



"Our Teamwork Makes the Difference."

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Dear Prospective Community Partners,

I am very excited to introduce you to a new program of the Community Foundation of Northeast Iowa, the Teen Trust Alumni Project! We are a board of twelve high school students, funded in combination by the Community Foundation and Reach Out Iowa, who have the privilege of granting out \$10,000 to area agencies and schools to conduct service learning projects in the current school year. These projects take service to the next level, teaching youth about their community and how they can make an impact now and in the future.

The Teen Trust Alumni Project may fund any non-profit agency, including churches, schools, and community organizations. We strongly encourage youth involvement in planning and developing the project and will look favorably on youth written applications during our evaluation process. Individual students and teachers may request funding through their respective schools, as we cannot grant to individuals. In this application folder, you will find all the resources necessary to begin planning your service learning project. As you learn more about this great opportunity, let your imagination run free! Projects may focus on neighborhood, city, or even global issues. The only limit is your imagination and willingness to make it happen!

Sincerely,

R. Giarusso

Ryan Giarusso
Student Director
Teen Trust Alumni Project

Reach Out Iowa

Definition of Community Service Learning (Adapted from Learn and Serve America)

- Is done in and meets a need of the community
- Is done by a program/organization and community partners
- Increases being involved in the community by participants
- Has a learning/education goals included in the project for the participants, and
- Includes time for participants to reflect on the service experience

Service-Learning Standards for Quality Practice*

Meaningful Service

People have the chance to be involved in activities that they want to do in their community.

Education & Learning

People learn new things about their community and the needs of the people that live there.

Reflection

People get lots of chances to think about how they feel about a project. They also take time to think about how it makes them feel about themselves and where they live.

Diversity

People get the chance to meet different people, learn about them and work together.

Youth Voice

Young people get the chance to work with adults and help in the planning and carrying out of activities.

Partnerships

People come together to work on projects they care about and help the community.

Progress Monitoring

People work together to create goals and then make sure that they are meeting the goals. They also learn about ways that they can do it better next time and keep the good changes going.

Duration and Intensity

People continue to work on the projects so that community needs are met and things improved over time.

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The Five Stages of Service-Learning**

These **Five Stages of Service Learning** describe what students do to transform their ideas into action. Adults provide guidance, and ensure that students' skills and knowledge are developed during the process.

Investigation

Young people identify community needs of interest and begin their research. During this process, often called "social analysis," they assess the needs by designing a survey, conducting interviews, using varied media including books and the Internet, and drawing from personal experience and observation. Students then document the extent and nature of the problem and establish a baseline for monitoring progress. Community partners are often identified. If a community partner provides the need, students still investigate to authenticate and document this need. A personal investigation is also of great value during which students interview each other to identify and consolidate each person's interests, skills, and talents. These are then referenced, employed, and developed while going through each of the sequential four stages of service learning.

Preparation and Planning

Young people, often working with community partners, outline varied ways they will meet the community need or contribute to improving the situation. Planning may include: developing a common vision for success, deciding what will occur and who will do each part of the work, creating a time line, listing materials and costs, and overseeing any logistics and approvals that must be obtained to move forward. Clarifying roles and responsibilities is key.

Action

All participants implement their plans to meet the community need or contribute to the common good. The action most often looks like direct service, indirect service, advocacy, research, or a combination of these approaches to service.

Reflection

At each stage, students consider how the experience, knowledge, and skills they are acquiring relate to their own lives and their community. Through varied activities they think about the needs, their actions, their impacts, what worked and did not work, and their contribution. This process includes both analytical and affective response. Final reflections may include measures or other ways to gauge results.

Demonstration/Celebration

During demonstration, students provide evidence to others of their influence and accomplishments. They showcase what and how they have learned and their acquired skills and knowledge. In this context of demonstration, along with their partners, students may also plan and carry out a celebration of what they have gained and contributed including both the learning and the service.

Educating students and all partners in the process of service learning assists them in knowing how to best plan and anticipate what considerations must be made and thought of ahead of time.

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Benefits of Community-Based Service-Learning

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

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

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



What Are Community-Based Organizations?

Community-based organizations include:

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



Benefits for Youth Participants

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

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



Benefits for Youth Development Organizations

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

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

Benefits to Organizations that Utilize Young People as Volunteers

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

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

Benefits for Service Recipients, Communities, and Society

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

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

Benefits Don't Come Automatically

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

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

Conclusion

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

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

For a more detailed discussion, including references and documentation, see the complete online fact sheet at http://www.servicelearning.org/instant_info/fact_sheets/cb_facts/benefits_cbosl/expanded.php

Suggested Citation: Roehlkepartain, Eugene C.. *Benefits of Community-Based Service-Learning*. Scotts Valley, CA: Learn and Serve America's National Service-Learning Clearinghouse, 2007.

http://www.servicelearning.org/instant_info/fact_sheets/cb_facts/benefits_cbosl/index.php

YOUTH NOISE

YouthNoise is a site that empowers young leaders to act for the causes they care about locally, nationally and globally. YouthNoise offers online and offline tools that equip youth to take action for a wide range of social issues and the site features a variety of resources to help inform teens about issues from health to education, from violence to poverty. The site also provides examples of projects students around the country are taking to address these issues.

Visit the site www.youthnoise.com



WAYS TO HELP

Ways to Help features a variety of local and national issues ranging from the environment and public health to animal rights and child abuse. For each issue, a student video gives a briefing on the current statistics and problems for the topic. Directly to the right of the video are three links: take individual action, volunteer locally, and apply for a grant. A variety of project ideas for students receiving grant money are listed for each issue.

