

MIMIENCLOSURE 1



Florida Learn & Serve Florida Service-Learning Leader Schools Recognition Program 2008-09 Application Form

Please respond to all items. Boxes will expand to accommodate text. Do not exceed specified word limits.

CONTACT INFORMATION

NAME OF DISTRICT: MIAMI DADE COUNTY PUBLIC SCHOOLS	
NAME OF SUPERINTENDENT: ALBERTO M. CARVALHO	
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CITY: MIAMI	FL 33132
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School Service-Learning Contact

NAME OF SCHOOL: Young Men's Academy for Academic and Civic Development at MacArthur South	
NAME OF CONTACT: Janis Klein-Young / Beatriz Herrmann	
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SCHOOL WEB SITE: MACARTHURSOUTH@DADESCHOOLS.NET	

ELECTRONIC CERTIFICATION

Because the application is being submitted electronically, and signed letters of support are required from the superintendent and building principal, a hard copy page with signatures is not required.

I hereby certify that, to the best of my knowledge, the information in this application is correct and complete.

Name of School Principal or Designee David Moore	Date of Certification 12/16/08	Name of Superintendent or Designee Alberto M. Carvalho	Date of Certification 12/16/08
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Application must be received by close of business on December 17, 2008.

APPLICANT SCHOOL DATA

EVIDENCE OF MEETING MINIMUM ELIGIBILITY REQUIREMENTS

Provide assertions that minimum eligibility requirements to apply for Florida Service-Learning Leader School status are met. To be eligible to apply, you must be able to answer "Yes" to four of the following five statements:

- YES** **NO** Your school has at least four years of service-learning implementation/experience. Service-learning began at the school in the year
- YES** **NO** Your school has service-learning in multiple discipline/subjects.
- YES** **NO** Your school has service-learning in multiple grades.
- YES** **NO** Service-learning at your school is tied to course assessments and is not just co-curricular.
- YES** **NO** There is empirical/quantitative evidence of positive impacts of your school's service-learning activities on participating students (academic, social/behavioral, civic, skills acquisition) and the people or communities that have been served. Provide this evidence in the box under #6 (Impacts of Service-Learning at School) in the Narrative section below.

SCHOOL-SITE DATA

Number of students in school 203	Number and percent of students participating in service-learning 200, 98%	Number of teachers in school 27	Number and percent of teachers providing service-learning projects 20, 74%
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STUDENTS PARTICIPATING IN SERVICE-LEARNING

- Give the number of students in each grade level who are currently participating in service-learning activities in the school.

Kindergarten
 1st Grade
 2nd Grade
 3rd Grade
 4th Grade

<input type="text" value=""/>	5 th Grade	<input type="text" value="30"/>	6 th Grade	<input type="text" value="30"/>	7 th Grade	<input type="text" value="25"/>	8 th Grade	<input type="text" value="30"/>	9 th Grade
<input type="text" value="25"/>	10 th Grade	<input type="text" value="30"/>	11 th Grade	<input type="text" value="30"/>	12 th Grade				

Total Number of Students Participating in Service-Learning Activities

- Calculate the average number of service-learning hours each student will conduct during this school year. Time actively spent by students on elements of course-based service-learning—project preparation, design, planning, action, demonstration, and reflection (recognition activities excepted) may be counted as service hours.

Average Number of Service-Learning Hours per Student during School Year

Total Number of Student Service-Learning Hours
Total # of Students Conducting S-L Activities x Average # of S-L Hours per Student

Monetary Value of Student Service-Learning Hours
Total # of Student S-L Hours x \$6.79 per Hour

TEACHERS CONDUCTING SERVICE-LEARNING ACTIVITIES

- Calculate the number of teachers in each grade who are conducting service-learning as part of their classes during this school year.

<input type="text" value=""/>	Kindergarten	<input type="text" value=""/>	1 st Grade	<input type="text" value=""/>	2 nd Grade	<input type="text" value=""/>	3 rd Grade	<input type="text" value=""/>	4 th Grade
<input type="text" value=""/>	5 th Grade	<input type="text" value="2"/>	6 th Grade	<input type="text" value="3"/>	7 th Grade	<input type="text" value="3"/>	8 th Grade	<input type="text" value="3"/>	9 th Grade
<input type="text" value="3"/>	10 th Grade	<input type="text" value="3"/>	11 th Grade	<input type="text" value="3"/>	12 th Grade				

RECIPIENTS OF SERVICE FROM SERVICE-LEARNING ACTIVITIES

- Estimate the number of people in each category who will be served by service-learning activities in this school year.

