

# KUSD SERVICE LEARNING HANDBOOK



# Acknowledgements

*Authored by:*

**John de Montmollin**  
Youth and Family Educator  
Kenosha County UW-Extension

**Audrey Gutfreund**  
Service-Learning Coordinator  
Americorps\*VISTA  
Kenosha County UW-Extension  
Kenosha Unified School District No. 1

*Revised by:*

**\*Jane Snediker**  
**\*Deanna Jansen**  
Service-Learning Professional Development Instructors  
Kenosha Unified School District No. 1

**\*Amy Garrigan**  
Service-Learning Facilitator  
Kenosha Unified School District No. 1

*Layout by:*

**Lori Jozefiak**  
Career and Technical Education Support Staff  
Kenosha Unified School District

**Sue Watring**  
Career and Technical Education Support Staff  
Kenosha Unified School District

Thanks to the members of the Kenosha Unified School District No. 1 Service-Learning Advisory Board for their input and assistance with this handbook: Kathy Belshaw, John de Montmollin, Teri Giampietro, Cathy Gilmore, Nancy Hackbarth, Todd Hardy, Crista Kruse, Karin McCarville, Molly Meehan-Scuglik, Beth Ormseth, Gary Paulauskas, Carla Russo, Jane Snediker, Sherry Thomas, and Greg Wright.

This handbook and is the product of a partnership between Kenosha County UW-Extension, Kenosha Unified School District No. 1, Wisconsin Campus Compact, and Americorps\*VISTA. This manual or portions of it may be reproduced with permission from one of these partners.



Printed June 14, 2006  
**\*Revised August 21, 2009**

# Table of Contents

Introductory Letter	3
What is Service-Learning?	
What is Service-Learning	5
The Service Matrix	6
Frequently Confused Terms	8
Types of Service	9
Methods for Delivery of Service	10
Benefits of High Quality Service-Learning	11
Eight Standards for High Quality Service-Learning	
The Standards	13
Rubric	14
Standard 1: Meaningful Service	16
Standard 2: Link to Curriculum	18
Standard 3: Reflection	26
Standard 4: Diversity	33
Standard 5: Youth Voice	37
Standard 6: Partnerships	42
Standard 7: Progress Monitoring	44
Standard 8: Duration and Intensity	47
Safety and Transportation	48
Additional Information	
Books and Websites	50
Funding Your Service Project	54
Possible Funding Sources	55
Publicizing Service Projects in the Media	60
Media List	62
Service Calendar	63
Appendix	
Potential Community Partners	66
References	75

Dear Service Practitioners and Participants:

I am happy to introduce this handbook for educators, students, and community members who lead community service and service-learning efforts. Kenosha Unified recognizes service to others as an important element of the school climate. All thoughtfully designed service projects meet real needs in the community, and demonstrate to students that they have the power to improve their world. When also integrated with the curriculum, service has been shown to strengthen academic achievement and learning retention.

In recognition of these facts, Strategy Two in the District Strategic Plan states, “We will develop a collaborative system, which actively engages students in meaningful service to their school and community.” Included among the specific results of this Strategy are:

- Educate community at large about the benefit and value of service projects.
- Educate KUSD youth about the expectation/benefit of service as it relates to the students’ education.
- Educate all KUSD parents/guardians about the expectation/benefit of the continuum of service projects as it relates to the students’ education.
- Educate all KUSD staff about the expectation/benefit of the continuum of service projects as it relates to the students’ education.

This handbook is a first step to creating a common understanding of community service and service-learning throughout Kenosha. It provides practical techniques and resources to help educators get started with service-learning, as well as a guide to local community agencies, funding sources, and media. However, this handbook is by no means exhaustive, and a wealth of resources exists on both effective community service and service-learning. I encourage you to explore and use them to strengthen your own practice.

Thank you for your dedication to school-based service. By offering more chances for our students to display leadership, learn real-life skills, and understand their role as citizens, you are also creating a stronger Kenosha.

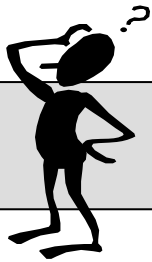
Sincerely,



Greg Wright  
Career and Technical Education and Service-Learning  
Strategy Two Implementation Co-chair

# WHAT IS SERVICE-LEARNING?



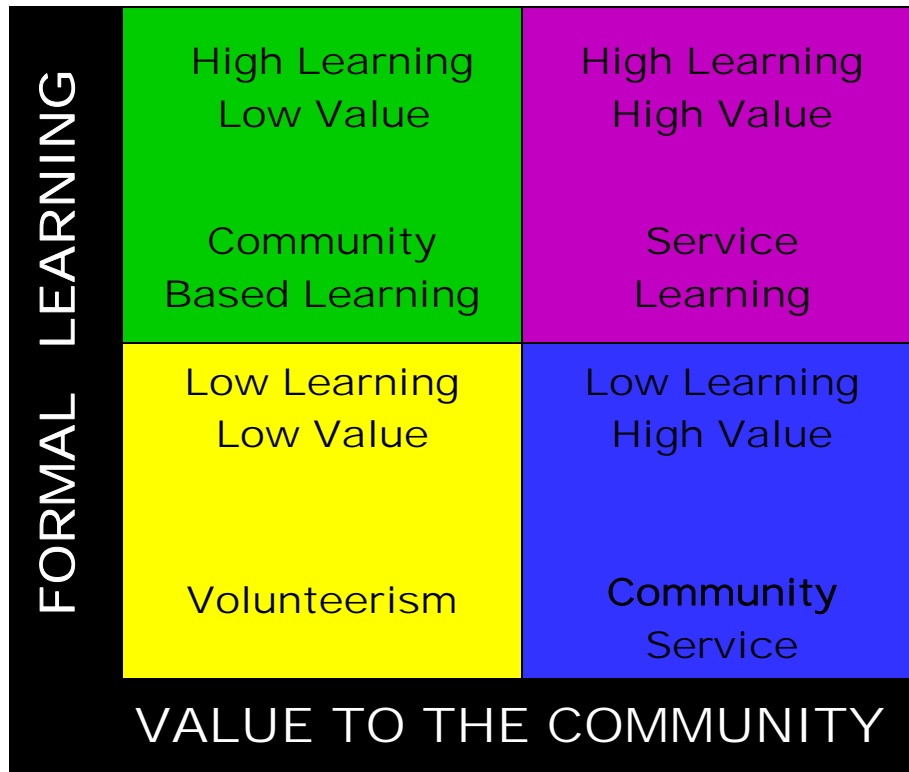


## What is Service-Learning?

Kenosha Unified School District defines service-learning as **a teaching tool by which students use what they are learning in class to perform service that meets a genuine need in their school, local, or global community.** The service activities strengthen students' understanding of their academic studies, provide opportunities for additional formal learning, and foster a sense of responsibility and active citizenship.

Service-learning is often confused with school-based community service, which is different because it does not have a close curricular connection. Service-learning is not necessarily better than community service, but it *is* different. Currently, there are a tremendous amount of resources on service-learning, but often these resources are complex and abstract, leading to difficulties in describing and defining quality service-learning experiences. In order to address this problem, the Service Matrix was created.

# THE SERVICE MATRIX©



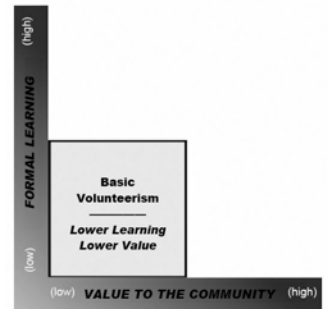
## The Service Matrix

The Service Matrix was designed to plot individual contributions to a particular service effort, but is not intended to plot an entire service effort. With these parameters in mind, the X-axis measures the value of a service effort to the community, while the Y-axis measures the formal learning that occurred during the service effort. These axes intersect and provide the framework for the four quadrants of the Service Matrix.

**Quadrant One: Basic Volunteerism**

**(Lower Formal Learning, Lower Value to the Community)** Anthony attends a blood drive and gives a pint of blood. This example is considered basic volunteerism because Anthony learned very little (lower formal learning) and the individual pint of blood is small when compared to the overall need for blood in the community (lower value).

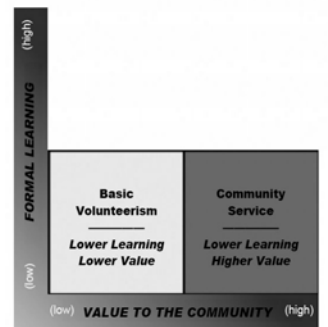
**THE SERVICE MATRIX©**



**Quadrant Two: Community Service**

**(Lower Formal Learning, Higher Value to the Community)** In this example, Chloe brings ten of her friends to the blood drive. Although Chloe’s formal learning has not increased with this example, due to her efforts she has now increased her value to the community by meeting the need with greater impact. Chloe’s contribution is considered community service; however, her friends remain in the basic volunteerism quadrant.

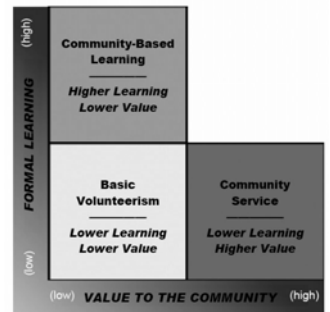
**THE SERVICE MATRIX©**



**Quadrant Three: Community-Based Learning**

**(Higher Formal Learning, Lower Value to the Community)** Carlos is a high school senior enrolled in a Certified Nursing Assistance (CNA) class. As part of his coursework, he is required to attend a blood drive and observe nurses drawing blood. As a result, Carlos sees first hand how his coursework applies to real life situations (higher formal learning), although his individual contribution to the community is insignificant because he performs no service (lower value to the community).

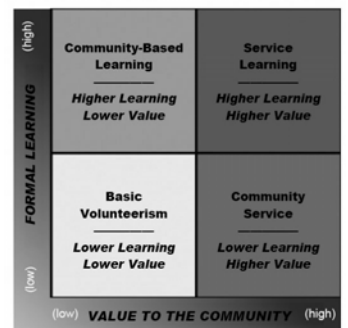
**THE SERVICE MATRIX©**



**Quadrant Four: Service Learning**

**(Higher Formal Learning, Higher Value to the Community)** Pauline is in a marketing class at her high school. After learning basic marketing principles, her assignment is to apply her knowledge in a way that would benefit the community. Pauline reads in the local paper that there is a need for blood in the local blood banks and hospitals. Responding to this need and using her marketing knowledge, Pauline organizes a blood drive at her high school. Putting theories into practice, Pauline is able to internalize and reinforce her marketing knowledge (higher formal learning). At the same time, because of Pauline’s efforts, 100 pints of blood are collected (higher value to the community).

**THE SERVICE MATRIX©**



## Service-Learning Tip Sheet

# Frequently Confused Terms

**Service-Learning is** a method of teaching that enriches learning by engaging students in meaningful service to their schools and communities, and integrating that service with established curricula or learning objectives.

**Because service-learning is a teaching strategy, it is important to distinguish it from related, often extra-curricular activities.**

### Service

Notions of service vary across ethnic groups and cultures, but all refer to helping an individual, organization, cause, or community. Effective service-learning practice supports a basic understanding of the cultural contexts of service.

### Volunteerism

Volunteerism refers to the art of performing some service or good work without pay – usually with charitable institutions or community agencies.

### Community Service

Community service is often a form of volunteerism, but it can also have a punitive meaning in the context of the judicial system. It is done within a defined community, which could be a classroom, school, town, or city. Typically, it does not have any intentional ties to learning; the emphasis is strictly service.

### Community-Based Learning

Community-based learning is a term used for any learning experience that occurs in the community. Common forms of community-based learning are field trips, internships, and apprenticeships, which offer important experiences for students to master skills within real-life settings, but have no formal service dimension.

www.nylc.org

Available from the NYLC Resource Center at 110H [www.nylc.org](http://www.nylc.org)

Adapted from "Getting Started in Service-Learning."

Copyright © 2005 National Youth Leadership Council. All Rights Reserved.

National Youth Leadership Council  
1667 Snelling Avenue North  
Suite D300  
Saint Paul, MN 55108

NYLC Tip Sheets are funded by the State Farm Companies Foundation.



State Farm  
Companies

## Service-Learning Tip Sheet

# Types of Service

The service component of a service-learning project usually falls into one of three broad categories:

### Direct Service

These activities involve students establishing personal contact with people in need.

Examples: working with senior citizens to create oral histories, tutoring younger students, and delivering meals to people with physical limitations.

### Indirect Service

These activities usually happen at school, channeling resources to the area of need, rather than working directly with the recipients of the service. Young people may have little or no direct contact with the service recipient.

Examples: writing children's books to be donated to a homeless shelter, raising funds to protect an endangered species, and collecting supplies for a community recovering from a hurricane.

### Advocacy

These activities involve students lending their voices and talents to help eliminate the causes of a specific problem. In a sense, this is also a form of indirect service.

Examples: making a presentation to the city council in support of a specific policy, launching a PR campaign about a health issue, and mobilizing community support for a piece of public policy.

Large projects may incorporate several service components, covering two or even all three of these categories. For example, a schoolwide project to address hunger could include work at a food shelf (direct), a canned-goods drive (indirect), and lobbying state legislators to implement policies that help low-income families (advocacy).

www.nylc.org

Available from the NYLC Resource Center at 112H [www.nylc.org](http://www.nylc.org)  
Adapted from "Getting Started in Service-Learning."  
Copyright © 2005 National Youth Leadership Council. All Rights Reserved.

