



## Application for Service Learning Project Grant 2008-2009

### Mission Statement

“To inspire children to better themselves—and the world—by building character through service learning projects that enhance academic achievement, self-esteem, and the value of community involvement.”

### Overview

Grants of up to \$1,500 will be awarded to K-12 teachers to conduct meaningful service learning projects. Grants average about \$500, with school-wide and multiple school projects encouraged.

**Applications must be received by December 1, 2008.**

Get help in distinguishing service learning from volunteerism at the Florida Learn and Serve web site:

<http://www.fsu.edu/~flserve/sl/bestpractices.pdf>

### Projects **must:**

- Include at least one community partner
- Meet genuine school or community needs
- Link to Florida Sunshine State Standards
- Emphasize and provide opportunities that are integrated into the curriculum and focus on student leadership, character, and civic responsibility.
- Contain all of the basic elements of a service learning project:  
See <http://www.fsu.edu/~flserve/sl/sl.html>

### Grant Period

February 1, 2009 – May 15, 2009

### Submit Applications to:

The Golden Rule Foundation

225 S. Swoope Avenue, Suite 214

Maitland, FL 32751

Phone: 407-647-4047

Fax: 407-647-1847

<http://www.dountoothers.net/>

email: [Info@DoUntoOthers.net](mailto:Info@DoUntoOthers.net)



**Applicant Cover Sheet**  
**(Please print or type)**

Project Title \_\_\_\_\_

School Name \_\_\_\_\_ School District \_\_\_\_\_

School Address \_\_\_\_\_

Name of Principal \_\_\_\_\_ Principal's Email \_\_\_\_\_

Name of Teacher(s) \_\_\_\_\_

Lead Teacher Contact Number \_\_\_\_\_ Email \_\_\_\_\_

Amount requested: \_\_\_\_\_ Amount of Match or In-kind Funds (if any) \_\_\_\_\_

Grade Levels or Clubs Represented \_\_\_\_\_

Number of Youth Participants Providing Service \_\_\_\_\_ Other Adults Involved (number) \_\_\_\_\_

Identify Others Involved (Parents, Volunteers, Seniors, VISTAs) \_\_\_\_\_

Community Partner(s) Name/Address \_\_\_\_\_

Contact Name of Partner \_\_\_\_\_

Telephone Number \_\_\_\_\_ Email \_\_\_\_\_

Projected Project Dates \_\_\_\_\_

Who Will Benefit from the Service? \_\_\_\_\_ Number \_\_\_\_\_

**Please select the type of community service learning project you are requesting: (Please check one)**

\_\_\_\_ Assisting the Elderly \_\_\_\_ Helping Other Children \_\_\_\_ Social/Civic Responsibility \_\_\_\_ Promoting Cultural Diversity \_\_\_\_ Improving the Environment \_\_\_\_ Helping the Needy \_\_\_\_ Literacy \_\_\_\_ Health and Wellness \_\_\_\_ Helping the Sick and Disabled \_\_\_\_ Community Development and Safety \_\_\_\_ Youth Leadership

**PLEASE READ AND FOLLOW THESE DIRECTIONS!**

- Complete all of the information on the application cover sheet.



- Applications must include five pages: the cover sheet, a two-page narrative, the proposed budget form (see budget guidelines), and the Terms of Agreement page.
- Use a 12-point font, single or double-spaced, with one inch margins for the application narrative.
- Up to three letters of support from partners, charts, or other pertinent information may be included as appendices. Appendices do not count toward the five-page limit.
- Submit one original and three copies of your completed application (total of four).
- Submit all application materials by mail, or personal or package delivery. Do not fax or E-mail.
- Ensure your application includes the required signatures on the Terms of Agreement page.
- Submit applications in a plain manila folder. Please do not staple the pages.

In your narrative, address the following criteria, which have a combined value of 100 points. Five extra points will be awarded for school-wide projects and 10 extra points will be given for projects involving more than one school. A perfect application could therefore score 110 points. During the review process, each section will be evaluated and assigned a score by trained reviewers. Be clear and concise and follow the order presented below:

### **1. Project need and objectives, participants, courses and standards (30 points)**

Describe the project: What school or community needs will the project meet? How were these needs identified? How will the project meet them? Who are the student participants? (Grades, courses, academic levels) Who/what will benefit from the service? What discipline area and academic needs are addressed: what will youth learn? List curricular objectives to be met by your project and identify Sunshine State Standards that will be addressed. Note: See Florida Learn and Serve web site for help in linking to standards: <http://www.fsu.edu/~flserve/sl/standards.html> What affective needs will be addressed, if any? (Improving attendance, discipline, interpersonal skills).