<input type="text" value="100"/>	Pre-K – Elementary School	<input type="text" value="50"/>	Middle School	<input type="text" value="20"/>	High School
<input type="text" value=""/>	Higher Education	<input type="text" value="500"/>	Community Members		

Total Number of People Served by Service-Learning Activities

CLASSES/COURSES UTILIZING SERVICE-LEARNING

List the classes/courses that include service-learning activities, and indicate the level of activity and integration of service-learning into each course, on a scale of 1-5 (these ratings should differ in some cases). Time actively spent by students on elements of course-based service-learning—project preparation, design, planning, action (conducting service), demonstration, and reflection (recognition activities excepted)—should be included in determining levels of frequency as well as integration with course curricula and assessment.

- A. Class/Course:** Name of class or course, noting levels for different grades and if the course has multiple sections with service-learning.
- B. Type(s) of Project(s) in Class/Course:** Environmental, intergenerational, tutoring, technology, history, foreign language, disaster-related, health, human needs, etc.
- C. Activity Level/Frequency:** On a scale of 1-5, rate how much and how often service-learning occurs in each class/course: **1** = 1-2 times a semester. **2** = 1-2 times per 9 weeks. **3** = At least 1 time each 2 weeks. **4** = Weekly. **5** = At least 2 days a week.
- D. Level of Service-Learning Integration with Curricula and Assessment:** On a scale of 1-5, rate the degree to which service-learning activities are formally linked with standards, curricula, and students' grades in the class/course: **1** = Primarily co-curricular. **2** = Link with some course standards, at least 10% of grade. **3** = Link with multiple standards, at least 20% of grade. **4** = Significantly linked with curricula/standards, at least 33% of grade. **5** = Primary vehicle for delivery of curricula, more than 50% of grade.

			1	2	3	4	5
A. Course/Class: Math	B. Type(s) of Project(s) Quilting, kite-making, math games, tutoring	Grade 6-12	C. Activity Level/Frequency				X
			D. Integration of S-L				X
A. Course/Class: Art	B. Type(s) of Project(s) art workshops, murals, community revitalization, art exhibits	Grade 6-12	C. Activity Level/Frequency				X
			D. Integration of S-L				X
A. Course/Class: Language Arts	B. Type(s) of Project(s) tutoring, reading, writing articles on SL for school newspaper	Grade 6-12	C. Activity Level/Frequency				X
			D. Integration of S-L			X	
A. Course/Class: Woodshop	B. Type(s) of Project(s) wooden games, eye/hand coordination projects, wooden models, frames for artwork	Grade 6-12	C. Activity Level/Frequency				X
			D. Integration of S-L				X
A. Course/Class: Science/Horticulture	B. Type(s) of Project(s) petting zoo, park recycling, invasive plant elimination, butterfly garden	Grade 6-12	C. Activity Level/Frequency				X
			D. Integration of S-L			X	
A. Course/Class: Social Studies	B. Type(s) of Project(s) current events/newspaper, interviews, Micosoukee Indian visitation/ book project	Grade 6-12	C. Activity Level/Frequency			X	
			D. Integration of S-L			X	
A. Course/Class: Culinary Arts	B. Type(s) of Project(s) intergenerational café, baking cookies w/children, Passover seder	Grade 6-12	C. Activity Level/Frequency				X
			D. Integration of S-L				X

Copy and paste more boxes as needed for additional classes/courses. You may include more detail about individual courses (descriptions of activities, syllabi, lesson plans, rubrics, etc.) in your narrative and/or attachments.

APPLICATION NARRATIVE

1. History of Service-Learning at School

In the box below and in no more than 350 words, provide information on the origins, history, development, growth, improvement, challenges, and successes of your school's service-learning program.

This service-learning program began in 2002 in a co-educational senior high school formerly known as Miami Douglas MacArthur Senior High-South. MacArthur South is a public alternative school comprised of 180-300 students assigned for fighting, substance abuse, gang activity and truancy. Despite the composition of the school's population, throughout the years, MacArthur South's art program has been a flourishing well-known program throughout the District. Although students were positively engaged in art class, the magnitude of the program lacked forward movement until M-DCPS Service Learning Coordinator, Ramona Frischman, suggested blending service-learning into the art curriculum.

