

The Kellogg Foundation Service-Learning Initiative

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The Kellogg Foundation's Decade of Funding Service-Learning

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Building Infrastructure (1988-93)

- **Youth Service**
 - \$5 million
 - 28 Projects
- **Service-Learning**
 - \$3 million
 - Four projects

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Building Infrastructure (cont.)

- **Impact**
 - **Hundreds of new programs created**
 - **Service infrastructure established**
 - **Federal legislation passed**
 - **Federal resources available**

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Creating Programs (1993-96)

- **K-12 and Higher Education Service-Learning**
 - \$15 million
 - 31 projects
- **Focus on model development, increasing depth of knowledge and professional development**

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Creating Programs (cont.)

- **Impact**
 - Replicable models established
 - Capacity of grantees increased
 - 15,000 teachers trained
 - 200 adult and 80 youth peer consultants in 16 states
 - 433,000 individuals trained

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Building the Next Phase

- **Scan of the field (June 1995)**
- **Focus groups/phone interviews (Summer 1995)**
- **Service-Learning Summit (September 1995)**
- **Strategy Meeting (March 1996)**
- **Internal Foundation Meetings**

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Building the Next Phase (cont.)

- **Report to Foundation Board (May 1997)**
- **Visioning Team Meetings (September-December 1997)**
- **National Service-Learning Conferences (April 1998)**
- **Hire Initiative intermediaries (Summer 1998)**

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Key Learnings

- **Leadership needs to be connected**
- **More research needed to back up claims**
- **Some current policies limit opportunities for sustainability**
- **Messages about service-learning need to be developed and tailored for different audiences**

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Key Learnings (cont.)

- **Cooperation rather than competition will lead to effective institutionalization**
- **The current stakeholder base for service-learning is too small**
- **Schools are a locus of change in practice and states are a locus of change in policy -- school districts are where they connect**

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Key Learnings (cont.)

- **Communications strategy is needed to leverage past successes**
- **Service-learning faces stiff competition in the “education marketplace”**
- **Changing educational practice takes consistent support over time**

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Institutionalizing Quality Service-Learning (1998-2002)

- **\$13 million**
- **Four years**
- **Focus on leadership, practice, policy and research**

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Initiative Overview

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Goals

- **Every K-12 student has the opportunity to participate in quality service-learning (institutionalization)**
- **Changing the way schools teach and students learn to create generations of young people prepared to give back to society**

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Framework

- **Legitimacy -- support from credible people and organizations**
- **Autonomy -- clear identity**
- **Sustainability -- adequate human and financial resources**
- **Communication -- open exchange, practitioners and supporters connected**

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Strategy

- **Support developments and strengthening in areas of leadership, policy, research and practice**

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Components

- **National Blue Ribbon Commission**
- **National Stakeholder Network**
- **Policy and Practice Demonstration Grants**
- **Research Network**
- **Targeted Public Education Campaign**

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National Commission

- **Visibility and voice for the field**
- **Spokesperson leadership strategy**
- **Advocate with political leadership to promote the field**
- **Develop and/or publish reports, issue papers, *etc.***

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National Stakeholder Network

- **Network of networks**
- **Land of 10,000 Lakes to the “Mighty Mississippi”**
- **Bring new partners to service-learning**
- **Communicate to the field information about quality practice**

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National Stakeholder Network (cont.)

- **Inform other Initiative components**
- **Stronger voice for various constituencies**
(e.g., youth)

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Policy & Practice Demonstration

- **Provide financial incentives and technical assistance to five states to examine and improve policies and practice**
- **Convene work groups within states**
- **Develop and disseminate model policies, regulations and funding strategies**
- **Link with up to ten “networking” states**

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Research Network

- **Encourage collaboration in research and documentation of outcomes**
- **Share methodologies, findings and challenges**
- **Develop working papers synthesizing major research**
- **Identify new areas of and stimulate research**

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Targeted Public Education Campaign

- **Identify, develop and market key messages about service-learning**
- **Create awareness, understanding of and support for service-learning among target audiences**
- **Provide tools for audiences to advocate for service-learning**

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Initiative Management

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Education Development Center

- **Contacts: Nancy Ames, Leslie Hergert**
- **40 years of work in education reform**
 - **National Commission to Accelerate Middle Grades Reform, ATLAS Schools**
- **Overall Initiative management, coordination and internal communications**
- **Take lead on National Commission**

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Academy for Educational Development

- **Contacts: Patrick Montesano, Betsey McGee**
- **Over 35 years of experience in education reform and youth development**
- **Share overall Initiative management with EDC**
- **Take lead on Stakeholder Network**

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Education Commission of the States

- **Contacts: Terry Pickeral, Frank Newman**
- **Nationwide, bipartisan interstate compact**
- **Helps governors, state legislators and state education leaders develop policies to improve public education at all levels**
- **Manages the policy and practice demonstration component**

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APCO Associates

- **Contacts: Nancy Murphy, Cindy Powell**
- **DC-based communications and public affairs firm**
- **Develop and implement targeted public education campaign**
- **Design strategy for policymaker outreach at federal and state levels**

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Other Components

- **Research Network**
 - **Intermediary to be selected at later date**
- **Initiative Evaluator**
 - **Three organizations invited to submit proposals**
 - **Final selection by early November**

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Next Steps

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National Stakeholder Network

- **Finalize structure**
- **Identify existing networks to be represented**
- **Build steering committee**

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National Commission

- **Build list of potential members**
- **Chair/Co-Chairs announced by mid-February**

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Policy & Practice Demonstration

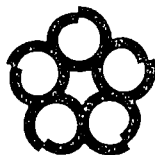
- **RFP distributed to Chiefs in late January**
- **Proposals due end of February**
- **Grants awarded to up to five states by end of March**
- **Up to an additional 10 states selected as “networking” states**

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Communications

- **Finalize Initiative name and logo**
- **Complete six-month outreach plan**
- **Formally announce the Initiative**

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Educational Services, Inc.

April 23, 1999

Ms. Shirley Sagawa
Assistant to the First Lady
The White House
Washington, DC 20500

Dear Shirley:

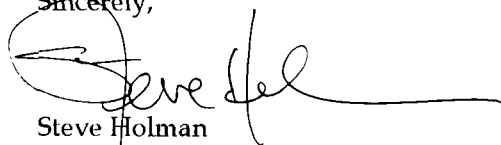
On behalf of the project team, I am sorry you could not attend the March working group meeting for the National Service-Learning Leader Schools program. Knowing of your continual interest in this initiative, I wanted to update you on the developments from this meeting regarding this month's National Peer Review Panel, the June Leadership Institute and plans for next year.

Enclosed for your review is a summary of the conclusions reached at the March working group meeting. In addition, you will find a first draft of the schedule of events for the June Leadership Institute for your review. Finally, we have included a comment form for your use in responding to or providing additional feedback on the conclusions or plans for the Leadership Institute.

Please send your comments to Jessica Fredette at Educational Services, Inc. by April 30, 1999. If you have any questions, Jessica can be reached at (800)628-8442.

Thank you again for your continued support and commitment to this exciting Presidential initiative. I look forward to sharing news of the first Leader Schools with you soon.

Sincerely,



Steve Holman
Senior Director

Enclosures

cc: Dr. Marilyn Smith, Director, Department of Service-Learning, CNS
Dr. Kathy Kretman, K-12 Coordinator, Department of Service-Learning, CNS

Thanks for your continued assistance on the White House-related matter, looking forward to a great recognition event.

NATIONAL SERVICE-LEARNING LEADER SCHOOLS PROGRAM

Conclusions from March, 1999 Working Group Meeting

National Review

Conclusion A: National Peer Review Panel—reviewer qualifications approved

Qualifications for members of the national review panel were adjusted to recruit representatives from three categories instead of four. The three categories are: student, school staff member, and a person with other experience in service-learning.

Rationale: Working group members agreed that the fourth category, community representatives, fell under the same category as those who have “other” experience in service-learning. The group felt that someone with service-learning experience was a stronger candidate than someone in the community who was involved in a partnership or relationship with a school (someone like a parent or agency individual but connected to the service-learning going on at the school).

Other suggestions related to reviewer recruiting:

- In subsequent year, consider using representatives from Leader Schools as panelists.
- Consider using AmeriCorps or SeniorCorps members with service-learning experience.
- Tap into CNS’s existing network of reviewers and grantees (grant-making entities, training and technical assistance providers, etc.)

Conclusion B: National Peer Review Panel—Lead Panelists

Identify one of the three panel members on each panel as “lead panelist.” This reviewer would be responsible for facilitating discussions and providing guidance on reviewing applications. The lead panelists would have substantial service-learning experience from more than one perspective. They should receive additional orientation/training for their role either by conference call or on-site orientation.

Rationale: Having the perspective of a seasoned service-learning person adds great value to the panels. These individuals will also have had peer review experience before so that they are familiar with the process. This will help ensure that panels run smoothly.

Follow-up

Notes: In consultation with CNS, ESI determined that it was not possible to add a fourth reviewer to each panel due to cost reasons; therefore, one of the three reviewers will be identified as “lead panelist.” Their role and responsibilities are described in the attached document.

Conclusion C: Require Fewer Applications to be Reviewed Prior to Arrival

Reviewers should read and score portfolios prior to their arrival, but the number of portfolios they are expected to review during this time should be reduced.

Rationale: Up to ten portfolios was deemed too much of a burden to review in advance, particularly since many of the peer reviewers will not have familiarity with portfolio review. Substantial written orientation materials will also be required which will take additional reviewer time. Carrying or shipping back 10 applications was also deemed burdensome. The group felt that bringing in more reviewers to review fewer applications would enhance both the quality and consistency of the review.

Follow-up

Notes: The number of applications reviewers are required to read and score in advance has been reduced to six (6). The number of reviewers needed will be adjusted accordingly and based on the number of applications that arrive from the SEAs.

Conclusion D: Align scoring with guidelines from application, emphasizing the five "Essential Elements"

The scoring plan should match up with what applicants were asked to prepare, with an emphasis on the "Essential Elements."

Conclusion E: Keep scoring plan simple

Recognizing that the pool of peer reviewers brings diverse perspectives, including students, and that this is the pilot year of the program, the scoring plan should be kept as simple as possible to avoid over-complicating the review process. Use user-friendly language and structure; avoid the use of jargon and avoid a complex rubric with many steps or measures.

