ways will we be able to tell that our project met our goal? What measurable change will we be able to observe?

#### Next Steps

How can we take our work to the next level? What other changes might help solve this issue? Who else might we be able to get involved in our efforts?

### Step 5: Take Action

We will take civic action through carrying out the following steps. Our goal is to have the final project completed by \_\_\_\_\_. *Remember, this is a work in progress. Make additions and changes as you implement the project.*

Major Tasks	When will this task be completed?	Who will oversee this task?	What resources do we need?	Who can help?
1. a. b. c. d.				
2. a. b. c. d.				
3. a. b. c. d.				
4. a. b. c. d.				
5. a. b. c. d.				

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## Instructional Plan (Part 2)

### Instructional Inputs

Next, create a concept map outlining any connections that exist between the concepts that will be covered in the unit, skills to be addressed, and the identified service-learning project.

Use the chart below as a guide to plan for instruction that will support your students' project(s) and meet your instructional goals as they carry out their Wave of Change Action Plan. You can add additional columns if there are other steps you would like to document, such as a "Completed" or an "Assignments" column so you can mark when instruction has been completed.

<i>Project-Related Skills</i>	<i>Instructional Resources</i>

### Challenges

*What are all the different instructional challenges that might arise when carrying out this project? It is always a good idea to think about these things in advance. Are there community groups or resources that you may want to bring in at key points? Permissions that must be obtained? Scheduling concerns or other logistics you will need to deal with in the course of the project? Managing a project that encompasses such a variety of skills and disciplines will be a challenge. Students will need strong organization and project management skills.*

### Evaluation

How will you measure student skill attainment?

### Next Steps

What topics of study might you want to address next in order to build upon the skills developed during this unit?