Alongside their art teacher, the students of MacArthur South began traveling off campus each week to a community arts center known as ArtSouth located in historic downtown Homestead, Florida whose socio-economic conditions suffer as a result of a string of destructive hurricanes. MacArthur South partnered with ArtSouth to undertake a community revitalization project to benefit this neglected neighborhood while building harmony between the school's gang-affiliated youth and the community.

Through funding from Florida Learn and Serve, MacArthur South rented studio space at ArtSouth for the art students to receive/teach indigenous training learned from ArtSouth's resident artists. The students use this training to provide workshops for senior citizens, disabled children and Homestead's homeless residents. The resulting artwork adorns offices, businesses, fairs and public buildings.

Most of MacArthur South's continuously-incoming enrollees are impulsive, aggressive and hostile and enter with failing scores and serious attendance problems. Yet through the years, participating art students showed marked improvement in behavior, attendance, grade point averages and their graduation rate was comparatively higher than the rest of the school. Because of the success for art students, the administration and staff decided to adopt service learning across the curriculum. What was once originally an art class-based service learning project eventually evolved into a school-wide program and then into a district-wide initiative.

MacArthur South's service learning project grew into an award-winning program that is the subject documentaries, newspaper/magazine articles, teaching handbooks and news stories. The program's two directors travel nationally presenting to conferences and institutes for other service learning practitioners.

2. Current Service-Learning Status and Activity at School

In the box below and in no more than 500 words, provide information on the current status of service-learning at your school, to include addressing the following areas:

- Descriptions of activities/projects;
- Student and community needs the projects address;
- Roles of students, teachers, administrators, parents, and partners in activities; and
- Unique aspects/strengths of your projects.

The Young Men's Academy at MacArthur South is currently a school for 6th -12th grade males; 52% Hispanic, 38% African American, 8% Caucasian and 2% other; 70% live in foster care or single parent households; 95% have past or current juvenile justice cases, 40% are in Exceptional Student Education; 40% are failing (10% due to absences), 88% receive free/reduced lunch. All students have documented uncontrollable misconduct within their "home" school; 78% have been retained one or more grades and 60% of the senior class graduates yearly. The 40% non-completers are either retained, drop-out, or become incarcerated.

MacArthur South's arts-based service learning program takes place in Homestead which is a rural community of 31,000 residents whose demographics are; 51.8% Hispanic, 22.5% Black, 9.8% other, 5.3% two or more races and 22.5% White; 12,000 foreign born; 31% live below poverty level. With a median income of \$27,000.00 most households are barely able to meet their family's basic needs.

After 3 years of an accomplished arts-based service learning program, in 2005 MacArthur South was selected as one of the first cohort of 11 secondary schools chosen to totally restructure its curriculum under the district's "Secondary School Reform" initiative. The administration and faculty decided to expand our original arts-based project and transform the entire school into Florida's first alternative high school emphasizing a Service Learning Academy. The administration provided extensive professional development and adjusted schedules to include weekly service learning activities to benefit the entire school.

MacArthur South's 30-acre campus is perfect for service learning. We are bordered by *Indian Hammocks Park* and share the campus with *Project Thrive*, for developmentally delayed children; *Family and Children's Development Center* for emotionally handicapped children, *The Seymour Gelber Adult Daycare Center* a county-managed senior citizen daycare; *Sandor Weiner School of Opportunity* a K-8 school for Profoundly Handicapped and *The Palace* a large private assisted living facility.

Each week teachers and students develop projects together based upon classroom curriculum and on a scheduled day, students walk with their teacher to the designated centers to spend 90 minutes working with their partners. The Spanish class reads the Hispanic newspaper El Herald to their elderly partners. The Language Arts classes read books to the partners, interview and help write their biographies to share in the school's monthly newspaper. The Math classes plan and sew quilts, build kites and play interactive math games that are designed and built in Woodshop class. After being trained by a nutritionist, the Culinary Arts class opened their own Intergenerational Café that serves age-appropriate foods to the elderly each week. The Science classes raised a traveling amphibian petting zoo to bring to each center weekly and discuss animal care. The Physical Education students conduct adaptive exercise classes for immobilized partners at the surrounding park. The horticulture students planted and maintain a campus butterfly garden for partners to assemble. The art students constructed a ceramic butterfly mural alongside the garden where all students spend leisure time reflecting about their service learning in personal diaries.