Other suggestions regarding the scoring plan:

- be cautious about allocating points to sections now, since applicants didn't have this information.
- don't forget to factor in an assessment of the Leadership Plan
- assessment of the Leadership Plan may require a different scale since it is a proposal for action rather than review of evidence submitted
- instruct reviewers not to compare applications to each other, tell them to assess how well individual applications meet the selection criteria
- use positive words on the assessment scale
- use a four point scale to force choices
- consider assessing each of the required "sections" (narrative, essential elements, optional elements, leadership plan)

- consider using a holistic approach to assessing the portfolios in their entirety since some pieces of evidence may support more than one “section”
- remember that we’re rating proposals, not scoring tests
- remember that we’re assured of a certain level of quality because the SEAs have pre-screened these nominations

Conclusion F: Invest in reviewer training

A consistent review depends not only on the evaluation tool but how reviewers are trained and prepared for the review.

Rationale: This the pilot year for this program and the selection criteria and scoring plan/instrument are untested. In addition, many of the peer reviewers will not have had experience with assessing portfolios. The panel dialogues will help bring out the richness of each portfolio and ensure a high quality review. However, reviewers may need some coaching on how to engage in effective panel discussions. “The quality of the conversations will determine the effectiveness of the peer review process,” as one working group member stated.

Follow-up

Note: The amount of time allotted for reviewer training has been increased so that reviewers will spend the first ½ day in orientation/training. In addition, written materials will be provided to the reviewers to help them structure the off-site reading and analysis of the portfolios prior to their arrival in DC.

Leadership Institute

Conclusion A: Georgetown University is an appropriate location.

Georgetown was selected as the atmosphere best suited for the purpose of celebrating and providing technical assistance to Leader Schools.

Rationale: The working group was presented with two options on where to hold the Leadership Institute: a hotel in Washington, DC or Georgetown University. We asked for opinions as to whether holding the event at a university would have a positive, negative or neutral effect on its attractiveness to the representatives from the Leader Schools and whether Georgetown University would have any added value because of its work in the field of service-learning. The working group agreed that Georgetown University offers the right kind of atmosphere to focus on training and technical assistance for the Leader Schools. While a hotel offers a formal environment, many working group members felt that Georgetown University gives the event a "special aura". In addition, Georgetown University offers a savings in cost which allows us to propose the option of extending the Institute one extra day. Several members observed that they, too, had attended professional conferences in similar settings. Another "value-added" benefit cited was the exposure for student participants to a nationally-recognized university.

Other recommendations about the content and format of the Leadership Institute

- consider underwriting partial expenses of the "extra participants"
- consider a group service project
- produce a publication as a result of the event
- offer TA on being a "showcase" school
- recognize that all Leader Schools are not necessarily lead trainers, their leadership plans may encompass non-training activities
- encourage networking among schools from within a state
- focus some of training sessions on further developing the leadership plans
- tap into skills of the participants and have them lead some sessions
- target leadership skills in Leader Schools and have them train others (peer training)
- provide choices of sessions, not all in general session blocks
- assist with tips for state publicity and program development and outreach

Year Two/Middle School Program

Conclusion A: The target audience should be middle schools.

Eligibility should be limited to middle schools in year two. "Middle school" should be defined as grades 5-8.

Rationale:

While eligibility requirements ranging from middle and high school, to elementary and middle school to K-12 were discussed (with a mention of higher education as a possibility in the future), the working group returned to its recommendation from last year that the eligibility requirements focus only on middle schools in the second year. The SEAs indicated that keeping the focus narrow would make the program easier to manage at the state level. In addition, the SEAs indicated that in their states there is a stronger demonstration of service-learning at the middle school level than at the high school level. They also indicated that there may not be enough high schools engaged in service-learning to involve them in the process again. Other participants observed that unsuccessful schools may not be able to improve enough in such a short period of time to merit recognition in the next year. Finally, some members noted that since the Leader Schools will be asked to serve as "active winners" for two years, it made sense to alternate recognition cycles. (It was also noted that recognition for elementary schools or colleges and universities would require White House approval as they were not included in the President's original vision for the program.)

Conclusion B: The selection criteria will have to be modified slightly to reflect middle school instructional practices and age-appropriateness, but the standards should remain high.

A slightly different level of evidence or criteria was suggested for middle schools along with reflecting middle school instructional practice and current reform efforts such as use of the advisory period, parent involvement, team teaching and block scheduling. The Optional Elements, if they remain, will require the most adaptation.

Additional suggestions regarding application content and format for middle school cycle:

- consider aligning narrative with each of the essential elements
- consider removing or reducing the "Optional Elements"
- consider limiting the number of pieces of evidence that can be submitted
- consider having students prepare a "Dear Reader" introduction to what is included in the portfolio

Conclusion C: The proposed implementation timeline is sound and should be followed.

The plan is to align the program with the school calendar with kickoff in September/October, the application due in February and a recognition event in May.

Rationale: The proposed implementation timeline offers both SEAs and applicants additional time. This will help the SEAs in their efforts to conduct statewide outreach and publicity as well as organize recognition events and other related activities. In addition, with more time to prepare submissions, it is hoped that the number of applicants will increase.

Conclusion D: The proposal to offer an AmeriCorps or VISTA volunteer to each Leader School should be pursued.

One suggestion made was to have an AmeriCorps member or VISTA volunteer assigned to each of the Leader Schools.

Rationale: The working group was enthusiastic about Harris Wofford's suggestion to offer an AmeriCorps member or other CNS-sponsored volunteer support to each of the Leader Schools to assist with their leadership efforts. Working group co-chair Ted Sizer summed up the group's belief that "this is an exceedingly important idea; the success of the program will depend on it in many places."

Follow-up

Note: Kathy Kretman is working with the various offices within CNS that need to collaborate in order to make this happen.

Conclusion E: Program publicity for the second year should be widespread and begin early to ensure that as many schools as possible know about the opportunity to apply.

Publicity and state support will begin over the summer, giving states the opportunity for more program outreach activities.

Rationale: To meet the Corporation's goal of using this program as one tool to promote and advance service-learning and to increase the pool of qualified applicants in year two, more aggressive national and state-level publicity will be required. CNS and ESI will coordinate the national publicity with interested schools being referred to their SEAs. Publicity tools will again be provided to the SEAs.

The following are some of the working group's specific ideas for further publicity:

- offer a session at the Leadership Institute for schools to learn how to publicize the strengths of their program
- Nancy Miller of AASA proposed sponsoring a breakfast for superintendents of recognized schools at the annual AASA conference
- target Learn and Serve America grantees and sub-grantees

- send all info to the Clearinghouse and listserv
- Jack Berckemeyer, NMSA, offered to put information out to everyone on their mailing list, in their journal and through their conferences
- Iola Nickens, suggested targeting the SeniorCorps to disseminate information

Expectations and Support for 1999 High School Leader Schools

The working group offered many suggestions on the activities of Leader Schools during their two years as “active winners,” including:

- run a workshop for “neighbors” who may want to apply to program next year or those who were not awarded this year
- have each Leader School write self-reflection case studies and continue to update portfolio as documentation of their work
- documentation as to what is going on, the outcomes, what community relations have changed in the schools
- to further support documentation of service-learning efforts, it was suggested that proper training be offered
- ask representatives from Leader Schools to present at state and national conferences (encourage youth involvement in presentations)
- prepare this year’s recipients to be used as examples for next year applicants
- develop and expand on each Leader School’s strengths and provide them with links and networks to share this with others who may have similar situations (economics, resources, policy, geographical, diversity, school types, etc.).

National Service-Learning Leader Schools National Peer Review Meeting

Lead Panelist Roles and Responsibilities

Each peer review panel will be composed of three members. One of the members will be designated "lead panelist" and will have a broad knowledge of school-based service-learning. Lead panelists will have important responsibilities as facilitators of their panels. Specifically, Lead Panelists are expected to:

Prior to attending on-site review in Washington, DC

- Read, sign and return the Lead Panelist agreement
- Read and score assigned applications
- Arrange for shipment of portfolios to review site

On-site

- Participate in special orientation session for lead panelists on Thursday morning.
- Participate in reviewer orientation on Thursday afternoon.
- Collect panel supplies—scoring forms, pens, etc.
- Host the panel meetings in his/her suite.
- Facilitate panel discussion of the applications. Ensure that panel members reach consensus as determined by scoring instructions.
- Ensure that forms are complete with scores, overall recommendations, and comments that substantiate the scores.
- Monitor the progress of individual reviews to ensure that forms are thoroughly completed and submitted by the designated times.
- Participate in daily lead panelist updates with staff to report on progress, issues, and plans for next day of reviews.
- Answer procedural questions from other panel members. Consult staff as necessary.
- Direct reviewers to appropriate personnel regarding travel and other administrative matters.
- Complete evaluation form and ensure that other panel members complete forms.

NATIONAL SERVICE-LEARNING LEADER SCHOOLS PROGRAM
Feedback on Conclusions from March, 1999 Working Group Meeting

This response form is provided to facilitate your feedback on any of the points presented in the attached summary of conclusions. Please feel free to offer your thoughts, suggestions, observations or comments on any or all of them. You do not need to respond to each and every one. You may also use a separate sheet of paper if that is easier for you. Thanks for your continued assistance.

Name: _____

Issue 1: National Peer Review

Issue 2: Leadership Institute:
See enclosed draft agenda
Any recommendations for speakers, presenters, panelists, etc.?

Issue 3: Year two targeting middle schools

Issue 4: Modification of selection criteria for middle schools

Issue 5: Middle school program timeline

Issue 6: Outreach and publicity for year two

Issue 7: Expectations and support for 1999 High School Leader Schools

Other ideas, referrals, suggestions and/or points to add.

**Please note the following dates are tentative
pending CNS and White House
approval and contract negotiations with
Georgetown University.**

**Please do not share with anyone outside
other working group members.**

THANK YOU!