Visit the site at www.waystohelp.org



YOUTH ACTION NET

Youth action net, like Ways to Help and Youth Noise, YouthActionNet® offers resources specifically geared to youth interested in taking action to solve issues in their community, nation and world. The site provides project ideas, information help inform, and a unique feature that allows youth to connect with other like minds around the world.

Visit the site at www.youthactionnet.org



Other Noteworthy sites include:

iowa4servicelearning.ning.com // Rotary.org // Dosomethingawards.com



2011-2012 Teen Trust
Alumni Project
Grant Application

The Teen Trust Alumni Board of Directors is a diverse group of high school students working in conjunction with the Community Foundation of Northeast Iowa to carry out the first “Teen Trust Alumni Project”, funded in part by Learn and Serve America. We have \$10,000 to distribute to area students, teachers or non-profit organizations who want to carry out a service-learning project in the spring of 2012. We strongly support youth-driven projects and encourage students to fill out this grant application with the help of a faculty advisor. Individuals must belong to a school or area nonprofit, as we can only award funding to a non-profit organization. Projects will be judged on their incorporation of service-learning, originality, and, most importantly, the impact they will have on project participants and the community their project affects. The application folder includes service learning information, advice for first time grant writers, budget guidelines, and project ideas.

DEADLINE: Grant applications must be received by 5:00 P.M. Dec. 2, 2011

Please TYPE all answers. (* indicates a required field)

Organization or School Background Information:

Name of Organization or Sponsoring Organization*: _____

Address*: _____

Contact Person/Program Coordinator*: _____ E-Mail Address: _____

Web Site Address: _____ Federal Tax ID: _____

Phone Number*: _____ Fax Number: _____

Business Hours or Best Time to be Reached: _____

Description of Project:

Name of Project: _____

Dollar Amount Requested: _____ Total Project Budget: _____

Est. Number of Youth Involved _____ Est. Number of People Served: _____

Proposed Time Frame for Project: _____

Respond to the following to assist us in understanding your project. Please type responses using 12-point font and do not exceed 8 double-spaced pages. Incomplete or hand-written applications will not be accepted. We encourage you to review the service learning information provided in the application packet before completing this section.

Project Background

1. Provide a brief overview of your project. Explain the basic idea behind the project, your motivation for carrying out the project, and any information about who you will be working with to carry out the project (e.g., classmates, teachers, or larger organizations).

Service Learning is based on a process called IPARDC. Using the included resources about IPARDC, respond to items 2 - 6.

2. Explain how you investigated the underlying issues that your project will address and how you decided on your project.
3. Explain in detail your plans for the project. You may write the components of the project in a list format. Include an approximate time frame and explain how you will monitor the progress of your project.
4. Explain the impact and importance of your project. Who will it benefit and how will it benefit them?
5. Explain how you will incorporate reflection in to learn more about the topics of the project and the surrounding community.
6. Explain how you plan to demonstrate and celebrate your success. What community groups will you share your project results with?

Service Learning Standards outline the benchmarks for a successful project. Using the included resources, detail how your project will meet these benchmarks in your responses to items 7 and 8

7. Explain what participants will learn from their involvement with the project. What element(s) of the community will they gain a better understanding of? What issues will be brought to light?
8. A diverse team is essential to the success of any project. How will you involve youth in the planning, marketing, and implementation of your project? What community partners will you use with this project?

Additional Information

9. Has your organization done similar projects in the past? If so, what were the results?

Project Financial Information

Please provide us with a specific project budget, including both revenue and expenses. Specify exactly how requested funds will be used. We recommend, but do not require, that the requesting organization provide 15% of the total project costs. An example budget is included in the application packet.

Important Information

Ensure you have included the following:

- Completed project information
- Complete project budget
- A financial statement for the sponsoring organization.
- A copy of the organization's 501(c)(3) (or other nonprofit status) determination letter.
- Any additional information that would help the decision making process.

PLEASE BE SURE TO SUBMIT 13 COPIES OF YOUR FULL APPLICATION

Signature of organization Chairperson/CEO
or School Administrator : _____

Date: _____

Applications must be received by 5:00 P.M. **Dec. 2, 2011**

Any questions or concerns can be directed to:

Ryan Giarusso, Teen Trust Alumni Project Student Director, TeenTrust2@gmail.com

Mail or deliver to: Teen Trust Alumni Project
425 Cedar Street- Suite 310
PO Box 1176
Waterloo, IA 50704



The Teen Trust Alumni Project is a program of the Community Foundation of Northeast Iowa.

Teen Trust Alumni Project Example Budget

Please complete the budget form below:

	Teen Trust Request	Budget Explanation	In-Kind	Description/Source of in-kind funds
Salaries				
Transportation				
Supplies				
Professional Services				
Other (Please specify)				
Totals				

SAMPLE BUDGET

	Teen Trust Request	Budget Explanation	In-Kind	Description/Source of in-kind funds
Salaries			265	Coordinator Salary (20 hrs.)
Transportation	\$50.00	Van rental		
Supplies	\$70.00 \$25.00 \$100.00 \$120.00	Display materials (Poster board, printed pictures, sticky tape, lamination) Reflection journals Digital camera Gardening supplies	40	Gardening supplies donated by local hardware store
Professional Services				
Other (Please specify)				
Totals	\$365.00			