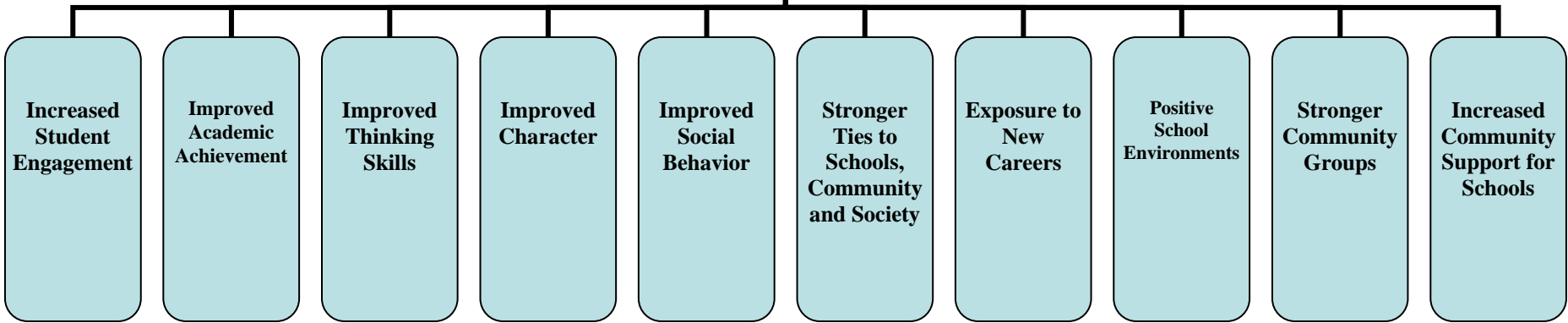
# Methods for Delivery of Service

1. Teach Others- Students teach acquired knowledge or skills to someone else.
  - a. Example: As part of a high school computer class, students teach senior citizens basic computer skills.
  - b. Example: Second graders studying word-decoding skills teach kindergartners how to sound out words.

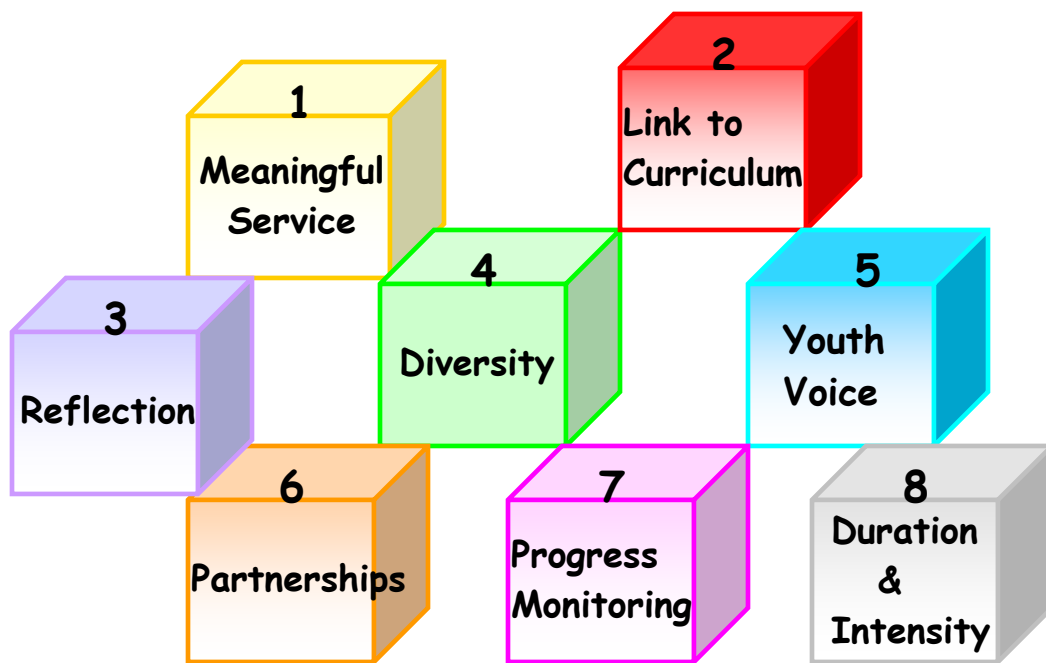
2. Product or Performance- Students use acquired knowledge or skills to create a product or present information to help solve a need.
  - a. Example: ESL students create a DVD of themselves saying words in Spanish and English to distribute to non-English speaking adults at the Spanish Center.
  - b. Example: A fifth grade class writes books about the United States to donate to the local literacy council for use with clients studying for their citizenship test.

3. Provide a Service- Students apply classroom learning to provide a service to help solve a problem in the community.
  - a. Example: High school biology students studying the effects of invasive species help to identify and destroy unwanted plants in a local park
  - b. Example: Middle school Family and Consumer Education students visit a food pantry to put together bags of food with items for nutritionally balanced meals to be given out to families in need.

**Benefits  
of High  
Quality  
Service  
Learning**



# Eight Standards for High-Quality Service-Learning



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 setting content 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).

*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.*

## 1. Meaningful Service

## 2. Link to Curriculum

## 3. Reflection

## 4. Diversity

## 5. Youth Voice

## 6. Partnerships

## 7. Progress Monitoring

## 8. Duration and Intensity

<b>1. Meaningful Service</b> <i>Service-learning actively engages participants in meaningful and personally relevant service activities.</i>	<b>2. Link to Curriculum</b> <i>Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.</i>	<b>3. Reflection</b> <i>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.</i>	<b>4. Diversity</b> <i>Service-learning promotes understanding of diversity and mutual respect among all participants.</i>
<ol style="list-style-type: none"> <li>1. Service-learning experiences are appropriate to participant ages and developmental abilities.</li> <li>2. Service-learning addresses issues that are personally relevant to the participants.</li> <li>3. Service-learning provides participants with interesting and engaging service activities.</li> <li>4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.</li> <li>5. Service-learning leads to attainable and visible outcomes that are valued by those being served.</li> </ol>	<ol style="list-style-type: none"> <li>1. Service-learning has clearly articulated learning goals.</li> <li>2. Service-learning is aligned with the academic and/or programmatic curriculum.</li> <li>3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.</li> <li>4. Service-learning that takes place in schools is formally recognized in school board policies and student records.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Service-learning reflection occurs before, during, and after the service experience.</li> <li>3. Service-learning reflections prompts participants to think deeply about complex community problems and alternative solutions.</li> <li>4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.</li> <li>2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.</li> <li>3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.</li> <li>4. Service-learning encourages participants to recognize and overcome stereotypes.</li> </ol>

<p><b>5. Youth Voice</b>  <i>Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.</i></p>	<p><b>6. Partnerships</b>  <i>Service-learning partnerships are collaborative, mutually beneficial, and address community needs.</i></p>	<p><b>7. Progress Monitoring</b>  <i>Service-learning engages participants in an ongoing process to assess the quality of implementation and progress towards meeting specified goals, and uses results for improvement and sustainability.</i></p>	<p><b>8. Duration and Intensity</b>  <i>Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.</i></p>
<ol style="list-style-type: none"> <li>1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation process.</li> <li>2. Service-learning involves youth in the decision-making process throughout the service-learning experiences.</li> <li>3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.</li> <li>4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.</li> <li>5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.</li> </ol>	<ol style="list-style-type: none"> <li>1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.</li> <li>2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.</li> <li>3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.</li> <li>4. Service-learning partners collaboratively develop and implement action plans to meet specified goals.</li> <li>5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Service-learning participants collect evidence of progress towards meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.</li> <li>2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.</li> <li>3. Service-learning participants use evidence to improve service-learning experiences.</li> <li>4. Service-learning participants communicate evidence of progress towards goals and outcomes with the broader community, including policymakers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.</li> </ol>	<ol style="list-style-type: none"> <li>1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.</li> <li>2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.</li> <li>3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.</li> </ol>

## ***Standard 1: 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.

# A Continuum of Impact on Community Need

Beginning

- The project makes no real impact on the community--service doesn't meet a genuine need and doesn't benefit its intended recipients. Communication with community partners or service recipients is ineffective or non-existent.

**Example:** A school donates a large quantity of fresh bell peppers to a food bank. Some of the peppers are taken home with patrons, but most are thrown away because the food bank doesn't have adequate space in its refrigerator.

- The project has a short-term impact on a major community need. There is some coordination and communication with community partners or service recipients.

**Example:** A school performs a drive for items that a local food bank has specifically requested. A FACE foods class makes pepper jelly.

- The project is designed to produce a lasting impact on a major community need. The results of the project can be sustained after the students finish the service-learning activities. There is ongoing communication and support from community partners and beneficiaries.

**Example:** A school performs a drive for items that a local food bank has specifically requested. Additionally, the 5<sup>th</sup> grade collects seeds and starter plants to create a vegetable garden outside of the food pantry. Working with staff, they devise a system by which patrons of the food bank can regularly take home free produce in exchange for a time spent working in the garden.

Advanced

- The project is designed to produce a large, lasting impact on a major community need. The project itself is long-term - with each new semester or year, students contribute to and expand the project. There is an ongoing collaboration with community partners.

**Example:** A school performs a drive for items that a local food bank has specifically requested. Additionally, the 5<sup>th</sup> grade collects seeds and starter plants to create a vegetable garden outside of the food pantry. Working with staff, they devise a system by which patrons of the food bank can regularly take home free produce in exchange for a time spent working in the garden. Each spring, current 5<sup>th</sup> graders spend time replanting and expanding the garden. This year, they expanded the project to create informational materials and presentations for food bank patrons on how to obtain free seeds and plant their own gardens.

## ***Standard 2: 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.

# Matching Your Curriculum with a Project

Many educators are not introduced to service-learning in their professional training. Most, however, do learn about experiential teaching methods. Service-learning is simply an experiential teaching and/or enrichment tool; the only difference is that in addition to “learning by doing,” students are also meeting a need. When designing your own project, it might help to begin thinking *only* about what you need to teach, then working out how it could be taught through useful service. Or, start with a project/community issue and figure out how the activities in that project can be used or modified to meet curricular goals. As you become more experienced, you will get better at thinking of both potential needs/projects and curriculum in a more integrated way.

## **Guiding Questions:**

### **Learning Plans**

- What teaching objectives/units/standards do you have for the year?
- How do you normally teach each skill/concept? Which ones do you tend to teach through active or experiential methods? Are there others that might lend themselves to these methods?
- What are some ways students would use this knowledge, skill, or concept in “real life,” and/or if they were to practice a profession that requires it.
- Considering your answers to the last three questions, what project could students do that would help teach and/or require them to apply your learning objectives?
  - What could students teach, and to whom?
  - What product or performance could students create?
  - What active service could students perform?
  - What community improvement could students advocate for, and how?

### **Service Plans**

- Consider in detail the possible steps of your service project idea. What are all the activities students would do to accomplish the end goal? Where do project tasks and curriculum line up? How can you perform certain tasks so that they will help you hit more curricular objectives?
- What additional elements might you add to the project that will help you maximize connections to standards and benchmarks? Where might students use:
  - Research?
  - Communication?
  - Concrete skills?
  - Applied facts/knowledge?

# A Continuum of Curricular Connection

Beginning

- The project has no intentional connection with curriculum. Learning may happen, but it is not planned.

**Example:** *Students in a high school Environmental Science class paint new garbage cans and pick up trash along the riverbank.*

- The project is loosely connected with academic standards, but not necessarily at grade level. The service goals and the learning goals are not mutually supportive. In other words, they are *related* but not *integrated*, and the service activity functions more as an add-on rather than an opportunity to apply academics.

**Example:** *Before picking up trash on the riverbank, students calculate the rate of water flow and make observations about soil quality.*

- Just one step in the project is genuine service-learning — this step is integrated with one or more curricular goals, while the rest of the project could be classified as community service. Students aren't well aware of their learning goals, and there is only a vague plan for assessment.

**Example:** *Students pick up trash along the riverbank and paint garbage cans. They take samples of water and test for pollutants, and use this information to convince the City Council to let them stencil storm drains.*

- Formal academic learning is integrated with most or all steps of the service experience. The project has clear goals of what curriculum standards will be met. One or two curriculum standards are formally addressed, and the teacher has a plan for assessing those learning outcomes.

**Example:** *Students review the scientific method in class and learn about examples of its application in environmental science. Students pick up trash along the riverbank and research key points where storm drains enter the river. Based on the trash they collect and their research, they formulate hypotheses about what pollutants will be found in the water. They take and analyze water samples, and use this information to convince the City Council to let them stencil storm drains. On a test, they are asked how each step of the scientific method was used in the project.*

- The learning component is fully intentional and well integrated with the service. The project has clear goals of what curriculum standards will be met, just as a traditional lesson or unit would. Formal academic learning is integrated with most or all steps of the service experience, and multiple academic standards are addressed. Students are aware of what they should be learning, and the teacher has a plan for assessing the learning.

**Example:** *Students review the scientific method in class and learn about examples of its application in environmental science. They also learn about policies relating to run-off and chemical dumping. Students pick up trash along the riverbank and research key points where storm drains enter the river. Based on the trash they collect and their research, they formulate hypotheses about what pollutants will be found in the water. They take and analyze water samples, and use the resulting information and their knowledge of policy to draft a formal report with suggested revisions to Kenosha's current regulations. They also convince the City Council to let them stencil storm drains. Students paint city garbage cans near storm drains with information about how dumping trash in storm drains affects local watersheds and city drinking water. On a test they are asked how each step of the scientific method was used in the project, and asked to explain three avenues by which pollutants might enter a river.*

Advanced

# Curriculum Integration Approaches

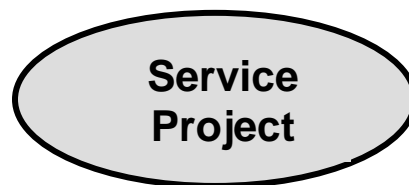
There are two ways to integrate service-learning into curriculum. One can:

## **Focus #1: Start with the Curriculum**

Here, the focus is on the **curricular objectives** that need to be addressed. Looking at these objectives, what service project lends itself to the use of the knowledge or to building these skills?