NATIONAL SERVICE-LEARNING LEADER SCHOOLS

Leadership Institute

Thursday, June 24—Sunday, June 27, 1999

DRAFT AGENDA

	THURSDAY JUNE 24	FRIDAY JUNE 25	SATURDAY JUNE 26	SUNDAY JUNE 27
8:00 AM		Continental Breakfast 8:45: Travel to WH Recognition Event	Continental Breakfast	Continental Breakfast
9:00 AM		Security clearance, group photo, seating	Concurrent Sessions: teaching examples best practices student-centered (7 total, offered twice – 9:00-10:30, 10:45-12:15)	General Session IV: CNS resources to support Leader Schools
10:00 AM	Registration (10:00-1:00) Exhibit set-up	White House Recognition Event (First Lady participates)		General Session V: Public Relations Tips (in Community Teams)
11:00 AM	Exhibits open			Closing Meeting
12:00 PM	Exhibits open	Travel back to Georgetown	Picnic Lunch 12-1:30	Lunch: Motivational Speaker
1:00 PM	Welcome Intro to LI Intro. to Community Teams	Awards Luncheon Guest speaker on Service- Learning and School Improvement/Education Reform	1:30-3:30 General Session III: (meet in Community Teams)	
2:00 PM	General Session I: Leadership Speaker with Panel Response	2:30 Five Concurrent Sessions on Skill Development		
3:00 PM	3:30: Prep for Hill Reception		Free for rest of day Exhibits open 3:30	
4:00 PM	4:30: Travel to Hill by buses	General Session II: Leadership Plans (meet in <u>State</u> Teams)		
5:00 PM	Hill Reception			
6:00 PM		Free evening Exhibits open		
7:00 PM	buses return to Georgetown Optional bus tours of monuments			

GOALS

- create community of National Service-Learning Leader Schools
- celebrate winning
- strengthen capacity to lead

TEAMS

To facilitate networking and information sharing, ESI proposes organizing the delegates into two different types of teams at different times during the LI.

Community Teams

Leadership Institute attendees will be put into teams of 5 people from different schools and different parts of the country. A participant's Community Team serves as his/her "home base" for the duration of the Leadership Institute. Several times a day, opportunities will be structured for Community Teams to interact: discuss an issue, reflect on speakers, share ideas, etc. Seated at round tables of 10, each Community Team will have a different Team "across" from them each day to facilitate networking. This will give them the opportunity to find out what other schools are doing with service-learning.

State Teams

School delegations are seated together by state to facilitate familiarity with one another and to assist one another in refining Leadership Plans. States with only a single delegation will be combined at the tables with other "small" states.

Thursday, June 24

Participant Travel Day

Delegations will be booked on travel that allows them to arrive in DC by 12:00 noon. Delegates coming from the west will likely have to travel the day prior. Arrangements for a block of rooms for the night of the June 23 have been made to accommodate this.

Registration

Registration will be set-up in a central location so participants can check-in to their lodging and collect Leadership Institute (LI) materials. Directions to the opening session will be provided by staff at the registration desk. It is anticipated that additional assistance from CNS staff would be useful/needed during this time.

Exhibits

Space will be set aside within the summer conference center for Leader Schools to display items of interest. A copy of each Leader Schools' portfolio will be set out for review. Delegates will be invited to bring additional materials and extra copies of items for others to take. Delegates will be encouraged to visit the exhibits frequently.

Welcome Session

Enthusiastic, celebratory opening of Leadership Institute (10 min.)

Overview of National Service-Learning Leader Schools Program and Leadership Institute (20 min.)

program purpose and goals; importance of Leader Schools in CNS's work, etc.
Leadership Institute purpose and goals; active winners are active participants in LI; review agenda; highlight housekeeping/admin./communications matters; introduce key staff; etc.

Introduction to Community Teams (20 min.)

explain teams and purpose; assign discussion topic (introductions plus something); teams discuss

Report Out and Transition (10 min.)

teams voluntarily report on discussion; facilitator uses as way to build on main themes of LI and general enthusiasm; transition to intro. of next speaker

Add welcome remarks from Georgetown, if they end up providing support.

General Session I: Leadership

The first general session speaker will explore what it means for a school to be a leader and leadership in the education context. One suggestion is that this presentation be based on a short text that all delegates will have read prior to their arrival. The speaker will be asked to pose some questions for the group to wrestle with. Following the presentation, the delegates will discuss key issues in their Community Teams with a report-out following.

A variation on this format would be a panel of three delegates from different schools (e.g., urban, rural, private) responding to the presenter and linking the general themes on leadership to the delegates roles as National Service-Learning Leader Schools.

An hour has been allotted so participants can rest, change clothes and prepare for the Congressional reception. Buses will load at foot of stairs of summer conference facility and drop participants on Hill for reception.

Congressional Reception

CNS to extend invitations to Members and staff to attend and congratulate school delegations. Brief program to congratulate Leader Schools and showcase Member(s) sponsoring reception (as selected by M. Isaac). May also involve CNS senior staff, reps. from ED, ed. associations, etc.

Consider: co-sponsorship of reception with NASSP, ECS, Kellogg, other association or organization.

At conclusion of reception (7:30 PM?) buses will load at drop off point to return to Georgetown. Selected buses will take a "detour" en route back and do a 90 minute evening tour of the monuments.

Friday, June 25

Continental Breakfast

Simple meal for participants to enjoy on their own schedule. If valued, could create opportunity for participant-driven affinity groups to meet during breakfasts through sign-up or posters. Possible topics include: s-l in rural settings; s-l in large urban schools; creative funding; student leadership; persuading principals to expand s-l; etc.

White House Recognition Event

Note: tentatively scheduled for morning, pending confirmation from the White House. May need to restructure agenda to accommodate Thursday afternoon or Friday afternoon event instead. Alert all speakers to possibility of last minute schedule changes dictated by White House needs and ask speakers for some flexibility.

Format of event to be worked out with White House and CNS staff. Hopefully it will include introduction of a delegate by Harris, delegate introducing Mrs. Clinton, remarks by Mrs. Clinton, and presentation of citations by Mrs. Clinton to each Leader School delegation.

Awards Luncheon

To continue the enthusiasm built by the White House event, a formal luncheon is proposed. The served luncheon would take place at Georgetown (or another location) upon return from the White House. Seating will be open (not be "teams").

A luncheon speaker is suggested. The proposed topic is service-learning and school improvement/education reform.

This luncheon is also a possible opportunity for General Powell to address the delegates and confer recognition as a School of Promise.

Concurrent Sessions on Skills Development (2 hours)

Sessions designed to provide delegates with practical tips on specific forms of leadership they proposed. Topics and presenters will be selected based on plans submitted, but may include:

- ◇ *Promoting Service-Learning Through Technology*—tips on using the World Wide Web, video teleconferencing and other forms of technology in leadership activities.
- ◇ *Serving as a "Critical Friend"*—tips on mentoring another school.
- ◇ *Working with Pre-Service Teachers and Colleges of Education*—how schools can work most effectively with colleges of education to better prepare pre-service teachers to utilize service-learning. Include tips on including student-teachers in service-learning activities, holding day-long institutes for pre-service teachers, working with education college faculty, etc.
- ◇ *Developing Print Materials*—Practical advice on developing effective publications about service-learning. Session will include time for participants to identify possible themes of publications, explore collaborations and develop outlines for critique by other participants.

General Session II: Leadership Plans (1½ hours)

Presentation on breadth and diversity of Leadership Plans submitted. Examples from submissions. Explanation of purpose of Leader Schools as active winners and what CNS expects of them.

Meeting in School Teams and grouped by state, delegates have opportunity to reflect on Skill Development Sessions, expectations of Leader Schools articulated in this session; and ideas from previous sessions and incorporate these into their Leadership Plans. At tables, schools asked to share plans with other schools for friendly critique.

Saturday, June 26

Continental Breakfast

possible affinity group discussions

Concurrent Sessions

Suggest offering up to 7 concurrent sessions twice during this 3 hour and 15 minute block of time. Session formats may vary and could include:

Best Practices: Need further discussions re: topics (reflection, establishing partnerships with CBOs, assessment, balancing student learning objectives with community outcomes, etc.). Consider using as opportunity for teacher professional development in service-learning, best practices; but be realistic about how much can be accomplished in 2 hour session. Consider more than one session so participants have a choice; maybe 3 sessions? CNS T/TA providers could lead sessions on relevant topics.

Teaching Examples: representatives from Leader Schools could be selected to present on specific topics in panel discussions that would allow for sharing of ideas, approaches, materials. Sessions could be moderated by CNS program officers. Topics might include: environmental service-learning, intergenerational projects; reading/literacy; and others.

Student-Centered Sessions(s): At least one student-focused sessions should be developed. While students will be invited to participate in any of the concurrent sessions, it may be appropriate to offer a session focusing specifically on their interests and needs. Possible topics include: student leadership; etc. A moderator from Maryland could be identified (Shanaysha?)

Alternate: Student Track:

Could be group service project; but need to debate whether this sends mixed message since it would really be community service, not service-learning. Another option would be a group project such as developing print or video PSA concepts promoting service-learning; developing student leadership plans; or other. Bob S. advises against separating students out, though.

Picnic Lunch

An outdoor picnic lunch to facilitate networking, continue the celebration, and provide relief from being indoors all day is planned. A rainsite will have to be identified.

General Session III: tbd (90 min.)

include time for sharing and reflection on morning activities.

Free Afternoon

Some have recommended that the delegations be given some free time during the Leadership Institute to explore DC and just celebrate their recognition. This afternoon could be left unstructured for this purpose. Must decide whether CNS sees this as important or places greater value on additional information sharing and skill building.

Sunday, June 27

General Session IV: CNS resources to support Leader Schools

Opportunity to present information on variety of CNS resources available to support Leader Schools in their roles. Include short presentations on: Scholarships, Awards, T/TA Exchange, Clearinghouse, State Commissions, other information and resources.

General Session V: Public Relations

Provide tips to the delegations on both working with their local media to publicize their selection as National Service-Learning Leader Schools and also tips on effectively using their status as nationally-recognized schools to promote/advance service-learning (making presentations at conferences, writing op-eds, etc.) Provide support materials during this session to make possible. Have Community Teams discuss strategies during presentation. (Model after similar presentation to recipients of President's Awards for Excellence in Math and Science Teaching administered by the National Science Foundation.)

General Session VI: Pulling It All Together

Synthesis session to pull all LI themes and ideas together. Include time for Community Team discussions. Also, opportunity to reiterate expectations of Leader Schools and what we need them to do now.

