

Florida Learn & Serve 2007-2008 Awards, By Category

Special Initiatives/School Based Non-Competitive Totals

8 projects Projected Service Hrs: 414,545 Student Participants: 11,749 Districts: 7 Awarded: \$340,683 Ave. Award: \$42,585.38

Project Data <i>District – Organization – Contact – Phone – City – Award Amt</i>	Project Description
<p>Brevard County Public Schools Heather Price, NBCT 321-633-1000, ext. 334 Viera, Award: \$48,669 Student Participants: 800 Total Hours: 16,000</p>	<p>Year 2 expands three 2006-07 projects. In the <u>Cascade Tutoring Project</u>, students from Intensive Reading classes at middle and high schools level are mentored by community college students. High schoolers are then paired with younger students to provide tutoring in reading and to serve as mentors. The <u>Collegiate High School Project (ColHS)</u> offers students the opportunity to receive both a high school diploma and AA degree upon graduation. The primary goals of this project are to increase ColHS student enrollments in service learning courses and to pilot two student leadership councils. The <u>National Board Certified Teacher (NBCT) Leadership Project</u> increases service learning in Brevard by creating an NBCT Leadership Team that works with the district coordinator to implement long-range plans for service learning. In addition, they create workshops and train teachers on best practices. The plan is to create a large cadre of veteran teachers in the district who use service learning and who also train other teachers.</p>
<p>Florida Atlantic University (FAU) University School Pine Jog Environmental Education Center/ Carrie Mohanna 561-686-6600 cmohanna@fau.edu Boca Raton, Award: \$15,000 Student Participants: 199 Total Hours: 5,450</p>	<p>Pine Jog involves K-12 and Higher Ed students in a variety of hands-on projects in the South Florida region. The Pine Jog Fellows program 30 “Fellows” who design and implement their own environmental service-learning projects. Twenty of the fellows are high school students enrolled in Pine Jog service-learning dual enrollment courses. The program includes three phases: 1) Fellows go on field trips to see local issues first hand and hear from community experts, 2) Fellows learn how to become a change agent in their community by working in teams to design and implement their community action projects, 3) Fellows mentor younger peers using the Earth Force process to facilitate a community action project. This project uses a two-tiered approach to service-learning. College and high school students participate in a service-learning program designed to increase their knowledge of and skills in addressing environmental issues. These students then become mentors and facilitators of youth in developing and implementing service-learning projects around environmental issues. Students research the community and identify a need to address. However, all projects address environmental challenges in the South Florida ecosystem related to increasing growth.</p>
<p>School District of Hillsborough County Lynn Fell 813-272-4880 lynn.fell@sdhc.k12.fl.us Tampa, Award: \$48, 669 Student Participants: 1,200 Total Hours: 30,000</p>	<p>Suncoast Earth Force, in collaboration with Hillsborough County Public Schools, awards teacher mini-grants for environmental K-12 service-learning projects. Teachers apply to Earth Force. Selected teachers use the Earth Force model to implement their projects. Earth Force then supports projects with training, technical assistance, and other resources, and also evaluates impacts. The Earth Force programs (http://www.earthforce.org/) follow a six step process: 1) Investigate your community, 2) Select an Issue to address, 3) Research policies and community behaviors affecting the issue, 4) Decide how to create a lasting change, 5) Develop a plan and take action, 6) Reflect on your experience. Earth Force projects are student driven and create multiple opportunities for youth voice. Mini-grants from 2006-2007 included: 1) a Native Garden at Lawton Chiles Elementary; 2) a student Environmental Teaching Campaign at Robinson</p>