Curricular Objectives:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**Examples:**

**Curricular Objective**

**Service Project**

**Activities**

### **Lower Elementary School Example:**

**Language Arts-** Letter Writing

Writing letters to residents

**Mathematics-** Simple Fractions



***ADOPTING  
RESIDENTS AT A  
NURSING HOME***



Baking cookies for residents

**Science-** Parts of Plants

Growing flowers for residents

**Social Studies-** Community Helpers

Interviewing residents who were community helpers

### **Middle School Example:**

**Language Arts-**

Persuasive Writing

Writing letters to the Editor

**Mathematics-**

Weights & Measures



***COMMUNITY  
RECYCLING  
PROJECT***



Weighing recycled materials

**Science-** Ecology

Researching impact of recycling

**Social Studies-**

Public Influence

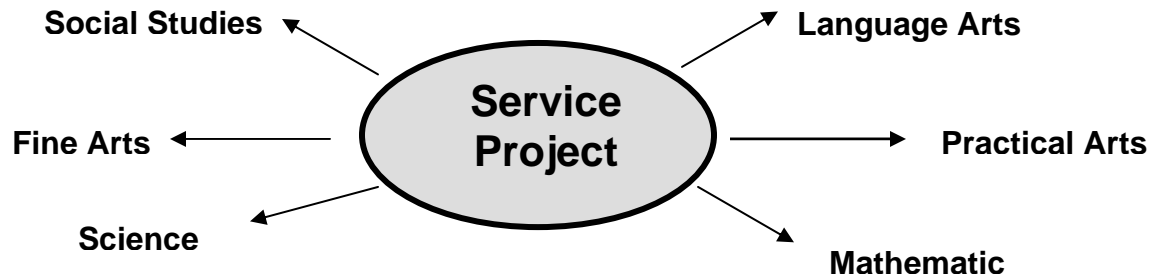
Community Advertising campaign

Source: © Marty Duckenfield and Jan Wright, National Dropout Prevention Center, Clemson Univ. Clemson, SC 29634, Reprinted with permission

# Curriculum Integration Approaches *continued...*

## **OR YOU CAN: Focus #2: Start with the Service**

Here, the focus is on the **selection of the service project** first. After the project has been selected, what curricular objectives can be taught or are linked to the service?



Curricular Objective	Service Project	Activities
----------------------	-----------------	------------

### Lower Elementary School Example:

<b><i>ADOPTING RESIDENTS AT A NURSING HOME</i></b>	Writing letters to residents	<u>Language Arts</u> - Letter Writing
	Baking cookies for residents	<u>Mathematics</u> - Simple Fractions
	Growing flowers for residents	<u>Science</u> - Parts of Plants
	Interviewing residents who were community helpers	<u>Social Studies</u> - Community Helpers

### Middle School Example:

<b><i>COMMUNITY RECYCLING PROJECT</i></b>	Writing letters to the Editor	<u>Language Arts</u> - Persuasive Writing
	Weighing recycled materials	<u>Mathematics</u> - Weights & Measures
	Researching impact of recycling	<u>Science</u> - Ecology
	Community Advertising Campaign	<u>Social Studies</u> - Public Influence

**CURRICULUM MAPPING**

**Subject/Standard**

Learning Objective:  
\_\_\_\_\_

Skill: \_\_\_\_\_  
\_\_\_\_\_

Project  
Activity: \_\_\_\_\_  
\_\_\_\_\_

**Subject/Standard**

Learning Objective:  
\_\_\_\_\_

Skill: \_\_\_\_\_  
\_\_\_\_\_

Project  
Activity: \_\_\_\_\_  
\_\_\_\_\_

**PROJECT**  
\_\_\_\_\_

**Subject/Standard**

Learning Objective:  
\_\_\_\_\_

Skill: \_\_\_\_\_  
\_\_\_\_\_

Project  
Activity: \_\_\_\_\_  
\_\_\_\_\_

**Subject/Standard**

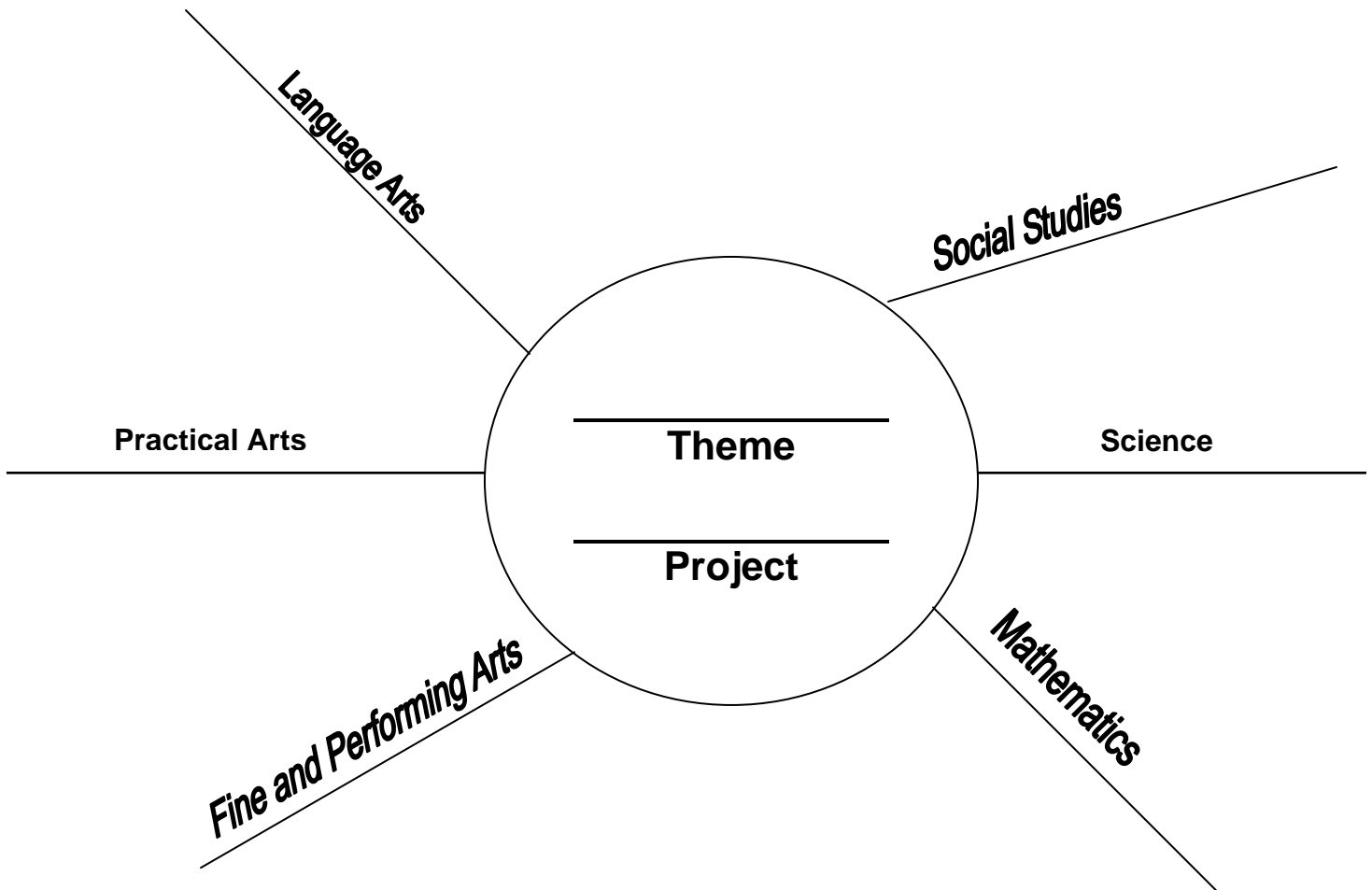
Learning Objective:  
\_\_\_\_\_

Skill: \_\_\_\_\_  
\_\_\_\_\_

Project  
Activity: \_\_\_\_\_  
\_\_\_\_\_

# Interdisciplinary Planning Form

Other: \_\_\_\_\_



# Service-Learning and the Curriculum



## *Some Ways to Connect Service and Curriculum*

### 1. Start with a student-identified need.

- Identify student skills, talents, and interests.
- Students define a problem, a need, and solutions.
- Students lead implementation as teacher facilitates, adding learning opportunities.

### 2. Start with a community-identified need.

- Community requests assistance, perhaps through an agency that has worked with the school before.
- Teacher, students, and community partners identify learning opportunities.

### 3. From a theme or unit of study, identify content and skill connections.

- Begin with a broad theme or topic, with obvious service implications.
- Identify specific content and skill areas.
- Select a service application.

### 4. Begin with standard curriculum, content and skills, and find the natural extension into service.

- Identify the specific content and skill areas to be addressed.
- Select an area of emphasis that supports or adds to classroom learning and addresses learning targets and standards.
- Look for additional learning opportunities in other subject areas.

### 5. Identify an existing program or activity to transform into authentic service-learning.

- Identify an activity or project already existing in your school or classroom.
- Examine it for learning opportunities.
- Exchange resources and ideas with teachers, students, and community partners.

## **Standard 3: 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.

# Developing a Plan for Reflection

***“We don’t learn from experience, but rather by reflecting on that experience...” A. Lincoln***

## Why Reflect?

Some reflection may happen naturally, but it is possible to react and observe without thinking deeply or critically about it. The end goal of reflection is to help students process and become more aware of their own thoughts, observations, and learning, so that they can reap the greatest benefit from the service that they can. Unlike in teaching, where ultimately the goal is to give students something they didn’t previously have—knowledge, skills—the object when you facilitate reflection is to help students realize and express what they *already* know or feel.

## ***Guiding Questions:***

### **General Reflection Goals**

- What impressions are you hoping students will take from the project? They might be impressions about the world, a new personal awareness, ideas or reactions to performing service, or something else.
- Why do *you* think this project is important? How would you want students to answer the question, “Why is this project/issue important?”
- What are some other conceivable reasons a student, after thinking about it, might find this project important or relevant to him/herself?
- Beyond very specific learning objectives (e.g. fractions, sentence structure), what are the larger, more general learning goals you have for your students (e.g. gathering and analyzing data to help make a decision, thinking from multiple perspectives)

## Reflection Before the Project

- What preconceptions or past experiences might students have around the issue your project addresses? How will you help them to become more conscious of these, and to prepare themselves for service with an open mind?
- What learning objectives should students be aware of before beginning service? How and when will you introduce what they *will* be learning?
- What observations should students be making while performing service? How and when will you introduce what they *will* be seeing?

## Reflection During the Project

- Will you use an ongoing, consistent reflection method (i.e. service journals or weekly discussions), an assortment of unrelated activities, or both?
- To decide when to do structured reflection activities, consider the steps of your project through the eyes of a student. At which points are natural, unstructured reflection most likely to occur? Think especially of things likely to elicit strong emotions, and times when students' own learning will become most evident.

## Reflection After the Project

- How will you help students recognize and express the difference they have made in their community, and how they feel about it?
- Is there a final reflection activity you could do that would emphasize your larger learning objectives?
- How will you demonstrate your success and present your results to other students, the community, your superiors, etc.?

# Service-Learning Promotes Gardner's Research on Multiple Intelligences

## ***Gardner's Multiple Intelligences Overview***

### **Linguistic Intelligence:**

Learning through words either spoken or written

### **Logical-Mathematical:**

Learning through logical reasoning and questions

### **Spatial:**

Learning through pictures, images, design, drawing or visualizing

### **Bodily-Kinesthetic:**

Learning through movement, such as dancing, running and building

### **Musical:**

Learning through rhythm, melody, singing or listening to music

### **Interpersonal:**

Learning through interaction and dialogue with others









### **Intrapersonal:**

Learning through internal meditation and thinking

### **Naturalist:**

Learning through patterns in nature, and classification of plants, animals and minerals

## Gardner's Multiple Intelligences: Applications for Reflection Activities in Teaching and Learning

VERBAL	VISUAL	LOGICAL	MUSICAL	INTERPERSONAL	INTRAPERSONAL	BODILY	NATURALIST
Symbols Printouts Debates Poetry Jokes Speeches Reading Storytelling Listening Audiotapes Essays Reports Crosswords Fiction Nonfiction Newspaper Magazines Internet Research Books Biographies	Mosaics Paintings Drawings Sketches Illustrations Cartoons Sculptures Models Constructions Maps Storyboards Videotapes Photographs Symbols Visual Aids Posters Murals Doodles Statues Collages Mobiles	Mazes Puzzles Outlines Matrices Sequences Patterns Logic Analogies Timelines Equations Formulas Theorems Calculations Computations Syllogisms Codes Games Probability Fractions	Performance Songs Musicals Instruments Rhythms Compositions Harmonies Chords Trios/Duos Quartets Beat Melodies Raps Jingles Choral Readings Scores Acappella Choirs	Group Projects Group Tasks Observation Charts Social Interactions Dialogs Conversations Debates Arguments Consensus Communication Collages Murals Mosaics Round Robins Sports Games Challenges	Journals Meditations Self- Assessments Intuiting Logs Records Reflections Quotations "I" Statements Creative Expression Goals Affirmations Insight Poetry Interpretations	Role-Playing Dramas Skits Body Language Facial Expressions Experiments Dancing Gestures Pantomime Field Trips Lab Work Interviews Sports Games	Field Trips (Farm/Zoo) Field Studies Bird Watching Observing Nests Planting Photography Nature Walks Star gazing Fishing Exploring Caves Categorizing Rocks Catching Butterflies Shell Collecting
							

Adapted from Problem-Based Learning & Curriculum Models, Robin Fogarty, 1997.