Closing Luncheon

Needs a motivational closing speaker to send them off with their charge.
Another opportunity for Harris to address the group

June 3, 1999

TO: Thurgood Marshall, Jr.

FROM: Harris Wofford
Corporation for National Service

REQUEST: For the President to participate in the AmeriCorps 5th Anniversary and to bestow the first All*AmeriCorps Awards.

PURPOSE/
BACKGROUND: This fall, AmeriCorps will celebrate its fifth anniversary. The Corporation for National Service is planning a full weekend of service and celebration with events in Washington, D.C. and all across the country. Included in the anniversary celebration will be a new award honoring those who have served in AmeriCorps. The anniversary celebrations and service events are all scheduled for October 22, 1999, the traditional program launch date for the national service network and the day before Make A Difference Day, the first national day of service for the program year.

PREVIOUS
PARTICIPATION: The President swore in the first class of AmeriCorps members on September 12, 1994 in the Oval Office and has participated in their annual opening ceremonies and national days of service every year since the launch.

DATE/TIME: On or near Friday, October 22

DURATION: One and a half hours

LOCATION: The South Lawn, preceded by a reception in the Residence.

PARTICIPANTS: The President, Harris Wofford, AmeriCorps members and AmeriCorps Alums, Members of the Cabinet, Members of Congress, major donors, and nonprofit, corporate, government, and faith leaders who are partners of AmeriCorps and other national service programs.

OUTLINE OF
EVENT: The All*AmeriCorps Anniversary is a nationwide celebration that includes national service projects across the country and a new award to honor the accomplishments of those who have served through AmeriCorps. The first All*AmeriCorps Awards will be

bestowed during the South Lawn celebration on outstanding AmeriCorps members from each of the previous years. At the celebration, the President will recognize and honor AmeriCorps members who, through their outstanding service, got things done, strengthened their communities, developed leaders, and built common ground.

REMARKS
REQUIRED:

Yes. The event provides a platform for making the case for the expansion of AmeriCorps and for a statement on the Administration's policy initiatives that support national, community and youth service.

OTHER
PRINCIPALS:

First Lady, Vice President, Mrs. Gore

MEDIA
COVERAGE:

Yes

PROPOSED
ATTENDANCE:

Approximately 1,000

RECOMMENDED
BY:

Harris Wofford

CONTACT:

John Gomperts
Chief of Staff
Corporation for National Service
202-606-5000 x121
jgompert@cns.gov

FAX TRANSMISSION



Learn and Serve America

CORPORATION

FOR NATIONAL

★ SERVICE

DEPARTMENT OF SERVICE-LEARNING

TO: Shirley SAGAWALOCATION: White HouseFAX #: 202-456-6244 PHONE #: 202-456-2583FROM: Kathy Kretman

FAX #: (202) 565-2781

PHONE #: (202) 606-5000, EXT. 169**COMMENTS:**

Shirley,
I've asked for the speeches from the Fairmont -
Hartford H.S., but won't have them until Tuesday a.m.
In the meantime, here's my write-up and other info on
the Baltimore school.

NUMBER OF PAGES (INCLUDING COVER SHEET) 30

IF THERE IS ANY PROBLEM WITH THIS TRANSMISSION, PLEASE CALL (202) 606-5000, EXT.

1201 New York Avenue, NW
Washington, DC 20525
Telephone 202-606-5000

Getting Things Done.
AmeriCorps, National Service
Learn and Serve America
National Senior Service Corp.

FAIRMOUNT-HARFORD HIGH SCHOOL #456

2555 Harford Road
Baltimore, Maryland 21218
Phone: 410-396-6241 FAX: 410-396-7170

October 24, 1997

Dear

The students of Fairmount-Harford High School, under the supervision of their instructors, are planning a school-wide service-learning project--designing and developing a community lot. The lot is located at 2600 E. Eager Street and Glover Street in the East Baltimore Empowerment Zone and is approximately 86' x 36'.

A student design contest will determine the configuration and contents of the lot, including a tot lot, gazebo, grill, benches, and various plants and trees.

This letter is to solicit your support in the form of donations of materials, supplies, and/or funds to purchase the materials and supplies needed to complete this project.

This service-learning project will provide an opportunity for the students of Fairmount-Harford High School, a Community of Caring School, to make an indelible impression on this community. It will be a source of immeasurable pride and will also provide an opportunity for the students to demonstrate the core values of the Community of Caring. Students will also demonstrate practical application of the skills they have learned in school. It is anticipated that the project will be completed by June 1998.

If you would like to support this very worthwhile project with a donation, please let us know by calling the school, or writing to us at the above address.

Sincerely,

Service Learning Coordinator

Approved: _____
Elaine M. White, Principal

**FAIRMOUNT-HARFORD
HIGH SCHOOL
BALTIMORE, MARYLAND**

**PORTFOLIO APPLICATION
FOR
NATIONAL SERVICE-LEARNING
LEADER SCHOOL**

MAY 11, 1999

National Service-Learning Leader SchoolsCorporation for National Service
Department of Service-Learning**Form A:****Application Cover & Certification**

This is the cover form for the National Service-Learning Leader School application. Please complete this form, place it in the front of your portfolio (as page 1), and send the original and two copies of your application portfolio to your state coordinator (see list in Appendix A). Due dates will vary by state, so contact your state coordinator to confirm the precise date.

Public reporting burden for this collection of information is estimated to average 6 hours per submission, including reviewing instructions, gathering and maintaining data needed, and completing the form. Comments on the burden or content of this instrument may be sent to the Corporation for National Service, Learn and Serve America, 8th floor, Attn.: Dr. Kathy Kretman, 1201 New York Avenue, NW, Washington, DC 20525. The Corporation informs the potential person(s) who are to respond to this collection of information that such persons are not required to respond to the collection of information unless it displays a currently valid OMB control number, which is indicated on page 1 of this form. (See 5 C.F.R. 1320.5(b)(2)(i)).

Contact InformationOfficial/Full School Name: Fairmount-Harford High SchoolSchool Address: 2555 Harford RoadBaltimore
CityMaryland
State21218
ZipName of Principal: Elaine M. WhiteTelephone: 410-396-6241 Fax: 410-396-7170 E-Mail: n/aAlternate Contact Person: Norma A. ColeTitle: Service-Learning Coordinator*Please complete the other side,
signatures required*

National Service-Learning Leader SchoolsCorporation for National Service
Department of Service-Learning**Form B:****School Profile**

This form provides reviewers with context on your school's application. If a school is selected as a National Service-Learning Leader School, this information will also be used by the Corporation for National Service for informational, educational, and public awareness purposes.

1.

Type of high school (please check one):



Public school



U.S. Territory school



Public charter school



Department of Defense Dependent School



Private school



BIA/Native American school

2.

School population:

82 Number of 9th grade students126 Number of 10th grade students101 Number of 11th grade students145 Number of 12th grade students454 TOTAL STUDENTS47 Number of faculty and administrators**3.**

Percentage of students at your school who participate in service-learning activities in high school:

100%**4.**

Number of teachers or other school personnel engaged in service-learning:

60*Please complete the other side*

Listed below are courses that are offered at Fairmount-Harford High School. All courses incorporate service-learning. We offer these courses to each student based on their educational needs, not by grade level.