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	Elementary; and 3) the Gardens at Tampa Palms Native Garden project to attract wildlife at Tampa Palms Elementary.
School District of Hillsborough County Lynn Fell 813-272-4880 lynn.fell@sdhc.k12.fl.us Tampa, Award: \$33,669 Student Participants: 1,400 Total Hours: 30,000	The University of South Florida (USF), in collaboration with Hillsborough County Public schools, sponsors teacher training and mini-grants to develop service-learning within the district. USF provides training for exceptional student education (ESE) teachers in HCPS. USF also provides training and support to an ESE center school that implements service learning as a school-wide initiative. Service-learning projects are implemented within schools around the district supported by the ESE teachers and within the ESE center school. Qualitative and quantitative data gathered by USF for evaluation purposes are disseminated to interested stakeholders in the community. Additionally, USF consultants provide a service-learning workshop for HCPS ESE teachers that provide ESE teachers with an understanding of service-learning and how to effectively implement service-learning projects. Attendees then design and implement service-learning projects in their classrooms. Extra support sessions assist teachers with questions, concerns, and/or obstacles related to service-learning implementation. A district-wide celebration showcases the service-learning projects. HCPS also works with two center schools, both K-12 ESE schools, for participation in a subsequent service-learning initiative. The students who attend these schools have been identified with emotional behavior disorders (EBD), speech impairment, specific learning disabilities, multiple disabilities, and/or other health impairments. These students will engage in various forms of service learning ranging from direct service projects such as tutoring younger students and writing children’s books for reading projects to research and advocacy based projects such as developing newsletters and presentations on areas of interest and need.
Lake County Schools Evelyn Robinson 352-253-6589 robinsone@lake.k12.fl.us Tavares, Award: \$48,669 Student Participants: 345 Total Hours: 17,595	Lake uses a county-wide, cascading “train-the-trainers” approach for student and teacher service learning. Lake County Youth Council (YC) members in all the high schools train others in developing service-learning projects. Youth Council roles include 6 directors per service-learning Youth Council class who oversee 6 project facilitators assigned per project. In addition to serving as a director for the district Executive Youth Council, directors are also assigned to specific projects. Youth Council members participate in developing every aspect of the overall curriculum including trainings, workshops, needs assessments, project work plans, timelines, and budgets. Youth Council members focus on 21 st Century Skills as they lead other students in developing projects. Each project has a work plan that addresses Sunshine State Standards, reading strategies, and elements of service-learning. Project chosen by Youth Council members in Fall 2006 included the following: <ul style="list-style-type: none"> ▪ Participation in the Character/Safety Project: High school students will create and implement monthly activities for elementary students designed to develop character traits. ▪ Replication and expansion of nine established 2006-07 projects, including the following: 1) Break Silence & Stop Violence: addressing school and community safety on issues surrounding violence by tutoring middle school students; 2) DRIVE (Defensive Responses in Vehicular Education): Tavares High School (THS) Youth Council