# A Continuum of Reflection

Beginning

- Few comments or activities are mentioned that might encourage students to consider and analyze their own thoughts and feelings on the service. Little or no evaluation occurs.  
**Example:** *Selecting from a wide range of stylistic periods and their own writing, middle school English students host a poetry reading for nursing home residents. The teacher prompts no reflection.*
- Students are encouraged to reflect on their own, but few or no structured opportunities are offered. Little or no formal evaluation is performed.  
**Example:** *As they are choosing the poetry to read, the teacher reminds them to consider what kinds of poetry the residents might like to hear. After the project, he asks them to take a moment to think about how their individual readings went, and the residents' reactions.*
- Some structured reflection accompanies the project, but activities are not pre-planned, and are mostly centered on students' emotional responses to the service. The teacher performs a basic formal evaluation of the project.  
**Example:** *After reading at the nursing home, the teacher facilitates a class discussion about how doing the readings for an audience made them feel. Students write a journal entry describing conversations or interactions with the residents. The teacher considers the learning and service goals for the project, and briefly records whether or not they were achieved.*
- Structured, planned reflection takes place at the end of the project. The teacher uses one or two reflection techniques, and focuses on getting students to consider their emotional reactions to the service. The teacher thoroughly evaluates the success of the project with little or no input from the students.

**Example:** *Students write first-person narrative accounts of their experiences at the nursing home. The students and teacher also create a bulletin board with pictures and captions about the visit. The teacher determines how the project met (or didn't meet) its goals, what could be done differently, and what future service activities, if any, could emerge out of this project.*

- Structured, planned reflection happens throughout the project—before, during, and after the service experience. The teacher employs one or two reflection techniques, and designs reflection so that students consider both the emotional and empathic reactions they experience, as well as connections between academics and the service. Students assist with the evaluation of the project, but don't provide any direction for it.

**Example:** *Students keep a service journal throughout the project, including a few days before and after the visit. Journal prompts before the poetry reading require the students to write about their impressions or stereotypes of the elderly, why they chose the poems they did, and what specific qualities of sound or subject they think will be appealing to their audience. The journal entry immediately following the visit is a descriptive first-person narrative about the experience. In the days following the project, students journal about their feelings before, during, and after the visit, how the experience differed from what they expected, and how their individual readings went. The teacher facilitates a class discussion in which students talk about how beneficial they think their service was and what they might do differently next time.*

Advanced

- Structured, planned reflection happens throughout the project—before, during, and after the service experience. The teacher employs multiple reflection techniques, and designs reflection so that students consider both the emotional and empathic reactions they experience, as well as connections between academics and the service. Finally, students and teacher provide direction for and perform a thorough evaluation of the project.  
**Example:** *Before the project, the class discusses their impressions and stereotypes of the elderly; each student tells the class about one experience they have had with an elderly person. They also journal about why they chose the poems they did, and what specific qualities of sound or subject they think will be appealing to their audience. The journal entry immediately following the visit is a descriptive first-person narrative about the experience and describes how it differed from their expectations. Finally, the students react to the service by writing new poems that use designated poetic devices and/or styles. These are displayed along with photographs from the poetry reading. The teacher facilitates a class discussion in which students talk about how beneficial they think their service was and what they might do differently next time. The students also brainstorm future projects and design a survey for the nursing home staff and/or residents*

# Questions for Reflection

---

1. What job did you have today at the service site?
  2. What communication skills did you use?
  3. What new things did you learn today about your partner?
  4. What new things did you learn about yourself?
  5. Would you do anything differently next time?
  6. How did what we learned in class help you today at the service site?
  7. Did you learn anything today during service that will help you with class work?
  8. Has this experience changed your opinions in any way?
  9. Do you have any interest in learning more about a career in this area?
  10. When you think about this experience, what is the most important thing you have learned?
  11. What has surprised you about this experience?
  12. How will you apply for your new insights to your life?
  13. How did service to others make you feel?
  14. Were there instances when you were afraid or nervous?
  15. How did you deal with your nervousness? What helped you to overcome it?
  16. If you worked as a member of a team, how did your team function?
  17. What did you learn about your community from participating in this project?
  18. Is there something you can do now that you could not do before?
  19. What risks did you take during this project?
  20. What did you learn about yourself from taking a risk today?
  21. What advice do you have for anyone considering service-learning?
-

## ***Standard 4: 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.

# A Continuum of Diversity

Beginning

- The teacher decides to have a Senior Prom and invite seniors to come to the high school in the spring. The teacher had the idea and was going to work with the most luxurious assisted living site in town. The students study the aging process in Sociology class.

**Example:** In response to the traditional perceptions of what seniors like and what entertainment they might enjoy, the teacher invites all those between the ages of 65 and 75 from a nursing home to come to an event sponsored by the senior class at the high school.

- Students are assigned to read their textbook chapter about the aging and form some questions to ask the typical “senior”. They share the questions they wrote with each other, but don’t expand on different cultures or backgrounds. Questions have “yes” or “no” responses. They look in the phone book for senior living facilities.

**Example:** Students invite all residents of nursing homes, assisted living sites and homebound seniors in their neighborhood to come to a Senior Prom. Students do research to find out where seniors are living. They contact Meals on Wheels, the Department of Aging, assisted living sites and nursing homes and find out names, age and population of seniors in living area.

- Students are learning that not all seniors are the same. Some are enthusiastic, some creative, some cranky, etc. Seniors learn the students have compassion and they are not all troublemakers. The students learn that seniors have opinions and would like to share them. Seniors have conflicts too and the students use reflective interviewing techniques and conflict resolution to have positive interactions. Accommodations for those who have a hearing or language issue are made.

**Example:** Letters were written to the senior living sites and proofread by students and teachers. The world language classes were consulted and collaboration was a part of the process. Some letters were written in Italian, Spanish and Danish since the students learned the heritage make-up of the population in the community included diverse backgrounds. A partnership formed with some of the senior living sites and students decided to go and talk with the seniors to ask if they would be interested in participating in a Senior-Senior Prom.

- All eight of the service-learning standards are carefully woven into the project. The curriculum is stressed, it is a meaningful project, there are partnerships formed, youth voice is clear, reflection is ongoing, it takes time over a semester, mutual respect for diversity is evident for all involved and plans to continue as an annual event, assessment occurs.

**Example:** The students interview the seniors and learn not only do they enjoy the music of the 40s; they also would like to learn some popular dances. The gym teacher becomes a partner and teaches kids dances from the 40s, 50s and also the popular songs and dances of the present. All viewpoints are listened to and validated committees are formed for music, decorations, transportation, food, communication. Students call the media, make flyers and use their art skills for decorations and invitations. A budget is made and followed. The project planning is done over a semester. Donation letters are written with follow up phone calls to florists asking for flowers. The photography class and video students document the process and put it on cable TV, in their yearbook, and invite the newspaper to write an article.

Advanced

## Service-Learning Tip Sheet

# Diversity

Effective service-learning values diversity in its participants, practice, and outcomes. Understanding diversity and its impact on service-learning is critical for effective practice.

Diversity refers to the variety of abilities, and social and cultural heritages within a group or community. Service-learning promotes diversity by:

### Reflecting Common Cultural Values

Every culture uniquely values service to others. Service-learning offers an opportunity for every student to express core cultural values.

### Emphasizing Each Student's Capacities

All learners can make a contribution through service programs; all talents, skills, and experiences are valuable and necessary.

### Building Capacity for Action

Working toward a common goal through service-learning enables those with varying abilities, races, religions, and cultural orientation to share a common experience that serves as a basis for developing friendships. It cultivates a capacity for cooperating, making a difference, and meeting real needs.

### Enlarging Perspectives

Learning different ways to accomplish tasks and solve problems during reflection sessions builds positive relationships with peers and adults, and develops a sense of shared citizenship.

### Reinforcing Positive Identity

Valuing differences reinforces self-worth and self-esteem.

### Promoting Human Values

Becoming aware of problems encountered by those who have different abilities and cultural backgrounds helps develop sensitivity to these issues. Direct interaction with the community helps dispel misconceptions.

### Engaging Learners and Encouraging Educational Excellence

Interacting with others in new and unfamiliar environments reinforces the relevance of academic subjects taught in school, and allows students to build on past experiences with new learning.

### Performing Valuable Service

Becoming aware of community needs leads to developing effective ways to respond to them.

www.nylc.org

Available from the NYLC Resource Center at 115H [www.nylc.org](http://www.nylc.org)

Adapted from "Getting Started in Service-Learning."

Copyright © 2005 National Youth Leadership Council. All Rights Reserved.

# Sample K-12 Service-Learning Projects that Promote Diversity

## **Elementary School – K – 6<sup>th</sup> Grade**

### **“Cooking Club” – Benjamin E. Mays Magnet Elementary School – St. Paul, MN**

In this project, students with special needs each chose a non-disabled peer buddy to assist them in mastering the skills necessary to shop for groceries and prepare a nutritious meal. The students began by practicing their ability to read labels and recipes, along with the mathematical skills necessary to make change for food purchases. As a group, they chose an ethnic theme and searched for appropriate recipes. They planned their meal, made the grocery list, purchased the items, then prepared the food and served it at a multicultural celebration. The guests of honor were senior citizens from a nearby senior center. The students shared their ethnic dishes with the seniors and their knowledge of various cultures and ethnic customs they had studied.

**Related Curricula:** Language Arts, Social Studies, Science, Math, Practical Arts, Reading

## **Middle – Grades 6-8**

### **“Diversity in our Community” – Washington Middle School, St. Paul, MN**

In this project, students read, analyzed, discussed and wrote about diversity in the book Seedfolks. The students also brainstormed needs in the community regarding diversity and formulated three service projects, based on their own strength; also interests: students read diverse children’s books to kindergarten students at a nearby elementary school, designed and created a mural about diversity at their middle school and made “Book Talkers” for the local library, writing book summaries and reviews about literature reflecting diversity in the community. The students also teamed up with another classroom engaged in service-learning and celebrated at the local library with Hmong and Mexican food, speeches and games.

**Related Curricula:** Language Arts, Science, Math, Social Studies, Art & Technology

## **High School – Grades 9-12**

### **“Education for Justice” – Malcolm Shabazz City High School – Mound Bayou, Mississippi**

In this project, students in the Education for Justice class studied the history of Mound Bayou, Mississippi – one of the few remaining Historic Black Townships. From their research and experiences visiting Mound Bayou, students created K-12 curriculum packets and trained teachers about this relatively unknown chapter in African American history.

**Related Curricula:** Language Arts, Social Studies, Science, Reading, Communication, Math, Art & Computer Technology

## **Standard 5: 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.

# Fostering Youth Leadership

## Why Develop Youth Leadership?

- Youth leadership development is critical in building civic capacity and long-term community sustainability. Service-learning projects that teach useful skills and build the self-confidence of young people ensure capable, effective leaders for the next generation.
- Data from a Search Institute survey in 2006 documented that only 24% of youth perceive that their community values youth and only 28% believe that youth are given useful roles in their community. These results were among the lowest of all the assets measured by the 6,000 youth surveyed in the Kenosha Unified School District.

## The Challenge of Youth Leadership Development

- Using service-learning projects to help develop youth leaders can be very challenging because the service projects need to be educational, engaging, and also entertaining.
- In addition, service-learning projects should instill an active awareness of community development and a healthy respect for civic ideals. Such activities should take place within an environment where youth can interact with other young people, learn from mistakes, and successfully tackle common issues. All these aspects take time, energy, and resources.

## Some Things to Consider

- Start small... youth leadership is developed over time, not overnight.
- View yourself as an advisor instead of a director.
- Give youth opportunities to help select the service project by giving two or three options to choose from.
- Help every student participate in the project, not just a select few.
- Focus on the process instead of the product. Many times the best learning occurs after a mistake.
- Give students the tools necessary to plan, implement and evaluate their service-learning project.
- Intervene when necessary. Only you can be the judge of this!
- Have fun!

## ***Guiding Questions***

- If you are pre-planning your project, at which points might students have opportunities to make decisions that are important, but that will not alter any major plans on your part?
- How will you set up decision-making and leadership opportunities so that every student can feel he/she is participating actively?
- What will you do to encourage student investment and ownership of the project? This could be as simple as letting them name the project, having them present it to others, or making sure students are recognized for their efforts and success.

# A Continuum of Youth Leadership

Beginning

- No youth leadership. Youth participate in the project, but have no role in managing or guiding it.

**Example:** To promote awareness and tolerance of Kenosha's ethnic diversity, the teacher of a high school FACE advanced cooking class collects recipes from Kenosha residents of various ethnicities. The class tries out the recipes, and each student is assigned specific recipes to write out. The teacher arranges for a printer, makes plans to donate to local libraries, and figures out dates and logistics of distributing the cookbooks to the libraries.

- The teacher offers 2-3 choices of pre-designed projects. The youth may make a few decisions.

**Example:** The teacher gives the class the option of either producing a multicultural cookbook, or giving cooking demonstrations to other classes and at businesses that specialize in advance dinner preparation. Students, after brainstorming and research, decide what kinds of recipes to include in the cookbook and assist in collecting them. The class tries out the recipes, and each student is assigned specific recipes to write out. The teacher arranges for a printer, makes plans to donate to local libraries, and figures out dates and logistics of distributing the cookbooks to the libraries.

- Students choose the need they want to address, and the teacher designs the project. Students make a few decisions.

**Example:** The students propose a project addressing racial intolerance. The teacher decides to focus on local ethnic diversity, and to approach the issue by demonstrating the contributions of different cultures to the overall "Kenoshan culture" rather than focus on curbing instances of negative race interactions. The teacher devises the cookbook project, and students assist with recipe choices and collection. The teacher makes assignments and arrangements described above.

- The teacher chooses the general issue; students choose the specific emphasis and the teacher designs the project. Students make a few decisions.

**Example:** The teacher plans a project addressing racial intolerance. The students decide to focus on local ethnic diversity, and to approach the issue by demonstrating the contributions of different cultures to the overall "Kenoshan culture." The teacher devises the cookbook project, and students assist with recipe choices and collection. The teacher makes assignments and arrangements as described above.



## Advanced

- Students are responsible for one or two components of the project. For example, they may organize just the reflection and celebration portion of the project.

**Example:** *The teacher designs and manages most of the project, but she tells the students that they will need to decide on a way to record, think about, and display their activities. They choose to take pictures throughout the project, and then use them to create a version of the cookbook that includes not only the recipes and information, but also the photos and written thoughts about what they accomplished.*

- The teacher has a general outline of the project: a need is identified, community partnerships have been made, a timeline is in place, but students do most of the management of the project along with doing the service itself.