R750-1
APR 29 99

COURSE OFFERINGS LIS)
FAIRMOUNT-HARFORD HS #456

BUBBLE NUMBER	NUMBER	COURSE TITLE	BUBBLE NUMBER	NUMBER	COURSE TITLE	BUBBLE NUMBER	NUMBER	COURSE TITLE	BUBBLE NUMBER
001	001000	INTRO MED I	074	11702300	ALG IA 903	147	22108000	OFF TECH III	111
002	001000	MIL SCI I	075	11702400	ALG IA 904	148	22109000	OFF TECH I	111
003	001000	MIL SCI I	076	11702500	ALG IA CAP	149	22110000	OFF TECH I	111
004	001000	MIL SCI IV	077	11702600	IND V SPORT	150	22501000	KEYBOARDING	111
005	001000	MIL SCI 901	078	11702700	IND SPTS 901	151	22601000	BUSCOMM TECH	111
006	001000	MIL SCI 902	079	11702800	IND SPTS 902	152	22601000	FUND BUILD	111
007	001000	MIL SCI 903	080	11702900	IND SPTS 903	153	22601000	BLOG MAIN I	111
008	001000	MIL SCI 904	081	11703000	IND SPTS 904	154	22601000	BLOG MAIN I	111
009	001000	MIL SCI 905	082	11703100	IND SPTS 905	155	22601000	BLOG MAIN I	111
010	001000	JROTC SUMMER	083	11703200	TEAM SPORTS	156	22601000	BAS COMR ART	111
011	001000	SERVICE I	084	11703300	IND P.E. EXP	157	22602000	INT COMR ART	111
012	001000	SS SERV I	085	11703400	INDEP P.E.	158	22603000	ADV COMR ART	111
013	001000	CAREER AWARE	086	11703500	ADV PHYS ED	159	22606000	INT COMM ART	111
014	001000	ART CRAFTS E	087	11703600	ADV P.E. II	160	26108100	TECH ED 901	111
015	001000	INDEP ART E	088	11703700	BIOLOGY	161	26108200	TECH ED 902	111
016	001000	WELL HEALTH	089	11703800	BIO I 901	162	26108300	TECH ED 903	111
017	001000	ENGLISH I	090	11703900	BIO I 902	163	26108400	TECH ED 904	111
018	001000	ENGLISH 901	091	11704000	BIO I 903	164	26108500	INTR TECH ED	111
019	001000	ENGLISH 902	092	11704100	BIO I 904	165	55555555	LUNCH	111
020	001000	ENGLISH 903	093	11704200	BIO I 905	166	66666666	LUNCH	111
021	001000	ENGLISH 904	094	11704300	ESSEN CHEM				
022	001000	ENGLISH 905	095	11704400	CHEM COM				
023	001000	ENGLISH I	096	11704500	ESSEN PHYSIC				
024	001000	SE ENG I	097	11704600	CONCEPT PHYS				
025	001000	ENGLISH I	098	11704700	BIOTECH CAP				
026	001000	ENGLISH IV	099	11704800	ECOL CHIES BY				
027	001000	GED ENGLISH	100	11704900	GED SCIENCE				
028	001000	SE ENG IV	101	11705000	KEYBRD MUSIC				
029	001000	JOURNAL PROD	102	11705100	KEYBRD MUSIC				
030	001000	JOURNALISM I	103	11705200	GUITAR				
031	001000	JOURNALISM II	104	11705300	CHORUS I				
032	001000	SAT PREP I	105	11705400	SUR ETH MUSC				
033	001000	WORLD HISTOR	106	11705500	ETHI MUSC 901				
034	001000	SE WORLD HIS	107	11705600	ETHI MUSC 902				
035	001000	AMER GOVT	108	11705700	ETHI MUSC 903				
036	001000	ESSEN AMER IV	109	11705800	ETHI MUSC 904				
037	001000	US HIST 901	110	11705900	INTRO ETHNIC				
038	001000	US HIST 902	111	11706000	ET MUSC 903				
039	001000	US HIST 903	112	11706100	ET MUSC 904				
040	001000	US HIST 904	113	11706200	INTRO AMER M				
041	001000	US HIST CAP	114	11706300	IND STY MUSI				
042	001000	US HIST 905	115	11706400	READ I 905				
043	001000	CITZNSHP APP	116	11706500	READ II 905				
044	001000	AFRO AMER	117	11706600	WORK STY 1.5				
045	001000	IND SOC STUD	118	11706700	GEN WK EX 1.0				
046	001000	STUD+LAW I	119	11706800	GEN WK F 1.0				
047	001000	GED SOC STUD	120	11706900	SS GEN WK 1.0				
048	001000	ALGEBRA I-B	121	11707000	APPAREL I				
049	001000	ALG IB 903	122	11707100	APPAREL I				
050	001000	ALG BY EXAM	123	11707200	APPAREL I				
051	001000	SE ALG III	124	11707300	BSC FOOD SER				
052	001000	GEOMETRY	125	11707400	INTER FOOD				
053	001000	SE ALG GEO IV	126	11707500	ADV FOOD SER				
054	001000	ALGEBRA I	127	11707600	CHILD CARE I				
055	001000	IND ST MATH I	128	11707700	CHILD CARE II				
056	001000	SAT MATH	129	11707800	CHILD CARE III				
057	001000	GED MATH	130	11707900	PARENTING				
058	001000	TECH MATH	131	11708000	FAMILY 901				
059	001000	TECH MATH 901	132	11708100	FAMILY 902				
060	001000	TECH MATH 902	133	11708200	FAMILY 903				
061	001000	TECH MATH 903	134	11708300	FAMILY 904				
062	001000	TECH MATH 904	135	11708400	MALE LEAD 901				
063	001000	TECH MATH 905	136	11708500	MALE LEAD 902				
064	001000	ALG IA 905	137	11708600	MALE LEAD 903				
065	001000	SE BAS ALG II	138	11708700	MALE LEAD 904				
066	001000	SE MATH IV	139	11708800	COS MET I 2				
067	001000	ALG IA 901	140	11708900	COS MET II 2				
068	001000	ALG IA 902	141	11709000	COSMET SV I				
069	001000	ALG IA 903	142	11709100	COSMET SV II				
070	001000	ALG IA 904	143	11709200	NURS I 2.0				
071	001000	ALG IA 905	144	11709300	NURS II 2.0				
072	001000	ALG IA 906	145	11709400	NURS III 2.0				
073	001000	ALG IA 907	146	11709500	KEY/COMP APP				

National Service-Learning Leader Schools

Corporation for National Service
Department of Service-Learning

Form C:

Application Contributors

Application portfolios are expected to be completed by a team of individuals, including teachers, staff, students, parents, community partners and others. Please describe in the space provided below how your school prepared its application and list who was involved. Include the original signatures of all individuals who were involved in completing this application. Use the back of the form, if necessary.

Description of portfolio development process:

As a part of the service-learning project, students were asked to keep a chronology of the project from the beginning. This part of the project allowed them to earn their service-learning hours. They were asked to document all the steps involved in getting the project off the ground as well as the progress of the project, including:

- * minutes of meetings with the community organization
- * meetings with teachers
- * timeline
- * before pictures
- * scale model
- * descriptions of various individual and class projects
- * in-progress pictures

Name	Position/Title	Signature
<u>Norma Cole</u>	<u>Service-Learning Coordinator</u>	<u>Norma Cole</u>
<u>Terry Yankelove</u>	<u>Vocational Support Specialist</u>	<u>Terry Yankelove</u>
<u>Kalan Hughes</u>	<u>Student</u>	<u>Kalan Hughes</u>
<u>Clayton Guyton</u>	<u>Rose Street Community Center</u>	<u>Clayton Guyton</u>
<u>Barbara Thomas</u>	<u>Graphics Technology Instructor</u>	<u>Barbara Thomas</u>
<u>Patrick Fliggins</u>	<u>School Beautification Coordinator</u>	<u>Patrick Fliggins</u>

A. Brief Narrative

Fairmount-Harford High School is an alternative vocational school located in East Baltimore that has been given the mission of educating students who have been expelled from or refused admittance to any city-wide or zoned comprehensive school for behavioral and/or attendance problems. This "second chance" environment provides more individual attention and support through a smaller student body, which consists of a transient population between 14 and 21 years of age.

The mission of Fairmount-Harford High School is to create a learning environment that challenges, supports, and directs youth who have been identified as at risk of terminating their education prior to graduation, so that optimum success is achieved in the world of work, higher education, and personal life. Some of the programs offered at Fairmount-Harford High School in addition to mathematics, English, science and social studies that are designed to implement this mission are Apparel Technology, Building Maintenance, Child Development and Parenting, Cosmetic Services, Food Service, Graphic Technology, Nursing Assistant, Office Technology, Music Technology, and JROTC. All of these programs have been intricately involved in service-learning at different levels, either through infusion activities in the classroom or activities outside of the school, such as assisting at nursing homes and senior centers and adopting and developing a vacant lot.

Service-learning began at Fairmount-Harford High School in 1993 with the FUN Project (Fairmount-Harford Understanding Needs). Students, teachers and volunteer parents assisted senior citizens at the Brentwood Center and other senior members of the community with small projects, such as making small repairs, doing household chores, changing bedding, reading to shut-ins, and assisting with correspondence. Students also planned and executed several other annual activities that were conducted during the spring. The students planned and executed two Everybody's Birthday Parties, which included a full course meal prepared by Food Service Students, a huge birthday cake and ice cream, balloons, and twelve tables decorated by Child Development and Parenting students for each month of the year. The students hosted a Fun Festival, which included a spaghetti dinner, a cookout on the patio of the center, board games, and make-and-take crafts. Another spring activity that was extremely successful and entertaining for the Brentwood residents was a Seniors' Prom, which also included a buffet dinner and a prom king (oldest male resident) and a prom queen (oldest female resident). An If-You-Need-It Box was constructed by Building Maintenance students and given to the residents of the Brentwood Center. Various toiletries were collected by students to fill the box, such as soap, toothbrushes, toothpaste, tissue, combs and brushes. Residents were encouraged to use the articles from the box whenever they needed them.

Our service-learning activities from the beginning have been designed to help the school fulfill its mission of helping our at risk students achieve optimum success by reinforcing the skills and values they learn in the classroom, increasing parent involvement in classroom and school-wide projects, improving students' self-image,

-2-

encouraging students to remain drug and alcohol free, providing positive role models and activities, and improving relationships between teenagers, their neighbors, peers, and the elderly.

Service-learning at Fairmount-Harford High School began as a Career and Technology Education (vocational) project. However, as projects and ideas developed either by students, parents, teachers, or members of other organizations and the community, the entire school is now involved in service-learning. Teachers now infuse service-learning into their curriculum and provide projects that help students use the information and skills they learn in the classroom to facilitate the upkeep of the school, solve problems in their own neighborhoods, and promote and focus on environmental issues.

B. Evidence

Element 1: Service is conducted in and meets the needs of a community.

Fairmount-Harford High School adopted a vacant lot in East Baltimore located at 900 Glover Street. The project was brought to the school by members of the Rose Street Community Organization who had been working for several years to clear the lot of debris including car parts, broken bottles, tires, and other trash. Several new houses were built on Lakeland Avenue adjacent to the lot, but they had small back yards. After a meeting with teachers and members of the community, it was decided that the residents could use the lot for large family gatherings, or the Neighborhood Association could use the lot for community activities.

Element 2: Service is coordinated in and well integrated into the life of the high school.

Service-learning at Fairmount-Harford High School began as a focus of the Career and Technology Education (vocational) department. However, as projects and ideas developed either by students, parents, teachers, or members of other organizations and the community, the entire school is now involved in service-learning. Teachers now infuse service-learning into their curriculum and provide projects and activities that help students use the information and skills they learn in the classroom to facilitate the upkeep of the school, solve problems in their own neighborhoods, and promote and focus on environmental and world-wide issues.

Element 3: Service-learning activities are designed to foster civic responsibility.

The design and development of the vacant lot has been driven by student enthusiasm. A student design contest determined the configuration and contents of the lot. In addition to pulling weeds and clearing debris from the lot, students planted trees, built a gazebo and brick barbecue grills, and planted seeds in the science classroom that were transplanted to the lot. These activities have allowed the students to take ownership of the lot and all that has been done to transform it from a vacant, trash-strewn eyesore into a community area that they can be proud to say they had a part in designing, building and maintaining.

Element 4: Service-learning is integrated into and enhances the academic curriculum of the students.

Several stages of this project have allowed students to become involved at different levels and use skills and information acquired in their classes. For instance, in the beginning it was decided that a scale model would allow everyone in the school to be aware of the project, would allow those working on the project to focus on specific areas, and would also allow everyone involved (school and community) to keep track of its progress. The half inch scale model became a mathematics project.

-2-

Students were asked to take each part of the lot and determine its dimensions on a half inch scale. Other students worked on developing the actual scale model with grass carpet, including scale model trees, flowers, shrubbery, picnic tables, grills, and a gazebo. Students in English classes were asked to create a flyer that would notify residents of the community of the planned development of the vacant lot by students from the school. Students in science classes researched the soil content, drainage, weeds, and various trees and plants that would be appropriate for planting on the lot. Social studies students were asked to assemble demographic data relevant to the neighborhood surrounding the lot in order to determine who would eventually use the lot.