3. Infrastructure to Sustain Service-Learning at School

In the box below and in no more than 400 words, provide evidence of effort and current status on the following indicators of sustainability:

- Ongoing programming—describe mechanisms in place to continue existing and initiate new service-learning projects;
- Financial support—detail sources of support to conduct new and sustain existing service-learning activities;
- Dedicated staff—describe roles of faculty and/or administrators with recognized and supported responsibilities as service-learning leaders or coordinators;
- Links with policy—detail how service-learning is formally recognized and encouraged in the school or district as a way to help the school meet its mission and fulfill its vision of education;
- Training/technical assistance—describe systems to provide ongoing service-learning training and/or professional development to key stakeholders (teachers, administrators, students, etc.); and
- Long-term partnerships—describe activities and successes in garnering long-term collaborations for service-learning efforts.

As one of the *Secondary Schools of Reform*, The YMAACD at MacArthur South's academy is based upon service-learning and M-DCPS has designated MacArthur as a Service Learning Academy. The administration and faculty have been extensively trained by such experts as Dr. Min Cho, Catheryn Berger Kaye and Wendy Doromal. These experts continue follow-up sessions and remain in contact with MacArthur South's two Service Learning Coordinators who schedule regular trainings during allocated training days.

Although our population will remain the same, the school will be relocated closer to our longtime ArtSouth partners in fall 2009 to Naranja. Naranja is a small farming community of 4,000 residents mainly from Cuba, Haiti, Jamaica and Nicaragua whose median income is \$18,825. Over 20% of Naranja's population is over 65 and there is a large senior and pre-K daycare center located in the government-subsidized housing project across from MacArthur's new site. Therefore, we will have ample opportunities to initiate and expand upon our original service learning projects. Our new school board representative and Region Superintendent have expressed their commitment to supporting initiating our service learning projects within this new region.

Naranja also houses a new state-of-the-art "*school of choice*" called Coconut Palm K-8 which contains a Agri-science and Biomedical Academy. We have already developed a partnership between our programs and will increase the degree of service-learning activity in fall 2009.

During spring of 2008, MacArthur South was awarded \$100,000.00 in honor of AARP's 50th anniversary for its exemplary service learning programming. MacArthur South's principal has dedicated this money to maintain and expand current and future service learning projects by offering \$500.00 mini-grants to the school's students and staff to fund new service learning initiatives.

During the 2008-2009 school year, MacArthur South's principal and Student Service Department opened 3 classes completely dedicated to Service Learning taught by veteran service learning teachers. These classes will remain a part of our schedule and include pedagogy as well as practical experiences.

For the first time in our history, three of our young men have traveled out of South Florida to participate and be trained during “Raise Your Voice for Service Learning” in Tallahassee and “Youth Advisory Board Leadership Training” in Haines City. These young men are members of Florida’s YAB and are currently training other students in the principals of service learning. We will be sending a newly-formed MacArthur South YAB to the 2009 training sessions.

4. Sustainability Index

Complete the State Education Agency K-12 Service-Learning Network (SEANet) Sustainability Index (a 60-question online survey at www.slqualityindex.com/index.cgi). Make and save an electronic copy of your completed Index, and submit it with your application as an attachment.

5. Fidelity to Standards for Service-Learning at School

In the box below and in no more than 300 words, provide evidence that the activities at the school adhere to national standards for service-learning (see Enclosure 2 for detail on standards and indicators). If a standard is adequately addressed elsewhere in your application, indicate where it is addressed and do not repeat the text here.

All 180-300 students of MacArthur South participate in daily service learning activities both on and off-campus. On Monday through Wednesday students conduct projects at the facilities (500 partners) on our campus. On Thursday, 20 Art students and 10 Woodshop students travel to Homestead to ArtSouth and Neva King Cooper School for PMH students. On Friday, all students have the opportunity to reflect on their activities during our homeroom period.

All service learning activities are linked to the classes/subjects that conduct the project. For example: Art students teach clay class, Physical Education students conduct exercise class (see table above).