**Example:** *The teacher decides to create and donate a multicultural cookbook. With the assistance of several local organizations, she has found various residents from whom students can get recipes. She has investigated potential recipients of cookbooks and funds, gotten permission to have students distribute them, and outlined lessons. However, in addition to trying recipes and writing them out, students are responsible for communication with partners and the printer, arranging to interview residents for the recipes, choosing how the cookbook should look, and organizing how the books will be distributed.*

- As a group, students are responsible for all of the steps of a service project. With teacher guidance, they identify a community need, decide how to meet it, seek out community partners, plan the project, implement it, and evaluate it.

**Example:** *Students are frustrated with the segregation and racial intolerance they see around them, but are unsure how to help remedy the problem. Their teacher arranges for students to speak with local organizations who serve immigrant populations and community centers for those of different ethnicities. With the organizations' input, students decide on a project raising awareness of the various cultures present in Kenosha, and showing those cultures in a positive light. The teacher outlines the units she plans to teach, and students ultimately choose to do a project focusing on cooking and foods. Each student joins a committee responsible for recipe selection and collection, book design, contacting community partners, or distribution. Everyone helps try out recipes, write up entries, and distribute the books.*

## ***Standard 6: 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.

## Service-Learning Standard: Reciprocal Partnership



An extremely important aspect of service-learning, but one that is easily missed, is having students partner with those who are receiving the service or others in the community who are also addressing the identified need. Partnerships always make for stronger service!

### Benefits:

- Accomplish work together that would be difficult or impossible to accomplish alone.
- Build a shared sense of commitment and responsibility throughout the community.
- Ensure that everyone who is touched by the service is represented in the leadership, planning and implementation.
- Avoid unnecessary duplication of efforts among agencies.
- Offer opportunities for people to learn from each other and share resources.
- Contribute to rebuilding healthy, caring communities.

### Here are a few simple guidelines to guide you as you form collaborations for service-learning:

- Make sure everyone shares a commitment to a common vision, since some Problems will surely arise.
- Put agendas and needs (personal and organizational) out in the open, agendas or needs do not need to be identical, but should be compatible.
- Be sensitive to the needs, styles, and limitations of other collaborators.
- Involve more people at all levels; by involving more people at your organization and those with whom you collaborate you will improve the sustainability of the collaboration.
- Maintain frequent and open communication.
- Be sure everyone understands expectations especially concerning tasks and accountability.

### Establishing Effective Relationships

- Know your objectives. Before contact, build a solid base.
- Be able to articulate your goals, your service objectives and your learning expectations.
- Know your volunteers: what types, their ranges of interests, their limitations, their talents.
- Know your resources – can you provide PR, transportation, duplication: Remember, simple details loom large to agencies.
- Know agencies and their programs – understand their structure, their mission, and their activities at least well enough to ask informed questions.
- Make a strong effort to involve others in approaching agencies and to use them in an on-going way for program implementation.

## ***Standard 7: 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.

## Service-Learning Tip Sheet

### Program Evaluation

Effective service-learning employs systematic evaluation of the program, not only of the students' performance within it. Engaging in program evaluation keeps the service linked to real community needs. It can also provide raw data for supporters, including parents, administrators, and funders.

When appropriate, students can be involved in both the data-tracking and analysis, extending learning.

#### The Evaluation Process

The following steps are the basics of program evaluation:

- Formulate the question (what do you need to know?), and identify the audiences (who needs the information? why?)
- Identify the data/information needed to answer the question.
- Identify the sources of information.
- Establish the methods for collecting data (who will gather the information? when? how?)
- Collect the data.
- Analyze the data.
- Compare and report the results.

#### Program evaluation can help you answer questions from key groups:

- Administrators who may ask whether the educational benefits of service-learning outweigh the costs of implementation, and whether the teaching approach is effective.
- Teachers who want to know what changes they might expect to see in their students, or whether service-learning activities will benefit certain types of students.
- Parents and other members of the community who want to know what service-learning will do for students and the community.
- Funders who may want to help support this learning strategy.

#### Program evaluation is important because it helps...

- determine whether program goals are being met.
- document program effectiveness.
- determine what students are learning.
- document what community members are gaining.
- examine strengths and weaknesses of the program.
- determine what needs to be improved.
- make informed decisions about the future of the program.

For further information on program evaluation visit the Service-Learning Research and Development Center, University of California at Berkeley, [www.gse.berkeley.edu/research/scl/service\\_learning.html](http://www.gse.berkeley.edu/research/scl/service_learning.html); Project STAR, [www.projectstar.org](http://www.projectstar.org); and [www.nylc.org](http://www.nylc.org).

Available from the NYLC Resource Center at 118H [www.nylc.org](http://www.nylc.org)

Adapted from "Getting Started in Service-Learning."

Copyright © 2005 National Youth Leadership Council. All Rights Reserved.

www.nylc.org

## Progress Monitoring Checklist for High Quality Service-Learning

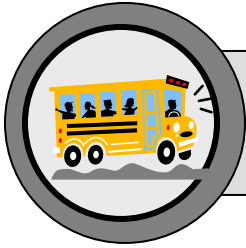
<b>Service-Learning Standard</b>	<b>Questions to ask</b>	<b>Evidence from your project</b>
Meaningful Service	Did the project meet a real, genuine, recognized need in the community?	
Link to Curriculum	Is the project based on actual academic standards, curriculum or course content? Are students aware of the learning goals?	
Reflection	Were there opportunities throughout the project for students to review, evaluate and analyze their feelings and learning from the project?	
Diversity	Did the project recognize diversity through its participants, practice and outcomes? Was there a diversity of listening (ideas, participants)?	
Youth Voice	Were students given opportunities to participate in decision-making and leadership throughout the project?	
Partnerships	What other agencies, community members and businesses were involved in the project?	
Progress Monitoring	Were students involved in evaluating the project? Were project goals achieved? How was student learning assessed?	
Duration and Intensity	Over what time period was the project implemented? How much time did students spend on all project activities?	

## **Standard 8: 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.



# Safety and Transportation

Out-of-classroom service projects sometimes present more safety concerns or transportation difficulties than traditional field trips. Long-term projects may require several trips off campus, and service projects often require students to engage in physical activities or interact with community members.

## Safety, Risk Management, and Avoiding Liability

Naturally, follow all KUSD policies and procedures for field trips or service activities. You might also consider the following tips:

- *Ensure adequate supervision.* Service-learning trips vary in the amount of supervision they require; with all the activity you may need more chaperones than the minimum chaperone/student. Also consider how much assistance students might need as they work.
- *Get informed consent from parents.* Just as in any other off-campus trip, parents will need to sign a permission form for all out-of-classroom service activities. However, because a service project sometimes has more inherent safety risks than an average field trip, make sure you describe carefully what students will be doing. For example, if your 9<sup>th</sup> grade art class will be standing on stools while they paint a mural, or your 5<sup>th</sup> graders will be using garden hoes, mention those details.
- *Visit the service site beforehand.* If you've never been there before, consider going to the service site before you bring students there, especially if you are worried there might be safety risks. You can assess risks and make plans to deal with them, if necessary.
- *Discuss safety with students, and provide an orientation to the service site if necessary.* Just as with a field trip, go over expected behavior and rules before students begin doing service. If students will be using equipment or performing any action that might be unfamiliar, make sure they are adequately trained.

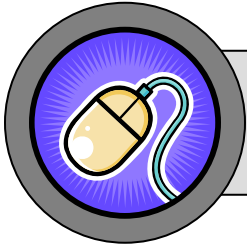
## Transportation

Generally, students should be transported via the District's contract carrier. When this isn't practical, you *may* have other options. Students might take public transportation if it is convenient. Additionally, District employees or parents may transport students in private vehicles. **The driver must be approved by Human Resources, and the vehicle must carry a certain level of insurance coverage.** For more information on the requirements for transporting students in private vehicles, you should contact KUSD's Insurance Claims Specialist in the Human Resources Department.

KUSD already has policies in place that address most transportation situations. If you would like to see this information in more detail, the transportation policy numbers are 3511 and 3514. Your best bet is to ask about what might work best for your specific situation. Most questions about transportation options should be addressed to KUSD's Transportation Supervisor.

# ADDITIONAL INFORMATION





# Books and Websites

## Books

**Kaye, Cathryn Berger. *The Complete Guide to Service Learning.***

Kaye is the National Service Learning Consultant, and a former classroom teacher. You can also get a CD-ROM to accompany the book. Available on-line at <http://www.abcdbooks.org/>.

**Lewis, Barbara A. *The Kid's Guide to Service Projects: Over 500 Service Projects for Young People Who Want to Make a Difference.***

Includes service project ideas, but also guides kids in how to complete them with a "how to" section (how to create a survey, how to run a successful fundraiser).

**National Dropout Prevention Center. *Administrator's Guide to Service Learning.***

A concise overview that addresses issues of concern such as scheduling, professional development, and public relations, to principals and other administrators. Available in the Service Education Lending Library.

**Wisconsin Department of Public Instruction. *A Service-Learning Toolkit.***

DPI's comprehensive guide to service-learning in Wisconsin. It features a resource section, and a more detailed guide to the Wisconsin 4-point test. Available in the Service Education Lending Library.

## Mega Sites

**The National Service-Learning Clearinghouse**

<http://www.servicelearning.org>

The largest service-learning site on the web. It features, among other things, a lending library, "hot topics" articles on myriad subjects from reflection to risk management, information on lesson plans and curricula, and links to nearly every good site on the web.

**The National Service-Learning Partnership**

<http://www.service-learningpartnership.org>

Another useful, comprehensive site for educators. It is also intended for administrators, policy makers, and funders, with special attention to advocating for service-learning in schools.

### **The National Youth Leadership Council**

<http://www.nylc.org>

Mainly a site on service-learning practice, but with a particular bent towards the youth leadership aspect. In addition to general information on service-learning, it features toolkits on a variety of subjects, and also allows practitioners to create their own toolkits for others' use.

## **Other Valuable Websites**

### **The DPI Service-Learning homepage**

<http://dpi.wi.gov/fscp/slhomepage.html>

DPI's website features best practices from Wisconsin schools, information on applying for Learn and Serve grants, and news about all local conferences.

### **Institute for Global Education and Service-Learning**

<http://www.igesl.org>

Serves as a central resource for service-learning programs and is the hosting agency for national and international service-learning conferences.

### **Learning to Give**

<http://www.learningtogive.org>

Offers over 1,200 K-12 free lessons and educational resources to teachers, parents, youth workers and community leaders. Students learn about volunteering and how to be leaders in the classroom and in the community.

### **The National Service-Learning Exchange**

<http://www.nslexchange.org/>

A free "technical support site" where practitioners can ask each other and service-learning peer mentors for advice/assistance on their projects.

### **The Points of Light Institute**

<http://www.pointsoflight.org/>

Points of Light is a national network of volunteer organizations. The website includes many articles about performing service and service-learning, as well as a list of awards for outstanding public servants.

### **The National Dropout Prevention Center**

[http://www.dropoutprevention.org/effstrat/service\\_learn/service\\_over.htm](http://www.dropoutprevention.org/effstrat/service_learn/service_over.htm)

Not just for those teaching "at-risk" students, the website offers a short overview of service-learning, as well as publications, a game to help educators practice integrating curriculum with service, and a resource library.

### **What Kids Can Do**

<http://www.whatkidscando.org>

WKCD works to promote youth empowerment. It focuses primarily on adolescents, and deals with other topics along with service. Be sure to check out the “Kids on the Wire” page, which features current news of youth service and/or youth-led initiatives throughout the country.

### **Youth Service America**

<http://www.ysa.org>

Among other things, this organization sponsors National Youth Service Day, educates the public about youth service, and also advocates for youth voice initiatives. The website features information about NYSD, as well as current grant opportunities, and Project Plan-it, a project-planning tool for youth, at <http://www.ysa.org/planit>.

## **Special Service Curricula for Extracurricular or Classroom Use**

### **Do Something**

<http://www.dosomething.org>

An organization that has historically held a strong presence in Wisconsin. It encourages purely adult-guided, youth-identified, youth-led, and youth-developed service projects.

### **Roots and Shoots**

<http://www.rootsandshoots.org>

Founded by primatologist Jane Goodall, Roots and Shoots encourages youth service to benefit three areas: the environment, animals, and/or the human community. Roots and Shoots materials can be used in the classroom, but schools, communities, and post-secondary institutes can also open chapters of Roots and Shoots clubs. Some lesson plans and materials can be found free on the website; others are available for purchase.

### **Tiger Woods Foundation**

[http://www.tigerwoodsfoundation.org/grant\\_requirements.php](http://www.tigerwoodsfoundation.org/grant_requirements.php)

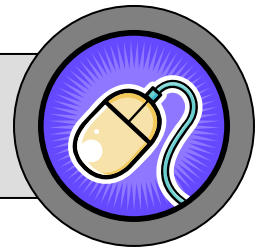
Through character development programs, scholarships, grants, junior golf teams, and the Tiger Woods Learning Center, the Foundation is helping young people reach their goals. Helps youth design service projects. Free materials are available on the website, and also in the Service Education Lending Library.

## **Project Examples**

### **The DPI Service-Learning homepage**

<http://dpi.wi.gov/fscplhmpage.html>

DPI's website features project examples from all around Wisconsin. The book *Learning From Experience*, suggested in the “Matching Your Curriculum with a Project” section of this handbook, is also an excellent resource.

**Florida Learn and Serve**

<http://www.fsu.edu/~flserve/sl/standards.html>

Though obviously tied to Florida standards, the site offers a large collection of project descriptions. Like Wisconsin's similar resource, it shows how each project is integrated with curriculum points. The site also offers various lessons that you may find adaptable to your purposes.