### **2. Project Activities (30 points)**

What will the students do and where will they do it? Describe how you will include the basic elements of a service learning project—Preparation, Action, Demonstration, Reflection, and Celebration—as components of the project. Describe any partnerships and how they will contribute. Give a brief timeline for implementing the project.

### **3. Project Outcomes/Evaluation (25 points)**

How will success be measured? Describe: A. Outputs: Project the number of participants, total number of service hours to be provided, and activities to be completed; products or materials to be produced; and standards that will be addressed. B. Academic Outcomes: Project expected improvement in grades/course performance, GPA, FCAT scores, skill mastery etc. and how these improvements will be measured. C. Affective Outcomes: Project expected changes in behavior, attendance or social skills; increased parental involvement etc. How will you measure these affective changes? D. Service Outcomes: Describe the impact of the project for the people, sites, needs or organization that the students will serve. Describe student understanding of the importance of service learning and civic responsibility. Estimate the number of persons to be served.

### **4. Project Budget (15 points)**

Provide a line item budget on the form provided. (See Budget Guidelines.) Give a short explanation of each item and why it is needed. Also note any matching, donated or in-kind contributions and their source.

## **TERMS OF AGREEMENT**



- A. Grantees agree to prominently display The Golden Rule Foundation logo and/or text acknowledging the grant in all press releases, publicity materials, brochures, interviews with the media (newspapers, radio and television) and verbally at any event related to the project. For publications and other types of communications funded in whole or in part by the grant, please contact TGRF to obtain an electronic file containing our logo. Email: [info@downtoother.net](mailto:info@downtoother.net). The logo must be reproduced as a unit without alteration and must be used in a size appropriate to the materials created. Grantees with a web presence are encouraged to link to the Foundation's web site. (See examples at <http://www.downtoother.net/>)
- B. Within 2 weeks after the completion of the project, or no later than May 30, 2009, we agree to send the following items to The Golden Rule Foundation:
1. Original statement from each participating student of "What I learned from The Golden Rule Foundation Service Learning Project." Statements will be forwarded to TGRF sponsors who provide funding support for projects.
  2. A brief, one-to-two page report from the lead teacher describing the effects the project had on the student servers and the recipients of the service. Provide data on Project Outputs, Academic Outcomes, Academic Outcomes, Affective Outcomes, and Service Outcomes as projected in Question 3. Include the following: a description of the service learning activities, partner participation, total number of students completing service and total number of service learning hours, total number of beneficiaries of the service, impact on students (such as improvement in grades, strengthened civic responsibility, improvements in attendance or discipline), and impact on recipients etc.
  3. Pretests and Post tests, photo releases, thank you notes, and the expense reconciliation form with copies of all receipts for expenses, including those for transportation, related to the project. Note: Schools submitting school-wide or multiple school projects may be considered for the annual Character Education Program State School of Character Award presented by TGRF and the National School of Character Award, which grants a cash prize to the winner. A link can be found on the Golden Rule Foundation website: at <http://www.downtoother.net/>

**Signatures:**

Approved by: \_\_\_\_\_

Principal's Name

Principal's Signature: \_\_\_\_\_

Date submitted: \_\_\_\_\_

Submitting Teacher's Name: \_\_\_\_\_

Submitting Teacher's Signature: \_\_\_\_\_

Accepted by the Golden Rule Foundation: \_\_\_\_\_ Date: \_\_\_\_\_

### Service-Learning Project Ideas

Here are examples of the types of project activities funded by The Golden Rule Foundation:



### **Helping the Needy**

Students will partner with a homeless agency to identify their needs and work with them throughout the year. Or: Students will assemble personal grooming bags for 50 homeless people who eat at Salvation Army, then visit the Salvation Army, give donations and cards, sing, and share cookies.

### **Environmental Projects**

Students will design and plant a butterfly/bird garden to teach other students how animals & plants share limited resources such as oxygen, water, food & space. Or: Students will sponsor a school-wide Earth Day event and start a school-wide recycling project. Or: Students will work with conservation and environmental agencies on projects to clean up a river or lake, testing water quality and removing exotic plants. Or: Students will take a carbon footprint of the school and teach other students about energy conservation.

### **Helping Other Children**

Students from two classes will work together to record popular children's books on audio tapes and put together a library of tapes. Or: Students will practice reading daily with challenged and low readers and other children to improve diction and reading proficiency. Or: Students will establish peer mediation, tutoring, or mentoring programs. Or: Students will create a project to teach dance or music to autistic children or special needs children.