MacArthur South has an assortment of longtime partnerships including: *ArtSouth, Neva King Cooper School, Project Thrive, FCDC, The Community Partnership for the Homeless Inc., Seymour Gelber Adult Daycare Center, Sandor Weiner School of Opportunity and The Palace.*

All projects take place in facilities for populations that are disabled, enrolled in special education programs, elderly, homeless and under-resourced. After researching, surveying and discussing concerns related to each partner, the students determine how their class can build projects by blending curriculum to alleviate social, physical and emotional distress.

MacArthur South's YAB leaders orient the constant influx of new enrollees, conduct regular leadership training sessions for targeted students, read, make suggestions and funding decisions for our \$500.00 school-based mini grant initiative. Along with the Service Learning Coordinator, they maintain a data-base of project duration and monitor the project's progress through surveys and interviews. The school's Student Progress Indicators (*SPI*) provides the Coordinators with constant updates on students academic, attendance and behavioral progress.

All participants served by MacArthur South's service learning program are largely Hispanic, African American or Afro-Caribbean. In fact, our major project in Homestead is dependent upon cultural revitalization using indigenous South/Central American and Caribbean arts traditions and recognizing the diverse countries of Homestead's residents.

6. Impacts of Service-Learning at School and in Community(ies) Served

In the box below and in no more than 250 words, provide empirical/quantitative, as well as qualitative evidence of positive impacts of your school's service-learning activities on participating students (academic, social/behavioral, civic, skills acquisition) and the people or communities that have been served. Additional data may be included as an attachment.

We inaugurated a partial school-based service learning program during the 2006-2007 school year. During 2006-07 we had 49 school suspensions and 535 out of school suspensions, 43 students were suspended in school, 254 were suspended out of school. During 2007-2008 school year we implemented a full school service learning program. During 2007-08 we had 35 students in school suspensions (29% reduction) 464 out of school suspensions (13% reduction), 30 students were suspended in school (19% reduction), 196 were suspended out of school (23% reduction). In 2006-07 students missed 2984 days due to outdoor suspension and in 2007-08 students missed 2656 days due to suspensions (11% reduction). In 2006-07 we had a 1037 referral count, in 2007-08 we had a 507 referral count (48% reduction). Our average yearly attendance in 2005-2006 was 79.29; in 2006-2007 was 82.39 (4% increase); 2007-2008 was 83.58 (1.5% increase).

Our yearly student-generated survey given to our community partners indicates that 98%-100% of our senior citizen partners give our students an "Excellent" rating yearly based upon friendliness, alleviating loneliness, teaching/learning experiences, good manners, staying on task and providing comfort.

Student interviews with activity directors and teachers indicate that MacArthur South students performed tasks in a first-rate manner to alleviate the emotional and social distress of their clients.

The ArtSouth Guest Sign-in Book shows a progressive rise in visitation from the initiation of the arts-based service learning program in 2002. In 2002-2003:116 guests, 2003-2004: 426 guests, 2004-2005: 610 guests, 2005-2006: 878 guests, 2006-2007: 901 guests and in 2007-2008:956 guests.

7. Activity Plans as a Leader School for 2009-2010

Florida Service-Learning Leader Schools are expected to share their service-learning knowledge and experience with other schools, teachers, administrators, and students. In the box below and in no more than 400 words, describe plans for activities you will conduct as a Florida Service-Learning Leader School during the 2009-10 school year. These activities may include, but are not limited to, the following:

- Developing/providing training/technical assistance for other teachers and schools
- Creating and disseminating service-learning materials (curricula, publications, brochures, web sites, lesson plans, how-to guides, etc.)
- Convening educators from its community for service-learning forums or in-service training
- Giving local presentations on activities, service-learning, etc.
- Outreach to schools in your feeder pattern
- Advocating for service-learning
- Participation in service-learning events (such as the national service days and the annual Learn & Serve Challenge, <http://www.learnandservechallenge.org>, to raise awareness of and build support for service-learning)
- Presenting at local, state, and national professional conferences on service-learning efforts