**KIDS Consortium**

<http://www.kidsconsortium.org/learningservice.php>

Kids Involved in Doing Service (KIDS) is an organization in Maine that partners with various schools throughout the state; the site features particularly creative project examples in a variety of disciplines.

**Malcolm Shabazz City High School**

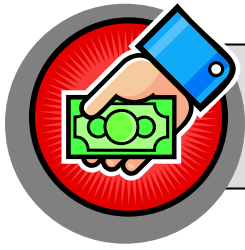
[http://www.madison.k12.wi.us/shabazz/sl/Srvlrm\\_partnr.htm](http://www.madison.k12.wi.us/shabazz/sl/Srvlrm_partnr.htm)

This Madison alternative school has been practicing service-learning for many years, and has a catalogue of projects listed by subject. The website also provides examples of full service-learning classes, which are a common way to implement service-learning at the high school level.

**The National Service-Learning Clearinghouse SLICE  
(Service-Learning Ideas and Curricular Examples)**

<http://www.servicelearning.org/slice/index.php>

This website provides a database of service projects which can be searched by grade level, area of service, and state or territory.



# Funding Your Service Project

## Grants

A fair number of grants are available to fund school-based service projects. Most are in the form of small funds grants or mini-grants, so they are usually easier to apply for than large foundation or federal grants. Often, mini-grants are intended for a very specific type of project. A list of grants applicable to service projects can be found in the appendix.

No matter what size of grant you are applying for, certain elements will almost always be included in a grant application:

- *Project Description:* The main point of the project description is to make the purpose and goals of your project understood. The funder also wants to see that your project goals align with its funding goals. You might also include brief research or background information on your program or project to paint the clearest picture possible. With most small grants, the description ranges from a paragraph to a couple of pages.
- *Budget:* Naturally, the funder wants to know how much money you're asking for. The amount of detail required in budgets may vary, but often you must show an itemized list of what you'll use the funds for. You should research your budget well to make your projections as realistic as possible. You will be estimating, of course, but ask for an exact amount.
- *Evaluation/Follow-up:* Most grants require a report of some kind. Make sure you know what the reporting requirements are before you begin your project, so you can keep records of everything as needed.

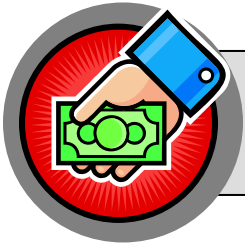
Additional grant writing tips:

- *Always read the grant guidelines.* First, make sure that public schools are eligible; many funders have other restrictions as well. Guidelines are usually very clear about the grant maker's funding priorities, so you can not only verify that your project would be of interest, but you can also describe the project correctly and in the best light possible for that particular funder. You can also avoid asking for items in your budget that the grant will not cover.
- *Avoid jargon and acronyms.* Make your writing easily understood by someone outside of the education world. It might help to ask an "outsider" friend to read the proposal.
- *Make your objectives clear.* Try to describe the goals of your project in a way that makes them sound quantifiable or measurable. Be very specific about what you will accomplish.

## KUSD Funding Policies

For most grants under \$25,000, you only need to obtain approval from your principal and the Superintendent by submitting form Administrative Regulation 3220, *before* you apply for the grant. If a grant is over \$25,000, you must obtain Board approval before submitting a proposal to the funder. For a more detailed description of regulations on grants and other material gifts, see policies 3220 and 1400.

Grant resources can be found in the appendix.



# Possible Funding Sources

## Local Funding Sources

### **Kenosha Education Foundation**

[http://www.kusd.edu/departments/efk/education\\_foundation\\_kenosha.html](http://www.kusd.edu/departments/efk/education_foundation_kenosha.html)

Though there are a fair number of limits on how these funds can be used, some service projects would most likely fit the criteria. Grant applications are accepted four times a year.

### **Kenosha Rotary Foundation**

(262) 657-3173

Send a request for an application and grant guidelines to "Kenosha Rotary Foundation /P.O. Box 217/ Kenosha, WI 53141

Each March, the Kenosha Rotary Club offers grants to non-profit organizations for specific programs or projects. Grants vary in size. Requests in excess of \$2,000 will not be considered.

### **NRSA (Neighborhood Revitalization Strategy Area) Mini-grants**

<http://www.uwex.edu/ces/cty/kenosha/cnred/nrsa.html>

NRSA gives grants of \$100-\$1000 to fund certain types of projects or activities in the Lincoln and Columbus neighborhoods. Contact the Kenosha County UW-Extension Community Development Educator at (262) 857-1935. Applications are accepted on a rolling basis.

### **Root-Pike Watershed Initiative Network (WIN)**

<http://www.rootpikewin.org/what-submit.asp>

(262) 898-2055

Root-Pike WIN awards grants of \$500-\$10,000+ to projects that protect and/or restore the ecosystem of the Root-Pike watershed that runs through Kenosha and Racine. All projects are assigned a Task Force to support and advise the project. Grants are awarded twice a year, in April and November.

[See "Environment/Conservation" section for further details]

### **Youth as Resources (YAR) Youth-Led Service Grants**

<http://www.uwex.edu/ces/cty/Kenosha/4h/YAR.html>

(262) 857-1945

Four times a year, Kenosha County Youth As Resources awards youth-led service grants up to \$500 to area youth groups to assist with community service and service-learning initiatives. Youth must design the service projects themselves and must demonstrate their projects are both educational and of benefit to the community in Kenosha County. Applications are meant to be completed by youth with adult guidance. Proposals are reviewed in the fall and winter.

## National Grants Specific to Service Projects

### **Captain Planet Foundation**

<http://www.captainplanetfdn.org>

The Captain Planet Foundation offers grants to hands-on environmental projects that empower youth and encourage problem-solving skills. Grants generally range from \$250-\$2,500. The application is on-line only, and fairly short. Deadlines are quarterly, in September, December, March, and June.

### **Do Something Youth Grants**

<http://www.dosomething.org/grants>

The Do Something organization offers grants of \$500 to individuals or teams of young people under the age of 25. The application is designed to be completed by a young person on behalf of the group (if applying as a team).

### **National Crime Prevention Council Project Grants**

<http://www.ncpc.org/programs/teens-crime-and-the-community/funding/grants>

The National Crime Prevention Council “Teens, Crime, and the Community” webpage provides a list of grant funding opportunities.

### **Pay It Forward Foundation Grants**

<http://www.payitforwardfoundation.org/educators/mini-grant.html>

The Foundation provides mini-grants of up to \$500 to service projects with a “pay it forward” focus—the idea that the project will do something good for someone, who will in turn do something good for someone—and clear educational value. Applications are accepted twice per year with deadlines of September 15<sup>th</sup> and February 15<sup>th</sup>.

### **Sea World Environmental Excellence Award**

<http://www.seaworld.org/conservation-matters/eea/index.htm>

Busch Gardens and Sea World offer \$10,000 awards to projects that preserve or protect the environment. These are awards, not grants, so the project must have already been implemented and have some results, but could benefit from additional funds. Application involves a simple form and a written description of the project.

### **State Farm Good Neighbor Service Learning Grants**

<http://www.ysa.org/awards>

State Farm and Youth Service America provide \$1,000 mini-grants for projects that will take place on National Youth Service Day. Deadline is usually in October of each year.

### **Teaching Tolerance**

<http://www.tolerance.org/teach/grants/guide.jsp>

The Southern Poverty Law Center gives grants of up to \$2,500 for student-focused projects that promote peace and tolerance of diversity. Grants are given on a rolling basis. Teaching Tolerance also provides various classroom activities on diversity and service-learning.

### **Youth Leaders for Literacy**

<http://www.nea.org/readacross/volunteer/index.html>

The NEA awards \$500 grants annually for youth-designed / led projects that encourage literacy. Projects must begin on Read Across America Day in March, and include at least one event or project component each week, until National Youth Service Day in April. Individuals or groups composed of youth aged 21 or younger can apply. Application deadline is October 30th.

## **Funding Sources Appropriate for Service Projects**

### **Dollar General Grants**

<http://www.dollargeneral.com/Community/Pages/GrantPrograms.aspx>

Dollar General provides Community Literacy Grants of up to \$3,000 and, in September, Back-to-School Grants of up to \$5,000. The grants are available for programs promoting literacy for youth as well as adults. They require short applications of 2-3 pages, and are probably best for ongoing or longer-term projects (lasting at least several months).

### **Donors Choose**

<http://www.donorschoose.org>

Donors Choose is a website where teachers submit requests for specific project materials for student learning and donors choose which projects to support. Once funded, the company delivers the materials directly to the schools. Teachers and students send pictures of the project and thank you notes which are forwarded to the donors. Projects under \$400 stand the best chance of being funded.

### **I Love Schools**

<http://www.iloveschools.com>

I Love Schools matches teachers with donors to get items needed for their classrooms. Donors fulfill teacher Wish Lists through donations of new or used materials and or the cost of the teachers Wish Lists.

### **Lowe's Outdoor Classroom Grant Program**

<http://www.lowes.com/lowes/lkn?action=pg&p=AboutLowe/outdoor/index.html>

Lowe's, International Paper and the International Paper Foundation *National Geographic Explorer!* offer grants of \$500-\$2,000 for groups that would like to create an outdoor classroom. Grants are awarded quarterly, and involve filling out an online application and a plan for the classroom. This program is now being managed by Lowe's Toolbox for Education grant program.

**Lowe's Toolbox for Education Grants**

<http://www.toolboxforeducation.com>

Lowe's awards grants of \$2,000-\$5,000 to schools and school parent-teacher group for projects that increase parent involvement and build community spirit. Funding preference is given to projects that have a permanent impact such as building enhancements, landscaping or clean up projects. There are two grant cycles, usually fall and spring. Large Toolbox Grants ranging from \$50,000 to \$100,000 are available. Please check for further details online at <http://www.toolboxforeducation.com/faq.html>

**Kids in Need Foundation Teacher Grants**

<http://www.kidsinneed.net/grants/index.php>

Kids in Need Teacher Grants provide funding to K-12 teachers so they can provide innovative learning opportunities for their students. Grants are usually from \$100-\$500, and are awarded by December 1. Applications are available online beginning July 15 through September 30.

**Sony Corporation of America**

<http://www.sony.com/SCA/philanthropy/guidelines.shtml>

Sony funds all kinds of projects, and also grants Sony products when appropriate. There is no application—the corporation just wants a description of what the school/project needs on official letterhead, a basic budget, and the desired amount. The corporation is most responsive to innovative projects and initiatives that strengthen the school's general educational efforts.

**Target Store Grants**

<http://sites.target.com/site/en/company/page.jsp?contentId=WCMP04-031767>

(Look under "Community" then "Store Grants")

Local Target stores make grants of \$1,000-\$3,000 for programs that advance arts education, literacy, or family violence prevention. The application involves about four pages of narrative.

**Toshiba America Foundation**

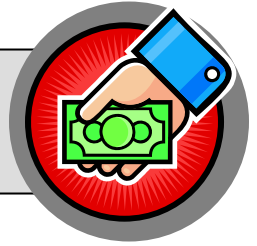
<http://www.toshiba.com/tafpub/jsp/about/HowApply.jsp>

The Toshiba America Foundation offers grants to K-12 science and math teachers (K-6 teachers can get up to \$1,000; 7-12 teachers are eligible for over \$10,000). Most grants favor inquiry-based projects designed by individual classroom teachers. Deadlines are February 1<sup>st</sup> and August 1<sup>st</sup> for grants over \$5,000; all other applications are reviewed throughout the year. A final report form is required within 30 days of the project end date.

**Toyota Tapestry Grants**

<http://www.nsta.org/pd/tapestry/guidelines.htm>

Toyota provides grants ranging from \$2,500-\$10,000 to K-12 science teachers so that they can implement high-quality science projects and/or enhance science in the school and/or district. Grants are awarded for projects promoting exciting and creative activities to motivate students in science. Applications are reviewed in January and winners are notified in March.



## Clearinghouses/Lists of Grants

The following sources are updated regularly, and a good place to seek out new grants that might not be listed here.

### **American Federation of Teachers**

<http://www.aft.org/tools4teachers/funding/dbase/>

### **The Freechild Project**

<http://www.freechild.org/funds4progress.htm>

### **National Youth Development Information Center**

<http://www.nydic.org/nydic/funding/grants.htm>

### **NSLC Funding Sources List**

[http://www.servicelearning.org/instant\\_info/funding\\_resources/index.php](http://www.servicelearning.org/instant_info/funding_resources/index.php)

### **SERVEnet**

<http://servenet.org/Toolkit/InProgress/Grants/tabid/137/Default.aspx>

(choose "Find Grants" under "Things to Do" or "Volunteers")

### **Youth Service America**

<http://ysa.org/AwardsGrants/tabid/58/Default.aspx>



## Publicizing Service Projects in the Media

You might consider using the media to publicize and celebrate some of your projects. You, your students, partners, and the community issue you addressed can all benefit from media attention. Additionally, having *students* help in working with the media offers them a great opportunity to reflect on and celebrate their service project, practice communication skills, and learn about journalism.

### Getting Your Project Covered

#### Establishing Contacts

A list of local media outlets can be found in the appendix. If you think your project is particularly notable or unique, you may also want to connect with larger outlets as well, such as Milwaukee TV stations, the Milwaukee Journal-Sentinel, and the Associated Press. If your project is closely related to a particular profession, such as engineering or web design, you might consider publicizing in the newsletters of those professional societies.

Instead of simply contacting main editors or station managers, decide (or have your students decide) on an “angle” or “hook” of your story that is most likely to get it covered. Do you want to emphasize the educational aspects of the project, its relationship to a local business, connection with the arts, or relevance to a larger community issue? Find out which reporter or editor covers that subject area by calling the general numbers on the media list, and call him/her or send your press release directly to that person (ask for the preferred method of contact). Please note also that it is all right to send written information to more than one person at the same media outlet. Developing good relationships with specific members of the media is the most reliable way to receive coverage.

#### Releasing Information

Once you know who to contact or send your information to, you have a few options for doing so: press releases, pitch letters, or public service announcements.