Element 5: The school provides structured time for the student to reflect on the service experience.

Reflection is provided after each activity in the form of journal writings, pictures, video tapes, and group discussions on the lot, or class discussions. Reflection is also provided in the form of a scrap book that is kept by students of every stage and activity of the project. Students are allowed to peruse the scrap book at intervals to reflect on the progress and their participation in a particular activity. Several students have had an opportunity to discuss and present the project at conferences and meetings with other school service-learning coordinators. Particularly impressive is the frequent discussion about how proud the students are to have a part in the project and how what they have learned as a result of this project can be used in their entrepreneurial endeavors.

Optional Elements

Service-learning is a graduation requirement for all students in Maryland. Fairmount-Harford High School students are apprised of this requirement and are given the opportunity to earn their service-learning credits (hours) by taking part in the vacant lot project or a variety of other service-learning opportunities offered through the service-learning coordinator, such as tutoring in math or English, school beautification projects, and various other services to the community.

The vacant lot project at a different site in East Baltimore has been presented to another school and accepted. Fairmount-Harford High School teachers and students have volunteered to support the school through mentoring and peer tutoring, attending planning meetings, and sharing information, skills and experiences.

Members of the neighborhood association brought a representative of Trigen Energy Baltimore to a meeting to discuss the vacant lot project. Trigen Energy Baltimore was impressed with vision of the project and became sponsor. They provided the seed money that drove a Baltimore City grant written by Historic East

-3-

Baltimore Community Action Coalition, Inc., which allowed the students and teachers to dream, visualize, and actualize their plans for the vacant lot and to seasonally refurbish and maintain the lot.

During the implementation of the vacant lot project, it was necessary to provide an assistant in the Building Maintenance classroom. When the teacher and small groups of students were working on the lot, or on other building maintenance projects outside of the classroom, an assistant was needed to provide supervision and to work with other students on learning activities. This assistant was provided by Living Classrooms Foundation, Project SERVE. He became an excellent role model and mentor to many of the students.

PART III:

LEADERSHIP COMPONENTS

A. Leadership Components

Fairmount-Harford High School has developed a model service-learning partnership with communities and local organizations in the city of Baltimore, Maryland. We have also developed a leadership culture between the staff and students by creating a cooperative service-learning program. We would like to share our lessons and experiences with other schools, locally and nationally, to help all students experience the rewards of engaging in community development. To support our ongoing endeavors we will strive to accomplish the following outcomes as a National Service-Learning Leader School.

1. Strengthen the internal capacity of our service-learning program.

We will focus on enriching the quality of each service experience that our students receive. We will also provide ongoing service-learning training for all school personnel and partners to ensure the continuity of program concepts, messages, and outcomes.

2. Create a stronger allegiance between Fairmount-Harford High School and local community organizations.

The 900 E. Glover Street Service Learning Project produced a cadre of service-learning partners and advocates. We will sustain these alliances by creating an Advisory Committee to help us expand our school's service-learning mission to additional communities.

3. Provide technical assistance to other schools.

We will serve as a mentor school to Lake Clifton/Eastern High School in Baltimore City, as they replicate our service-learning project with a local community. We will also continue to share information about our program with other interested schools through meetings, conferences, and school related activities.

The Service-Learning Program at Fairmount-Harford High School has a unique quality. We have successfully developed a service-learning program that goes beyond the educational needs of our students. Our program provides a holistic experience for students by incorporating a service-learning/school-to-work philosophy. Our students are learning to invest in their environment and because of this process, they are becoming valuable workers.

Adopting an integrated model of service-learning required leadership and advocates for support. These commitments have fortified our program's internal capacities and have deepened the dedication of each administrator, teacher, and building support personnel. Yet to get to this level of sustainability required a lot of hard work. As a staff, we had to develop and communicate a common message about service-learning and endorse that message through positive action. As role models for our students, we consistently provide a caring and nurturing environment for our students. This philosophy is communicated in every class, activity, and event that students participate in. This process has lead to the success of our program--a unique quality that we are proud of.

-2-

We are anticipating the grand opening celebration for the East Glover Street Project Friday, June 4, 1999. This day will not only mark the completion of a team accomplishment, but will memorialize the commitment and dedication of a genuine partnership. We have a team of administrators, teachers, students, parents, and representatives from community-based organizations poised to speak about our accomplishments and challenges. We want to share this experience with other schools and we plan to do so through events sponsored by the Maryland Student Service Alliance (MSSA) and other service organizations.

We have developed a service-learning culture in our school that provides "real life" lessons for our students and staff. The progression of the project has been inspiring and educational, and has given us knowledge about the essential elements for a broad-based service-learning program: school level support, public support and involvement, student leadership, and recognition. We will continue to work closely with MSSA and provide technical assistance to other local schools as they develop "service-learning schools."

FAIRMOUNT-HARFORD HIGH SCHOOL #456

2555 Harford Road

Baltimore, Maryland 21218

Phone: 410-396-6241 Fax: 410-396-7170

*Community Involvement and Service-Learning
at Its Best*

In October of 1997, two members of the Rose Street Community Association who were mentoring a ninth grade special needs class here at Fairmount-Harford High School, brought us a project--helping to develop a vacant lot at 900 Glover Street that they had been working on and trying to clean for several years.

The Community Association members met with interested teachers, the service-learning coordinator and the Community of Caring lead teacher to discuss how each discipline and the Career and Technology Department could get involved. We realized that our greatest challenge was getting the students to buy into the project. A design contest was the answer. The second phase of the project was a scale model developed from the winning design that would always remind us of our goal.

Several small projects were developed that would involve all disciplines and CTE programs in the project, including:

- ☐ Mathematics - take the dimensions of the lot and its contents and reduce them to a half inch scale for the model and estimate the project cost.
- ☐ English - develop a flyer or public notice that would be distributed to the Glover Street neighborhood advising them of the project, write letters to prospective donors, suppliers, sponsors, and community resources, and write media announcements.
- ☐ Science - research low maintenance trees, grass and plants for the lot and start seedlings in the science classroom/lab to be planted on the lot.
- ☐ Social Studies - assemble community demographic data and determine what facilities are already available in the area.
- ☐ Career and Technology Education - pour concrete; build the gazebo and grills; assemble picnic tables and benches; design chess and checker boards for the picnic tables; plant trees, shrubbery, grass, and flowers; chronicle and maintain a scrapbook of the project, including progress reports; and maintain the lot.

Needless to say, this experience has exceeded all expectations. The following pages will encapsulate our school-wide community service-learning project.

MSDE/MSSA Service-Learning Conference '98
POLISHING THE GEM
Maryland's Seven Best Practices for Service-Learning

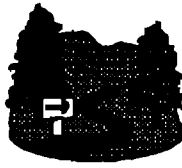
Fairmount-Harford High School
2555 Harford Road
Baltimore, MD 21218

Community Lot - 900 East Glover Street Project

This school-wide service-learning project incorporates the **7 Best Practices** in the following ways:

1. It meets a recognized need in the community -- we are developing a vacant lot and providing space for family recreation and relaxation.
2. It achieves curricular objectives -- the project provides practical application of the knowledge and skills students learned in the classroom.
3. Reflection is provided through before, during and after pictures, periodic progress reports, and student written evaluations, journals and reflections of various phases of the project.
4. Student responsibility will be developed by assigning students as project managers of various activities in the overall project.
5. Community partnerships have been established with the Historic East Baltimore Community Action Coalition, Trigen Energy Baltimore, and residents of the community where the lot is located.
6. On-going service-learning opportunities will be provided through the maintenance and revitalization of the various gardens, improvements and additions to the lot.
7. Students will realize the value of information and skills learned in the classroom and will be encouraged to increase their knowledge and skill level as a result of the project.

T Our 900 Glover Street Project Neighbors



From the Students of Fairmount-Harford High School

2555 Harford Road

Baltimore, Maryland 21218

Phone: 410-396-6241 FAX: 41-396-7170

As a school-wide service-learning project, we have elected to develop and improve the vacant lot at 900 Glover Street. Mr. Elroy Christopher and Mr. Clayton Guyton, members of your neighborhood association and mentors to some of our 9th grade special needs students, brought the project to our school.

We held a design contest and selected a design that included a macadam that we hope will eventually become a tot lot. Because it is a school-wide project, all of our disciplines are involved. The science students researched and planned the plants and trees; the mathematics students converted the dimensions of the lot and the improvements to a 1/2 inch scale for the model that we have in the school; the English students are writing about the project, doing media announcements and periodic progress reports; and our social studies students researched the demographics of the neighborhood.

For recreational activities, we plan to put a marble pit, horseshoes, and hopscotch in the macadam and paint chess and checker boards on the tops of picnic tables.

We plan to plant more trees and plenty of flowers. In addition to the picnic tables, we will have benches and at least two barbecue pits. The barbecue pits will be brick and will be built by our building maintenance students. The students also plan to put a gazebo on the lot.

We hope the lot will become a place where you can sit and just relax or read, where your children can play, and where families can come together for picnics. We would like to solicit your support and assistance as the students work periodically on the lot. Please feel free to come out and help or lend your moral support to these students who want to make a difference in your community. This project will be a source of immeasurable pride, will provide an opportunity for the students to demonstrate the core values of the Community of Caring as well as practical application of the skills they have learned in school.

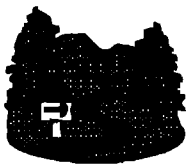
In this school, character counts!

RESTORING THE COMMUNITY



Students at Fairmount-Harford High School have planned a project to clean and decorate Eager , Glover Streets; and Monford , Milliman Streets. This project will help make Baltimore a **cleaner and safer** environment for our children to live and play. It is also very important that we as a community take good care of our ozone layer. We are asking for your help or just your support in making this happen. You will be doing a great deed and at the same time making Baltimore a more beautiful place to live. If you are concerned about our next generation, this is a big start in helping them live better, achieve their goals and make life a little easier. Children and adults will have a safe environment to play or just relax. If you can't make it, God will bless you for at least attempting. But if you can make it , it will be a blessing for you to help to clean up.

Thank You



FAIRMOUNT-HARFORD HIGH SCHOOL #456
SERVICE-LEARNING

Reflection

Project: ENGLISH III
Beavitt
Beautification Project

Date: MAY 11, 1998

What I Did:

I wrote a community memo on our school, Fairmount
Harford High, about people coming to help us clean up
certain streets.