- Seeking and arranging for media coverage of service-learning
- Training of trainers
- Meeting with or presenting to legislators, the school board, district administration, local elected officials, etc.
- Seeking additional financial support for service-learning
- Providing assistance to future applicants to the Florida Service-Learning Leader School program
- Contributing to local, state, and national service-learning policy and implementation
- Collaborating with nearby colleges of education
- Serving as a teaching lab for preservice teachers

MacArthur South has two Service Learning Coordinators who participated in intensive *Train the Trainers* with Catheryn Berger Kaye. The Coordinators and students provide annual trainings, presentations and exhibits to countless organizations, universities and businesses. We also present to public officials as: M-DCPS Board/Superintendent, mayors and legislators and at conferences throughout the County, State and Nation including The White House Conference on Hispanic Education. Coincidentally, MacArthur South's former Assistant Principal is a member of the Florida Legislature and his wife is a member of the Senate therefore they remain personally connected and advocate for service learning programming. After presenting in Puerto Rico, we established a permanent partnership with Puerto Rico Learn and Serve schools.

MacArthur South's yearly presentation/training schedule includes: M-DCPS Psychologist Conference, Currents in School Mental Health Conference, Retired Teachers of M-DCPS Conference, Youth and Family Development Conference, United Teachers of Dade Educational Summit, FIU, UM and Miami Dade College Volunteer Fairs. We also conduct a pre-service teaching institute at Barry University.

MacArthur South's annual art shows take place at: Holiday Inn MIA, Omni Hotel, Dave and Mary Alper Jewish Community Center, Chamber South, Fical Williams Community Center MLK Day, Metro Bank, Vizcaya Gardens, Citibank, Eastern Financial, Deering Estate, FIU, FP&L, Palmetto Bay Center. Art students act as monthly docents and exhibit during ArtSouth's *Second Saturday*, an open-house for public tours and demonstrations.

MacArthur South has yearly-updated marketing/dissemination materials including: a brochure, website, PowerPoint and DVD. The arts-based program produces postcards, bookmarks, greeting cards and stationary containing student artwork and essays regarding the impact of service learning. All activities are routinely covered by Univision and Telemundo TV, Miami Herald and South Dade Newsleader.

Though our *Special Initiatives Grants*, we established 3-year partnership with four schools located in our 2009-10 feeder pattern. Homestead Middle/Senior High, South Dade Skills Center and Corporate Academy South have replicated MacArthur South's service learning model in their schools. We will continue to oversee current programs and expand to include more schools. We will establish a full-scale service learning partnership with Coconut Palm, a school of over 1,600 students located nearby.

Beginning in Spring Term 2009, one of our Service Learning Coordinators will teach "EDG 4045: Civic Engagement through Service-Learning" for Miami Dade College. She is also the co-chair of *M-DCPS Superintendent's Service Learning Advisory Committee* which is comprised of community members, K-12 educators, administrators and higher education representatives. They convene monthly to institute community-wide service learning infrastructure, partnerships, advocacy groups and educational opportunities.

8. Student Roles in Application

Because student leadership is a significant component to successful service-learning, students should participate in the creation and/or assembly of this application. Roles can include gathering information for the application, helping write the narrative, brainstorming ideas for Leader School roles and activities, creating the project web site referenced in the application, creating the video required for the application, creating the required display, etc. In the box below and in no more than 150 words, describe student roles in the application:

MacArthur South's Youth Advisory Board called a meeting to discuss applying for the Florida Service-Learning School Recognition Program and divided responsibilities. One student worked with the administrator for school discipline in the School-based Center for Indoor Suspension (SCIS) program to access the School-Wide Information System (SWIS) obtain the school's Suspension/Expulsion Reports and Student Case Management Referrals and make a comparative study. Another student worked with our attendance clerk to record and average the yearly attendance percentages. They also asked students to voluntarily offer written reflections for scanning purposes.

The students are responsible for filming all service-learning activities. They maintain a folder of all activities and chose the most appropriate photos to scan and attach to this document. They also took part in filming the school's service learning video and provide advice as to where we needed to cut and edit portions for a final product.

9. Project Web Site

Because communication with others is a hallmark of Leader Schools, every winning school must have a Web site—or a section on the school or district Web site—that describes its service-learning efforts. In the box below, put the link to this web site:

<http://macarthursouth.dadeschools.net/>

10. School Service-Learning Video

Again, because communication and outreach are roles that Leader Schools will play, each Leader School needs to have a short (3-5 minute) video that highlights aspects of its efforts and activities. Include or produce this video and submit with application. If possible, put the video on your Web site or onto YouTube so reviewers can access it electronically. If necessary, mail a DVD of the video by the deadline to the address provided.