**Press releases:** These provide succinct information about your project. Even if your project is ongoing, tie your release to a significant event or activity in the project that provides a window into the project as a whole.

- Write the release like a short newspaper article—no more than a single page. Tell a story, but tell it fast!
- Include the 5 W’s first (who, what, when, where, why), as well as relevant quotes, background information on project, and names of any sponsors or community partners.
- Use the “inverted pyramid scheme,” in which you put information in order of importance (reporters may use your release as is, and will cut from the bottom if it’s too long).
- Avoid jargon.
- Format properly: Print on plain white paper; double-space with wide margins; put contact name and phone number in top right-hand corner; put date and release date (often “FOR IMMEDIATE RELEASE” in all caps) in the top left; include a short headline; start with a location/date stamp (KENOSHA, WI, MAY 22-); and end with the symbol ### below the text.
- Send or fax releases 10 days before your event, and follow up with a phone call one week later. When you call, always ask if the reporter has time to talk right away, and if not, ask when you should call back.

**Pitch Letters:** These are similar to press releases, and are often used to promote human interest stories. Whereas press releases may lead to a larger feature or be used as is (as a spot on the “community calendar,” for instance), pitch letters are meant to entice an editor or reporter looking for a feature. If you are looking to get a feature story in the newspaper or on the radio/TV, you can use either. Include most of the same information you would put in a press release, but format as a business letter. Use the same timeline as you would for a press release.

**Public Service Announcements (PSAs):** All television and radio stations must set aside a certain amount of airtime for PSAs. Use PSAs to attract people to an event, such as a student-produced community health fair. PSAs can become a service project in and of themselves when students write and/or produce them to inform the public of an important need.

- Call the station manager or public service director at the TV/radio station to find out their exact specifications for PSAs. An in-person meeting is preferred.
- PSAs range in length from 10-60 seconds. Keep in mind that 10 seconds=about 25 words; 30 seconds=75 words; and 60 seconds=150 words.
- Use a conversational tone and short sentences. Tell how your issue or event is relevant to the listener, and what action you would like him/her to take (e.g. come to our health fair, stop smoking).
- Include contact information.

## **KUSD Media Policies**

All Kenosha Unified School District employees are free to work directly with the media, but with a just a few conditions:

- If your project is school-wide, you must get verbal approval by the building principal. If your project involves just your class, approval is not officially required, but it’s probably best to check with your principal as a courtesy.
- If you are video recording a project or taking still photos to be aired on Cable Channel 20 OR the District website, you must check to see that the students’ Directory Data is restricted in any way. This doesn’t apply to non-District related media (such as the *Kenosha News*).
- For any other questions, look up Policy and Rule 1200 or contact the Public Information Specialist.

# Media List

**Kenosha News**

5800 7<sup>th</sup> Avenue  
Kenosha, WI 53140  
Phone: (262) 657-1000  
Fax: (262) 657-8455

**Time Warner Cable –  
Community Access Channel**

1403 Washington Road  
Kenosha, WI 53140  
Phone: (262) 637-9637

**Happenings Magazine**

Community Bulletin Board  
1420 63<sup>rd</sup> Street  
Kenosha, WI 53143  
Phone: (262) 564-8800  
Fax: (262) 605-8255

**District Website or Channel 20**

Contact KUSD Public Information Specialist

**Senior Chronicle & PRIME Magazine (60+ Audience)**

Bi-monthly newspapers from the Kenosha County Division of Aging & Disability Services  
8600 Sheridan Road, Suite 500  
Kenosha, WI 53143  
Phone: (262) 605-6646

**Spanish Journal (Hispanic Audience)**

611 W. National Avenue, Suite 316  
Milwaukee, WI 53204  
Phone: (414) 643-5838

**WLIP Radio**

8500 Green Bay Road  
Pleasant Prairie, WI 53158  
Phone: (262) 694-7800 (station) (262) 694-1050 (on air)  
Fax: (262) 694-7767

**WGTD Radio**

3520 30<sup>th</sup> Avenue  
Kenosha, WI 53141  
Phone: (262) 564-3800  
Fax: (262) 564-3801

**WIN-Median/WIN-TV – The Local Scene (Video Production and Taping Service)**

317 N. Dodge Street  
Burlington, WI 53105  
Phone: (262) 763-6397  
Fax: (262) 763-9876



# Service Calendar

Service projects can be a great way to celebrate the following honorary days, weeks, or months. Days or weeks devoted specifically to service are in bold. Check a calendar to find exact dates each year.

## September

- Library card sign-up month
- United Way Day of Caring
- **One Day's Pay** (helping those in need in honor of those who lost their lives on Sept. 11)
- Prisoner of War/Missing in Action Recognition Day
- National Neighborhood Day
- Constitution Week

## October

- Computer Learning Month
- Crime Prevention Month
- Fire Prevention Week
- German American Heritage Month
- Italian-American Heritage Month
- Kenosha County Red Ribbon Week
- **Kids Care Week** (culminates in Make a Difference Day)
- **Make a Difference Day**
- National Bus Safety Week
- Polish American Heritage Month
- Trick-or-Treat for UNICEF
- National Character Counts Week

## November

- American Education Week
- American Indian Heritage Month
- Election Day
- **National Family Volunteer Day**
- National Family Week
- Thanksgiving
- Veteran's Day

## December

- Winter Holidays



## January

- **Kenosha Kindness Week**
- Martin Luther King, Jr. Day

## February

- Black History Month
- President's Day

## March

- American Red Cross Month
- Irish American Heritage Month
- Music in our Schools Month
- National Nutrition Month
- Read Across America Day
- Women's History Month
- Youth Art Month
- Cesar Chavez Day of Service and Learning

## April

- Arbor Day
- Earth Day
- Holocaust Remembrance Day
- Keep America Beautiful Month
- **National and Global Youth Service Day**
- TV Turnoff Week
- National Volunteer Week

## May

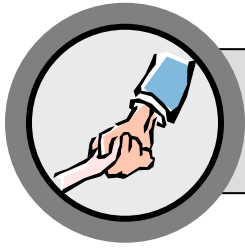
- Better Hearing and Speech Month
- **Join Hands Day** (youth and adults volunteering together)
- Memorial Day
- National Sight-saving Month
- Physical Fitness and Sports Month
- Reading is Fun Week

## June

- Race Unity Day
- Flag Day

# APPENDIX





# Potential Community Partners

The following list provides a jumping-off point for finding potential partners. If you have an issue or project outline in mind, you might consider contacting an organization/agency within the issue area to ask for project suggestions, inquire how your students could help the organization or if it might like to be involved in your project, or request a speaker or additional information. For the most part, only local non-profit organizations or government entities are included here. Businesses and larger, national service efforts can also make good partners.

## Aging/Elderly

### **Kenosha Area Family and Aging Services, Inc. (KAFASI)**

<http://www.kafasi.org/home.html>

(262) 658-3508 ext.120

Contact: Dana Tehako-Esser, Volunteer Services Coordinator

KAFASI provides Meals on Wheels and other services to the elderly, including the Daybreak program, a day program for seniors with dementia. The number of students they can accept as volunteers varies with the program, but the organization provides an excellent resource for a speaker/information on aging issues. KAFASI also provides resources on parenting and early childhood development.

### **Kenosha Senior Citizen's Center**

[http://www.kusd.edu/departments/senior\\_center/senior\\_citizen\\_center.html](http://www.kusd.edu/departments/senior_center/senior_citizen_center.html)

(262) 653-6260

Part of KUSD, the Senior Citizen's Center provides a nutrition program for adults over 55, monthly dances, public information sessions, and various exercise and swim classes.

## Nursing Homes & Assisted Living Facilities

### **Beverly Healthcare**

1703 60<sup>th</sup> St.

(262) 658-4125

### **Brookside Care Center**

3506 Washington Rd.

<http://www.co.kenosha.wi.us/dhs/Divisions/Brookside/>

(262) 653-3800

### **Clairidge House**

1519 60th St.

(262) 656-7500

**Dayton Residential Care Facility**

521 59th St.  
<http://daytonrcf.com>  
(262) 657-6121

**Grande Prairie Health & Rehabilitation Center**

10330 Prairie Ridge Blvd., Pleasant Prairie  
(262) 612-2800

**Heartland Health Care Center-Washington Manor**

3100 Washington Rd.  
(262) 658-4622

**Hospitality Nursing & Rehabilitation Center**

8633 32nd Ave.  
(262) 694-8300

**Sheridan Medical Complex**

8400 Sheridan Rd.  
<http://www.sheridanmedrehab.com>  
(262) 658-4141

**Sterling House of Kenosha**

3109 12th St.  
<http://www.brookdaleliving.com/sterling-house-of-kenosha.aspx>  
(262) 553-1270 or (262) 553-1328

**St. Joseph's Home for the Aged/Adult Day Care**

9244 29th Ave.  
<http://www.stjosephshome.com/default.asp?id=3>  
(262) 694-0080

**Woodstock Health and Rehabilitation**

3415 Sheridan Rd.  
<http://www.woodstockhealth.com>  
(262) 657-6175

## **Animals**

**Safe Harbor Humane Society**

7811 60<sup>th</sup> Ave.  
<http://www.safeharborhumane.com>  
(262) 694-4047

Safe Harbor is an independent animal shelter that takes in cats, dogs, and rabbits. In addition to any service or partnership opportunities, the shelter has a "wish list" available on the website.

## Crime Prevention/Gang Prevention

### **Kenosha Police Department Crime Prevention Unit**

Jeff Wambolt, Crime Prevention Officer OR Ron Francis, Reuther School Resource Officer  
(262) 657-3937 (262) 605-5263

The Crime Prevention runs Neighborhood Watch and other crime prevention efforts in Kenosha.

### **Spanish Center**

5900 11<sup>th</sup> Ave.

<http://www.spanishcenterkenosha.org>

(262) 657-2160

Contact: Luis Saveedra, Gang Prevention Coordinator

The Spanish Center offers ESL classes, gang diversion programs, bilingual computer classes, a multicultural dancing group, and helps Hispanic women gain access to quality prenatal care. Find the appropriate contact person by looking under “operational staff” on the website.

### **Urban League of Racine & Kenosha Inc.**

1416 68<sup>th</sup> St.

(262) 652-2111

Contact: Yolanda Santos-Adams, President/CEO or LaShonda Gray, Gang Prevention

The Urban League advocates for equality for racial minorities, particularly in education and employment, and also has a gang prevention program.

### **Boys and Girls Club of Kenosha**

1715 52<sup>nd</sup> St.

<http://www.bgckenosha.org>

(262) 654-6200

The Boys and Girls Club offers, among other things, youth empowerment programs that emphasize AODA, gang, and teen pregnancy prevention.

## Disabilities

### **Kenosha Achievement Center**

1218 79<sup>th</sup> St.

<http://www.thekac.com>

(262) 658-9500

The KAC offers job training and employment opportunities to those with developmental disabilities. Additionally, they offer early intervention programs to children and parents of children who are experiencing developmental delays.

### **Special Olympics – Kenosha and Southeastern WI Area**

1829 – 32<sup>nd</sup> St. and 6011 Durand Ave., Racine.

<http://www.specialolympicswisconsin.org>

(262) 656-0651

Contact: Jenny Taylor, Regional Director for Sports; David Polacek, Regional Director of Development

Special Olympics offer social and recreational activities to those with developmental disabilities.

**YMCA**

720 59th Pl. and 7101 53rd St.  
<http://www.kenoshaymca.org>  
(262) 654-9622

YMCA is a potential partner for many different kinds of projects involving youth. They are listed here because they offer a “Miracle League” an adaptive baseball game for those with disabilities.

**Center for the Deaf and Hard of Hearing**

10243 W. National Ave., West Allis  
<http://www.cdhh.org>  
(414) 604-2200 or TTY: (888) 824-7651

Located in West Allis, the CDHH provides advocacy and education on deafness—and how to preserve hearing—as well as referral services and assistance to deaf individuals.

**Diversity/Tolerance****Diversity Circles at UW-Parkside**

[http://www.uwp.edu/departments/community\\_partnerships/dialogueprograms.cfm#circles](http://www.uwp.edu/departments/community_partnerships/dialogueprograms.cfm#circles)  
(262) 595-2620  
Contact: Thomas J. Schnaubelt

The Diversity Circles program works to strengthen community by engaging people of varying races, ethnicities, backgrounds, ages, and genders in dialogue. Circles could provide a promising model for high school students interested in tackling intolerance.

**Urban League of Racine & Kenosha Inc.**

1416 68<sup>th</sup> St.  
(262) 652-2111

[see “Crime Prevention” section for further description]

**Spanish Center**

5900 11<sup>th</sup> Ave.  
<http://www.spanishcenterkenosha.org>  
(262) 657-2160

[see “Crime Prevention” section for further description]

**St. Mark’s Latin American Center (Centro Latino Americano)**

7101 13<sup>th</sup> Avenue  
<http://www.stmark-kenosha.org>  
(262) 656-7373

St. Mark’s Parish runs this community center, serving Kenosha’s Hispanic population.

**Environment/Conservation****Chiwaukee Prairie**

<http://www.chiwaukee.org>  
(262) 681-8485

Contact: Marcia Wensing, Volunteer Coordinator  
The Prairie accepts volunteers to help maintain the property, and also offers educational field trips and opportunities for students.

### **Hawthorn Hollow Nature Sanctuary and Arboretum**

880 Green Bay Rd  
<http://www.hawthornehollow.org>  
(262) 552-8196  
Contact: Joe Funk, Volunteer Director

Hawthorn Hollow uses volunteers, and also offers educational opportunities for students.

### **Keep Kenosha Beautiful**

3617 65<sup>th</sup> Street  
<http://www.kenosha.org/departments/kkb/index.html>  
(262) 653-4064  
Contact: Catherine Mantuano, Coordinator

A program of the parks department, Keep Kenosha Beautiful can help with neighborhood clean-ups, civic beautification, and other projects. They also run cell phone and printer cartridge collections.