What I Observed:

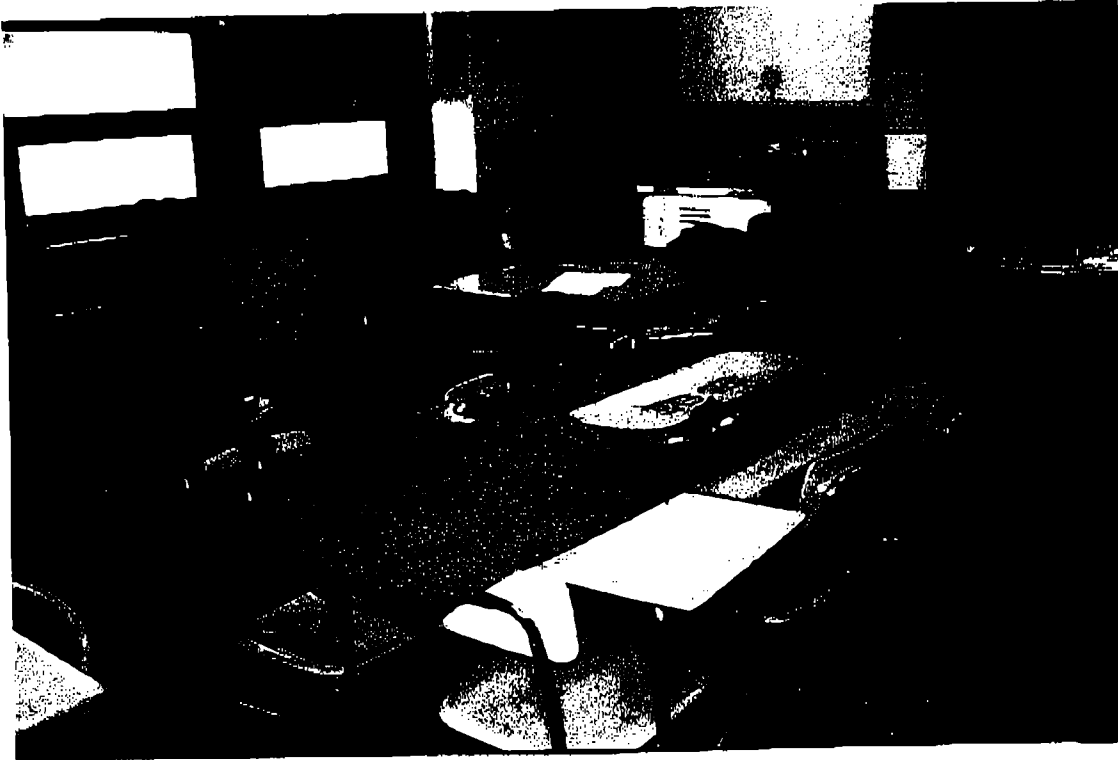
I observed students viewing and blue printing plans
for the restoring of the different communities.

What I Thought:

I thought this was a positive way to express the
importance of maintaining our communities.

Name Timothy Freeman Class 11-14

Em



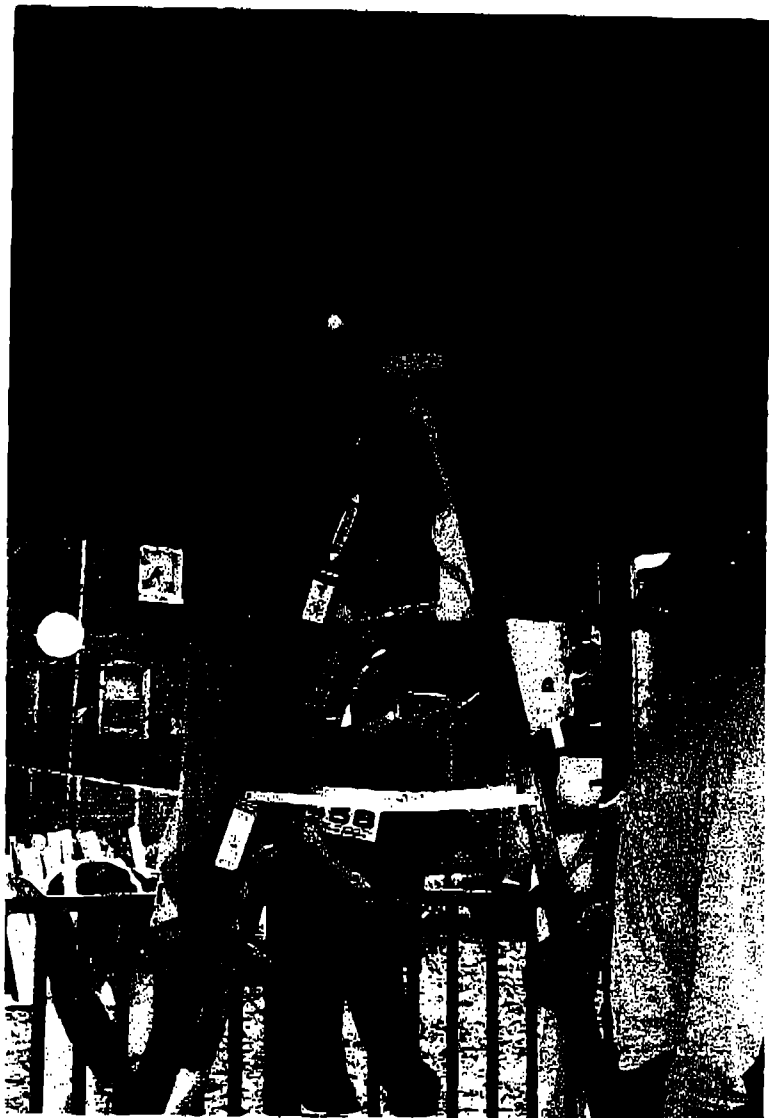
Stage Two: the scale model takes shape, including the gazebo designed and assembled by Naquan.



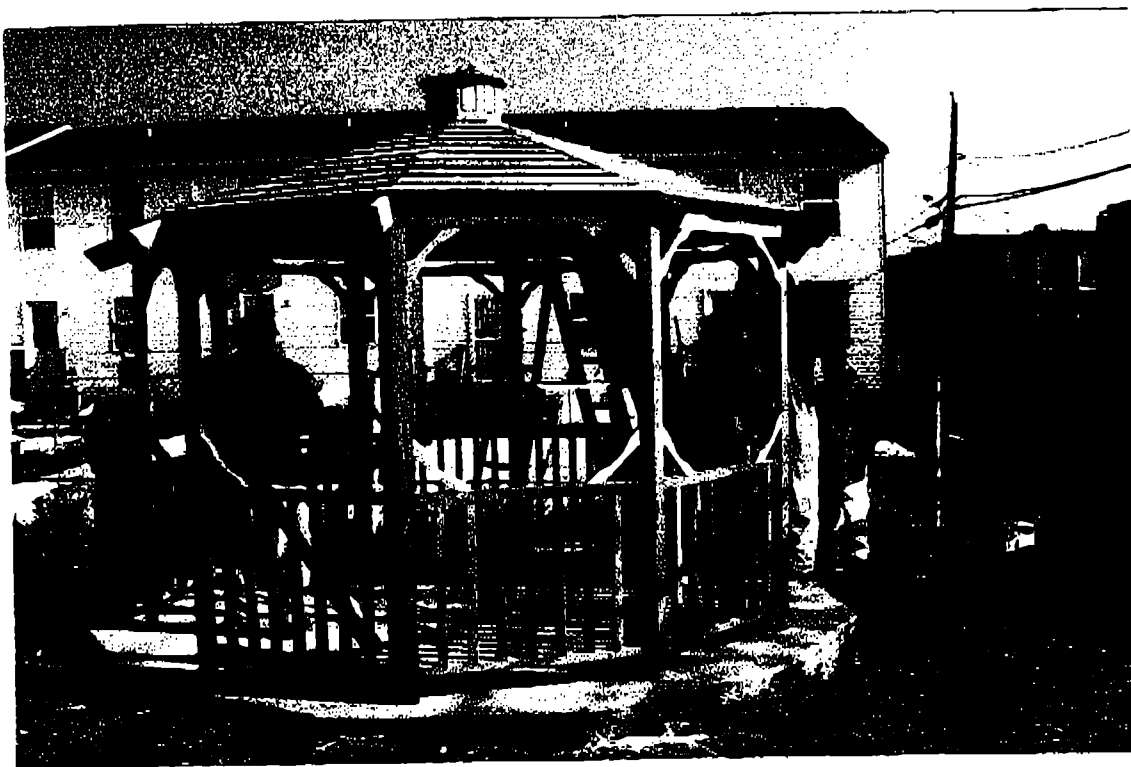
Stage Three: instruction and preparation begins by putting the gazebo together in the Building Maintenance classroom.



... as other Building Maintenance students begin to assemble the walls of the gazebo.



Perfect positioning on the base is important and creates another learning experience.



When the experience of a community service-learning project exceeds all expectations. . . .