Describe in the box below how the video will be accessible or sent:

www.youtube.com/WKLG (look for MacArthur/ArtSouth)

11. Service-Learning Display

Every Leader School needs to have a free-standing, tri-fold display that highlights aspects of its efforts and activities. Create a display, but **DO NOT SUBMIT IT WITH YOUR APPLICATION**. Photograph the display, and then either (1) include the digital image/photo with your application as an attachment, (2) place the image on your web site, or (3) include clear footage of it in your video. Describe in the box below how the image of the display will be accessible or sent.

(See attachment) Our display is surrounded by pastel drawings and paintings created by Art students and framed by Woodshop students. Our wooden easels are made by the Woodshop students also. In the center of the table we play a continuous loop of our service learning DVD on a laptop. Surrounding the computer are: student-made postcards, stationary and bookmarks, a full-color brochure and the brochures of our partners. The public is free to take our full color art/biography postcards and our brochure. We also have a framed poster containing our school-wide service learning initiatives. All materials, including artwork, frames, postcards and brochures publicize the fact that they were made by service learning students using funds from Florida Learn and Serve.

12. Bonus Points—Submittal of Logo Design for Florida Service-Learning Leader Schools Program

Every applicant is invited to submit a student design (in electronic form if possible) for a logo for the new Florida Service-Learning Leader Schools program. This design must incorporate/include the Florida Learn & Serve Logo (see top of application for logo). Every application that submits a design will receive 2 bonus points, and the application submitting the winning design will receive 5 bonus points. If you elect to submit a logo design, indicate in the box below and then include the design as one of your attachments.

We are submitting a logo design
 We are not submitting a logo design

13. Attachments

Applicants may provide additional relevant information to supplement the required narrative and data elements required on this form. There are two required attachments: one support letter each from the (1) school principal and the (2) district superintendent. Additional attachments can include letters of support from others, background information/data, media coverage, scans of artifacts from projects, photographs, scans of products made by students, rubrics, lesson plans, samples of reflection, and other related supporting materials.

In the box below, provide a table of contents for your attachments.

TABLE OF CONTENTS for CD/DVD
1. 100,000.000 AARP press release
2. AARP letter of acceptance
3. Artsouth classes
4. Awards for service learning
5. Butterfly Garden
6. Butterfly Garden
7. DISPLAY 1
8. DISPLAY 2
9. First Lady Columba Bush

10. Growing to Greatness
11. Growing to Greatness
12. Intergenerational café
13. Intergenerational classes
14. Kids in community making service learning presentations
15. Letter from Principal
16. Letter from Superintendent
17. Letter of support
18. Letter of support
19. Letter of support
20. Letter of support
21. Letter of support
22. Letter of support
23. Letter of support
24. Letter of support
25. Math project intergenerational
26. Miami Dade College art show
27. Miami Dade College art show
28. Mural with Britto
29. My Art My World Chapter
30. My Art My World Chapter
31. My Art My World Cover
32. Newspaper article
33. Newspaper article
34. Newspaper article
35. Newspaper article
36. Newspaper article
37. Newspaper article
38. Newspaper article
39. Newspaper article
40. Newspaper article
41. Newspaper article
42. Newspaper article
43. Newspaper article
44. Newspaper article
45. Newspaper article

46. Newspaper article
47. Petting Zoo
48. Physical Education with partners
49. Physical Education with partners
50. Raising your Voice for Service Learning
51. Reflections
52. Reflections
53. Reflections
54. Reflections
55. Sandor Weiner
56. Sandor Weiner
57. Sandor Weiner
58. Seanet Survey
59. Seanet Survey
60. Seanet Survey
61. Seanet Survey
62. Seanet Survey
63. Seanet Survey
64. Seanet Survey
65. Seanet Survey
66. Seanet Survey
67. Senior citizen pictures
68. SERVICE LEARNING LOGO
69. Service Learning with handicapped children
70. Special Olympics pictures
71. Stationary and postcard sample
72. Students working with disabled
73. Washington White House Conference on Hispanic Education
74. Youth Advisory Board training