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	<p>members by lead an advocacy campaign on safe driving for teens.</p> <ul style="list-style-type: none"> ▪ Development of new service-learning projects that focus on disaster preparation, mitigation, response and recovery and/or personal, school, community, or senior safety, which are offered as mini-grant ideas to interested teachers outside of the Youth Council. <p>In addition to the approximately 250 YC members from 10 service-learning facilitation classes at six YC school sites, approximately 100 students outside the YC participate in one or more service-learning elements of project work plans developed by YC members.</p>
<p>Miami-Dade County Public School District Janis Klein-Young, Beatriz Hermann 305-282-6417 Jklein-Young@dadeschools.net Miami, Award: \$48,669 Student Participants: 100 Total Hours: 8,000</p>	<p>Each day, at-risk students from three Homestead schools visit ArtSouth, a Homestead community center for local artists and the only cultural arts facility within 25 miles, to study and practice the traditional arts of their Latino and Caribbean heritages and learn marketing, gallery installation, and small business operations, preparing them for future careers in the arts industry. Students from Homestead High, Corporate Academy, the South Dade Skills Center and MacArthur South High take instruction from ArtSouth resident artists in ceramics, drawing, pastels, batik, Photoshop and fashion design. The at-risk high school students then share their new knowledge with others in the community such as senior citizens and special needs children at Neva King Cooper School for Disabled Children. All resulting artwork is used to enliven downtown Homestead, a low-socioeconomic farming community south of Miami that was massively damaged by Hurricane Andrew. Each month, students participate in "Second Saturdays," where the public is invited to meet the artists and purchase art. Students conduct studio tours, promote their program, staff booths, and give hands-on demonstrations. Students also conduct art workshops for mentally handicapped children and adults, seniors in an assisted living facility, and migrant children in an aftercare program. Pre-service education students from Miami-Dade College's Homestead campus fulfill their service-learning coursework by assisting both in the art classes at ArtSouth and in the field workshops at the various partnering facilities.</p>
<p>Orange Orange County Public Schools Wendy Doromal 321-235-7800 x6631 Orlando, Award: \$48,669 Student Participants: 6,580 Total Hours: 169,000 –ES/Middle 121,600 - HS</p>	<p>The OCPS Service-Learning Program provides opportunities for every OCPS student to participate in quality service-learning connected to curriculum and standards in collaboration with community partners to meet genuine school and/or community needs. A key program step is to establish quality service-learning offerings in all 207 OCPS schools. The program provides training for OCPS teachers and administrators in service-learning methods and pedagogy to establish a firm foundation for the institutionalization of service-learning. Other activities include the following:</p> <ul style="list-style-type: none"> • Create OCPS service-learning training materials for teachers including: 700 CDs that include power points and handouts for service-learning workshops ; • 2 all-day service-learning trainings for school-based service-learning liaisons (fall and spring). The OCPS Service Learning Coordinator has worked for 3 years to identify a liaison at every OCPS school. In fall 2007, the district coordinator will speak at Principals' Meetings to request that a liaison is appointed each year, and to distribute materials to every principal. School-based liaisons will attend one of the two sessions that also provide inservice

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	<p>points. Each liaison will receive training materials.</p> <ul style="list-style-type: none"> • Provide advanced service-learning training for service-learning academy teachers and OCPS service-learning trainers • Provide substitutes so teachers can attend the state conference; • Provide a mini-grant training and mini-grant funds for OCPS teachers to create service-learning projects and establish service-learning at 15 new OCPS school sites; Work to establish a service-learning council and service-learning advisory board in each of the six OCPS learning communities; • Provide service-learning literature for OCPS School Board Members, the Superintendent, the six Area Superintendents, and the OCPS Curriculum Administrator; • Conduct a service-learning training for principals/administrators; • Provide OCPS service-learning trainers and liaisons with service-learning resource materials and books and update the district service learning web-site; and • Identify OCPS school service-learning sites for UCF EDG 4323 course students to apply service-learning university classroom knowledge in a K-12 setting.
<p>Northeast Florida Educational Consortium Putnam County School District Eugenia Whitehead (Coordinator TBA) 386-329-3800 eugenia1123@embarqmail.com Palatka, Award: \$48,669 Student Participants: 1,125 Total Hours: 22,500</p>	<p>The NEFEC Florida Learn & Serve project provides approximately 11 mini-grants in the amount of \$2,500 each to teachers in grades K-12 in the NEFEC service region which includes 15 mostly small and rural counties. Project activities include 1) marketing the mini-grant opportunities to eligible teachers; 2) training teachers in service learning, and 3) implementing classroom based service-learning projects with students. A competitive application process is implemented to review requests for receipt of NEFEC Florida Learn & Serve mini-grants. The mini-grants are reviewed, approved and/or rejected by the NEFEC Florida Learn and Serve Youth Advisory Council (YAC), a leadership class based in Palatka High School in Putnam County. At the beginning of the 2007-08 school year, the YAC received a half day training to explain the Learn and Serve program and their roles as grant administrators. Students then review and select mini-grant proposals. The YAC will be introduced and recognized at a Putnam County School Board meeting and at a NEFEC Board of Directors meeting. Mini-grant projects are displayed on the NEFEC website and highlighted in the NEFEC <i>Quarterly Observer</i>, a newspaper that is distributed to all participating districts.</p>