### **Assisting the Elderly**

A kindergarten class will do projects with elderly and disabled seniors, singing, painting crafts and planting house plants in clay pots for senior buddies. Or: Students will partner with a retirement home to conduct projects with seniors—such as exercise programs, musical programs, collecting oral histories, or teaching computer skills.

### **Helping the Sick and Disabled**

Students will work with developmentally disabled adults in an art project, incorporating reading, writing & art. Or: Students will partner with a hospice, hospital, or retirement home to provide companionship and make stuffed animals, or quilts and cards for patients.

### **Community Development and Safety**

Classes will adopt a Fire Department. Children will make art projects, cook and visit Firefighter Buddies and create a special room in the Fire Dept. for children's training. Or: Students will work with gang prevention units to promote safe schools. Or: Students will create a hurricane awareness campaign that includes educating others, preparing hurricane kits for the home bound and writing preparedness brochures. Or: Students will teach bicycle and pedestrian safety to younger children. Or: Students will create a bullying prevention program and write a newsletter. Or: Students will promote drug prevention through a series of skits.

### **Social and Civic Responsibility**

Students will sponsor civil rights events, and conduct essay and poster contests. Or: students will study the history of voting rights, sponsor voter registration drives and make a voter education guide. Or students will work with immigrants to help them pass the citizenship test. Or: students will create a play or musical based on literature that teaches about a social issue. Or: Students will create public service announcements and brochures that break



stereotypes and myths about other cultures.

### **Literacy**

Students will create a reading buddies program and tutor lower level students to improve FCAT and reading scores. Or: Students will sponsor a literacy day or Read Across America Day. Or: Students will write and illustrate books for children. Or Students will teach non-English speaking children or adults how to read. Or: Students will create a program to support a story time hour at a homeless shelter or library. Or: Students will sponsor a book drive and help furnish a library for migrant workers or the homeless.

### **Promoting Cultural Diversity**

Students will teach tolerance through Random Acts of Kindness Day, Mix-it Up for Lunch Day and school-wide events. Or: Students will sponsor cultural fairs featuring all of the diverse cultures and nationalities of a school's population. Or: Students will sponsor a Unity and Diversity Club at school to promote events in the school and community. Or: Students will create a mural that illustrates cultural diversity and tolerance.

### **Health and Wellness**

Students will sponsor a health fair at school inviting the community and health care partners to participate. Or: Students will create a nutrition guide for children. Or: Students will design a program where students teach aerobics, sports, or dance to elders. Or: Older children will teach younger children cheer leading, step dance, or a sport. Or: Older students will teach younger children poison prevention through student-created books or pamphlets.

### **Youth Leadership**

Students form a service learning council and work on projects with community partners. Or: Students will assist other classes with service learning projects, raise funds and become philanthropists, giving others money for service learning projects. Or: Students will sponsor a career fair with area businesses and community members. Or: Students will form a youth council devoted to addressing a specific issue such as bullying prevention, safe schools, building character, etc.





## **Golden Rule Foundation Budget Guidelines for Service Learning Grants**

Awards are designed to support service learning activities for students. Involvement of multiple classes, grade levels, a whole school or multiple schools is encouraged.

Guidelines on expenditures include the following:

- TGRF funds may be used for travel (1) to enable students to provide service at a community site, (2) to familiarize students with service sites or prepare them for service-learning activities, or 3) to transport students to recognition or award ceremonies sponsored or endorsed by TGRF.
- TGRF funds may be used to pay for food or refreshments that is incidental to the performance of service learning activities. Expenditures for food or refreshments must be identified in the project budget.
- A small portion of funds may be spent on recognition/awards items such as badges, nametags, certificates, and ribbons.
- Funds may be used to purchase materials that enable students to create art or craft items.
- Funds may support after-school service learning activities.
- TGRF funds may not be used for general field trips, or for travel to conferences.
- TGRF funds may not be used for teacher training.
- TGRF funds may not be used to purchase equipment of any kind.
- TGRF funds may not be used to pay for substitute teachers.
- TGRF funds may not be used for indirect or administrative expenses.
- TGRF funds cannot be spent on stipends, allowances, or other financial incentives for students, teachers, or service beneficiaries except to reimburse transportation, meals, or other reasonable out-of-pocket expenses directly related to the project.
- TGRF funds may not be used to buy “off-the-shelf” gifts for service recipients (food, clothing, flowers, cards, etc.) other than small personal grooming items to be assembled to meet an identified need, such as helping the homeless, victims of a natural disaster or military people overseas. Such items are encouraged to be obtained through donations.
- TGRF funds cannot pay for capital improvements on school property or to supplant funding for regular school materials and supplies.