### **Kenosha County Division of Parks and Recreation**

19600 75<sup>th</sup> Street, Bristol  
[www.co.kenosha.wi.us/publicworks/parks/](http://www.co.kenosha.wi.us/publicworks/parks/)  
(262) 857-1869  
Contact: Jon Rudie, General Manger of Parks Operations

The County Division of parks includes both Petrifying Springs Park and Kemper Center County Park.

### **City of Kenosha Parks Department**

3617 65<sup>th</sup> Street  
<http://www.kenosha.org/departments/parks/index.html>  
(262) 653-4080  
Contact: Jeff Warnock, Park Superintendent

In addition to standard park volunteer opportunities (clean-ups, etc.), the parks department could also use student help in communicating with the general public.

### **Kenosha/Racine Land Trust, Inc.**

[www.krlt.org](http://www.krlt.org)  
(262) 552-6861

The mission of the Kenosha/Racine Land Trust is to preserve open space and natural areas in Racine and Kenosha counties. While they don't offer volunteer opportunities per se, in the past they have partnered with schools on projects that protect/preserve open land.

### **Wisconsin Department of Natural Resources**

[www.dnr.state.wi.us](http://www.dnr.state.wi.us)  
(262) 884-2300 (Sturtevant office)

In addition to maintaining state nature preserves and recreation areas (such as Bong), DNR runs a large number of environmental protection programs focusing on air and water quality, invasive species, and pollution. They have a large number of student projects already in action, some with curriculum; look under "education and training".

### **Kenosha County Department of Planning & Development**

19600 75<sup>th</sup> St.

[www.co.kenosha.wi.us/plandev](http://www.co.kenosha.wi.us/plandev)

(262) 857-1895

Contact: George Melcher, Director

This department issues all building permits in Kenosha County, and is concerned with flood plains, pond management, and land conservation. Offers no volunteer opportunities, but may be a resource for projects concerning land or green space preservation.

### **Root-Pike Watershed Initiative Network (WIN)**

<http://www.rootpikewin.org>

(262) 898-2055

Contact: Susan Greenfield, Executive Director

Root-Pike WIN is a grassroots organization that works to protect the Root-Pike watershed through offering grants and advisement on watershed protection projects.

## **Recycling**

### **City of Kenosha Drop-off Site**

1001 - 50th Street

(262) 653-4050 (Kenosha Department of Public Works)

### **Onyx Recyclers Drop-off Site**

5421- 46th Street

(262) 652-6970

E-mail: [wsneve@onyxws.com](mailto:wsneve@onyxws.com)

Hours: M-F, 7AM-3:30PM

### **Cell Phones for Soldiers (Partnered with AT&T)**

<http://www.att.com/pressroom/soldiers/index.html> (Partner website)

(414) 270-5915

Contact: Tricia Conway, AT&T Director of External Affairs

E-mail: [Tf2748@att.com](mailto:Tf2748@att.com)

## **Healthcare**

### **AIDS Resource Center of Wisconsin (Kenosha office)**

1212 57<sup>th</sup> St.

[http://www.arcw.org/locations\\_kenosha.htm](http://www.arcw.org/locations_kenosha.htm)

(262) 657-6644

The AIDS Resource Center provided medical care to HIV positive and AIDS patients in Southeastern Wisconsin. The Center has partnered with classes before on AIDS advocacy, awareness, and prevention projects.

### **Kenosha Community Health Center**

4536 22<sup>nd</sup> Ave. or 6226 14<sup>th</sup> Ave.

[www.wphca.org](http://www.wphca.org)

(262) 656-0044

The Kenosha Community Health Center provides medical and dental care to uninsured and underinsured local residents. It also offers health/dental educational information and programs for young children.

**Lions Club of Greater Kenosha**  
(262) 653-9225

The Lions Club collects eyeglasses to be donated to those in need of vision care.

## **Hunger and/or Homelessness**

**The Shalom Center**  
1713 62<sup>nd</sup> St.  
<http://www.shalomcenter.org>  
(262) 658-1713 x127  
Contact: Cathy Housenga, Manager, Food Programs

The Shalom Center provides a food pantry, soup kitchen, and after-school tutoring for homeless children. They also run the INNS program, a nightly homeless shelter.

**The Salvation Army**  
3116 75<sup>th</sup> St.  
<http://www.sakenosha.org>  
(262) 564-0286

The Salvation Army provides a food pantry and runs a day shelter for homeless individuals.

**Field of Dreams Community Garden**  
Kenosha County UW-Extension  
<http://www.uwex.edu/ces/cty/Kenosha/hort/index.html>  
(262) 857-1945  
Contact: Barb Larson

The Field of Dreams, located on 30<sup>th</sup> Ave in Kenosha, rents plots for gardening; plots are free if you donate your produce to a local food pantry.

**Urban Outreach Center**  
2006 60<sup>th</sup> St.  
<http://www.urbanoutreachkenosha.com>  
(262) 652-5545  
Contact: Angela Cunningham, Director

The Urban Outreach Center offers a day shelter and clothing closet for the homeless. It also collects toiletries and other needed items, runs an after-school program, and offers tutoring to adults working for their GEDs. The organization may have one-time projects available for students.

**Racine Habitat for Humanity**  
1501 Villa St., Racine  
<http://racinehabitat.org/default.aspx>  
(262) 637-9176

Habitat for Humanity builds affordable homes for low-income individuals. Racine is the closest local chapter, and Carthage and UW-Parkside each have student organizations.

**Walkin' In My Shoes**

2211 50<sup>th</sup> St.

<http://www.walkininmyshoes.org>

(262) 764-0214

Contact: Jo Wynn, CEO & Founder

E-mail: [jwynn@walkininmyshoes.org](mailto:jwynn@walkininmyshoes.org)

Walkin' In My Shoes Survival Backpack Street Outreach Program goes out into the community looking for the unsheltered homeless youth, men, women and children to aid them to leave the streets and into permanent housing. WIMS works strictly by referrals and accepts anyone into the program by appointment only. With a new drop-in facility for under-aged youth, teenagers, and young adults up to 21 years of age.

**Women and Children's Horizons**

2525 63<sup>rd</sup> Street

<http://www.wchkenosha.org>

(262) 656-3500

Women and Children's Horizons is a crisis shelter for victims of domestic violence. They often accept donations of clothing and toys, and may be receptive to other projects as well.

**Literacy****Kenosha Literacy Council**

2419 63<sup>rd</sup> St.

[www.kenoshalit.org](http://www.kenoshalit.org)

(262) 654-7323

Contact: Cheryl Hernandez, Program Director

The Kenosha Literacy Council provides classes and regular one-on-one tutoring to adults, as well as a drop in Learning Lab. Students may be able to assist the Literacy Council with tutoring or translation.

**Spanish Center**

5900 11<sup>th</sup> Ave.

<http://www.spanishcenterkenosha.org>

(262) 657-2160

[see "Crime Prevention" section for further description]

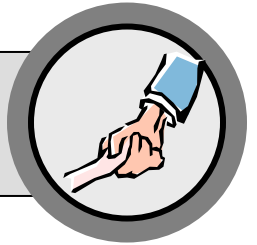
**Public Safety****Fire Prevention Bureau**

<http://www.kenosha.org/departments/fire>

(262) 653-4110

Contact: Theonita Cox, Assistant Division Chief

The Fire Prevention Bureau provides fire safety education to children and youth of all ages. They are particularly interested in engaging students in youth-led fire prevention education.



### **American Red Cross in Southeastern Wisconsin**

812 56<sup>th</sup> St.

<http://www.redcrossinsewis.org>

(262) 605-0760

Contact: Kathy Fargo, Chief Public Support Office (use online contact form to ensure prompt reply)

The Red Cross provides assistance and education in disaster preparedness, first aid, and safety.

## **Substance Abuse**

### **Alcohol and Other Drugs Council of Kenosha County, Inc.**

1115 56<sup>th</sup> St.

(262) 658-8166

The AODC offers information, assessment and referrals for those experiencing substance abuse problems.

## **Women's Issues**

### **Kenosha Women's Network**

PO Box 1062

<http://www.kwnonline.com>

(262) 654-5602

Contact: Kathy Cole, 2009 President

Part of the Wisconsin Women's Network, this group advocates for and raises awareness of women's issues. They may be of help in suggesting resources or providing contacts in projects that might be of particular relevance to women.

### **Women and Children's Horizons**

2525 63<sup>rd</sup> Street

<http://www.wchkenosha.org>

(262) 656-3500

[See "Hunger/Homelessness" section for further details]

## **Additional Resource**

### **United Way of Kenosha County**

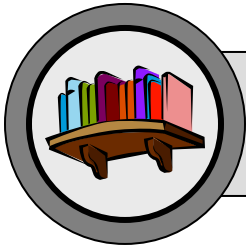
3601 30<sup>th</sup> Ave.

<http://www.kenoshaunitedway.org>

(262) 658-4104

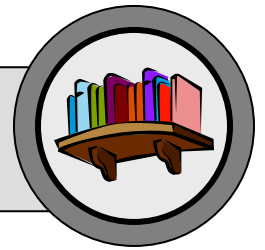
Contact: Andreian Cunningham, Volunteer Coordinator

The United Way keeps database of volunteer opportunities and helps to fund many local agencies. The Volunteer Coordinator may be able to assist you in contacting potential partner agencies. You may contact the coordinator at [volunteer@kenoshaunitedway.org](mailto:volunteer@kenoshaunitedway.org) or (262) 658-4104, ext. 13.



# References

- Cairn, R. (2003). *Partner power and service-learning: Manual for community organizations to work with schools*. Minneapolis, MN: ServeMinnesota!
- Conrad, D. & Hedin, D. (1986). *Youth service: A guidebook for developing and operating effective programs*. Cleveland, OH: Independent Sector.
- Corporation for National and Community Service. Working with the Media. Retrieved May 11, 2006 from [http://www.nationalservicerresources.org/filemanager/download/marketing/media\\_guide.pdf](http://www.nationalservicerresources.org/filemanager/download/marketing/media_guide.pdf).
- Corporation for Public Broadcasting. (2006). Grant proposal writing tips. Retrieved May 29, 2006 from <http://www.cpb.org/grants/grantwriting.html>.
- Cunningham, G. & Mathie, A. (2002). *Asset-based community development - An overview*. Bangkok, Thailand: Synergos Institute.
- de Montmollin, J.J. & Hendrick, M.R. (2006). *The Service Matrix*. (Position Paper, Department of Youth Development, University of Wisconsin - Extension, 2006)
- Duckenfield, Marty & Wright, Jan. *Curriculum Integration Approaches*. Clemson, SC: National Dropout Prevention Center, Clemson University.
- Fogarty, Robin. (1997). *Gardner's Multiple Intelligences: Applications for Reflection Activities in Teaching and Learning*. Adapted from *Problem-Based Learning & Curriculum Models*.
- Kaye, C.B. (2004). *The complete guide to service-learning*. Minneapolis, MN: Free Spirit Publishing, Inc.
- Kelly, B. (2003). A guide to community partnerships and the media. In *Washington Reading Corps Toolkit*. Retrieved May 10, 2006 from <http://www.k12.wa.us/curriculuminstruct/reading/readingcorps/default.aspx/>
- Learn and Serve America's National Service Learning Clearinghouse. Retrieved August 1, 2008 from <http://www.servicelearning.org>.
- Learning In Deed. (2002). Recent research on service-learning: Abstracts 2001/02. Retrieved February 8, 2006 from <http://learningindeed.org/research/slresearch/abstracts.html>.
- Liptrot, J. (Ed.) (2005). *Plugging into the curriculum: NYLC participant manual for the Wisconsin Department of Public Instruction Fall Service-Learning Institute 2005*. St. Paul, MN: National Youth Leadership Council.
- Marholin, J. (2005). Media. In *Service-Learning Teacher Institute Manual*. California: CALSERV & Placer County Office of Education.
- Minnesota Council on Foundations (2006). Writing a successful grant proposal. Retrieved May 29, 2006 from <http://www.mcf.org/mcf/grant/writing.htm>.
- National Society of Professional Engineers. (1995). Guide for media coverage. Retrieved May 11, 2006 from <http://www.sme.org/memb/newweek/media.html>.



National Youth Leadership Council. Retrieved August 1, 2008 from <http://www.nylc.org>.

Points of Light Foundation (2002). Risk management. In *Service-Learning Teacher Institute Manual*. California: CALSERV & Placer County Office of Education.

Project for Excellence in Journalism. (2006). Tools for Students. Retrieved May 10, 2006 from <http://www.journalism.org/resources/tools/students.asp>.

Ristine, Ken (2003). Hints for letters of inquiry. Retrieved May 29, 2006 from [http://www.schoolgrants.org/grant\\_tips2.htm](http://www.schoolgrants.org/grant_tips2.htm).

Seidman, A. & Tremper, C.(1994). *Legal issues for service-learning programs*. Washington, DC: Nonprofit Risk Management Center.

Solberg, P., Potts, S., Nichols, N., & Grinde, J. (2004) Learn and Serve America guidelines for youth service-learning. Madison, WI: Department of Public Instruction.

Solberg, P., Nichols, N., Potts, S., Grinde, J. & Grobschmit, R. (2004). *Wisconsin toolkit for service-learning and citizenship*. Madison, WI: Wisconsin Department of Public Instruction.

U.S. Department of Justice. (1996). Step 1: Assessing your community's needs. *Youth in Action Newsletter, 1*. Retrieved May 29, 2006 from <http://ojjdp.ncjrs.org/pubs/youthbulletin/9804/step1.html>.

Wisconsin Department of Public Instruction. Retrieved August 1, 2008 from <http://dpi.wi.gov/fscp/slhmpage.html>.

Wright, J. (1997). *Administrator's guide to service learning*. Clemson, SC: National Dropout Prevention Center, Clemson University.

Youth Service America. (2002). *National Youth Service Day planning toolkit*. Washington DC: Youth Service America.