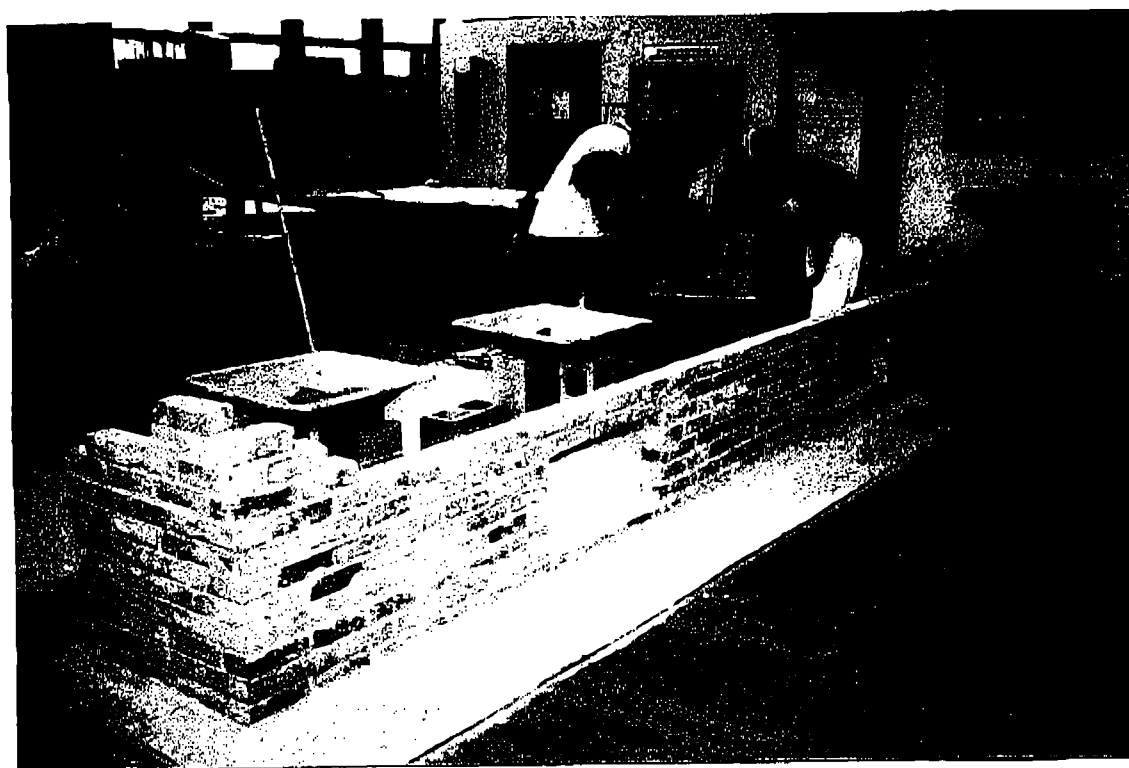
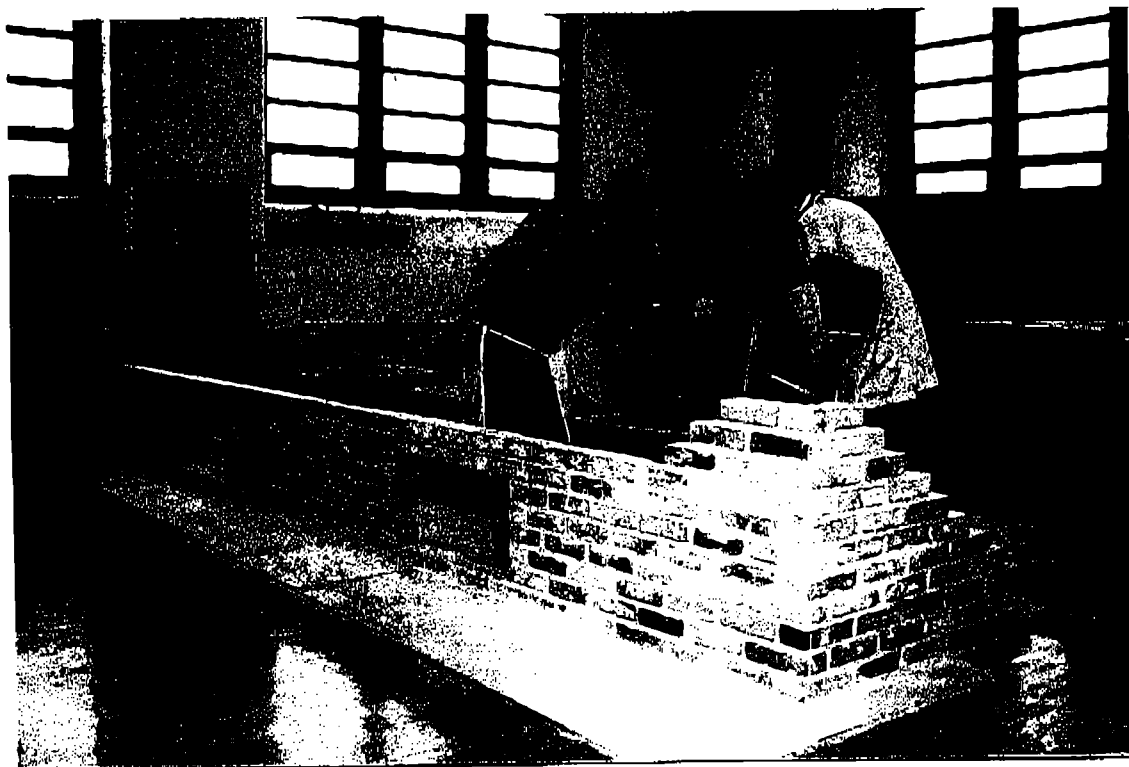


Our school-wide community service-learning project will need continuous care. This on-going labor of love will be passed from one class to another indefinitely.

We hope the Glover Street Project will be a symbol of the excellence, pride and goodwill students can achieve in their communities.



The gardens begin in the classroom.



Preparation for constructing the barbecue grills requires some classroom instruction on laying brick



FAIRMOUNT-HARFORD HIGH SCHOOL #456
SERVICE-LEARNING

Reflection

Project: *Laying the concert.*

Date: 1-11-99

What I Did:

Handling, placing and finishing concrete
Construct a gazebo using power tools
Refinish furniture
Repair fencing and install retaining wall
Ordering signs for banner

What I Observed:

I observed the concert truck go to
the concert.
I observed student working together
I observed demotion in the class

What I Thought:

I thought that it was educationally and
uplifting.

Name Damon Richardson Class 10-01

Enw



The Baltimore Teachers Union
AFT 340, AFL-CIO

Sharon Y. Blake
Educational Issues Director

5800 Metro Dr., 2nd Floor
Baltimore, MD 21215
Phone: (410) 358-6600
FAX: (410) 358-2894

OFFICE HOURS
9 TO 5

32

widespread and numerous, and the BTU congratulates him for this honor.

BRs: Suggestions Welcome for BR Summer Workshop

The Summer Annual BTU BR Training Workshop will be held from August 10 - 12, 1998 at the Tropicanna Hotel. The BTU is seeking your input for the program's agenda. Please send your suggestions to: Baltimore Teachers Union, Attention: Edward Horsey, 5800 Metro Drive, Baltimore, MD 21215 or send through the interoffice mail.

Registration forms were distributed at the last BTU BR meeting and were included with this week's UP-ATE mailing. Registration forms must be in by Friday, June 26, 1998. All moneys must be received by Friday, July 3, 1998. Absolutely no money or registration forms will be accepted the day of departure.

The BTU looks forward to seeing all BRs at this year's workshop!

Clinton Vetoes DC Voucher Bill

President Clinton has vetoed a bill that would provide vouchers for DC students, and he called the bill "fundamentally misguided".

AFT President Sandra Feldman said that President Clinton knows the kind of improvements which need to be made, such as, reducing class size, raising academic standards and using successful programs.

Clinton is fighting for legislation which will help support school construction, reduce class size, recruit and train teachers and raise technology in schools.

gh Fund- day, June 14

h School will spon-
al Fund-Raiser on
1998 from 5 p.m.
U, Local 2609, at
Admission to the
it is only \$12, which

includes free setups, games and refreshments. Music will be provided by D. J. Black Wizard and D. J. Marvelous Maurice. All proceeds will benefit Northern's Athletic Department. For more information, you may contact Paul Holmes at 410-258-6370 or Harry Gray at 410-396-6435.

FYI: Faculty Meetings

The BTU would like to remind teachers of the contract language regarding faculty meetings:

"Teachers shall be required to attend one (1) faculty meeting per month for no more than one (1) hour in length."

Fairmount-Harford High School Students Embark on Community- Rich Service-Learning Project

Students at Fairmount-Harford High School are earning Service-Learning credits for a unique community project to develop a community lot in the East Baltimore Empowerment Zone at 2600 E. Eager St. and the 900 block of Glover St. Service-Learning is a component of the Community of Caring Program, which is the character education program for high schools in Baltimore City to help students develop community relationships.

The plans for this project include a gazebo, grills, picnic tables, benches and gardens. The project is operating on donations.

This project allows students to earn service-learning credits during normal school hours. Mathematics students provided conversions for the model and cost estimates; English students prepared media announce-

ments and progress reports; science students selected plants and trees; social studies students collected data about the community; physical education students researched games that will be included on the lot; career and technology students will help with maintenance, planting, and additional arrangements.

A Journal or Reflection Form will be required from each student after each activity explaining what they have learned, what part of their character has been strengthened, and what they have become more aware of by involving themselves with the project. At this time the opening of the community lot is undetermined.

BTU President on the Move

■ BTU President Marietta English was able to go back to the "classroom" to give the girls from Southwestern High School an inspirational lecture at a teen-forum on "What It Takes To Be A Real Woman."

■ President English was invited to Ms. Bennett's pre-k class at Gwynns Falls Elementary to read a story. After sharing the book, Jessica Pinkitt and Melissa Rose, both four-year olds, demonstrated their reading abilities by sharing their daily story.

■ As part of BTU's community outreach, President English attended meetings last week with the Eastern and Northwest Police Districts.

■ President English has also met with teachers at Fairmount-Harford High and Edgecomb Circle Elementary.

Media Appearances

■ President English appeared as a panelist on *The Bottom Line*, which aired Saturday, May 30, 1998, to talk about school reform issues and school choice.

■ Baltimore City Cable Access BCAC TV-5, hosted by Solomon Omo-Osagie, featured BTU President Marietta English last week discussing educational issues.



Maryland State Department of
EDUCATION

Schools for Success

Nancy S. Grasmick
State Superintendent of Schools

200 West Baltimore Street
Baltimore, Maryland 21201
Phone (410) 767-0100
TTY/TDD (410) 333-6442

FAX COVER SHEET

410-333-2183

TODAY'S DATE: 6/15/99
TO: Shirley Sogawa
FAX NUMBERS: 202 456 6244
FROM: Luke Frazier
OFFICE # (410) 767- 0356

THERE ARE 02 PAGE(S) INCLUDING THIS FAX SHEET.

If you have any questions or do not receive all of the pages, please do not hesitate to call our office. Thanks!

Comments:

As discussed. Will forward more
if possible.

NORMA COLE, TEACHER, FAIRMONT-
HARFORD HIGH SCHOOL
900 E. Glover Street lot renovation project coordinator

"The things the students really learned were teamwork and civic responsibility...and probably a little bit of entrepreneurship as well"

"One of the questions I always ask the students is 'if there was a vacant lot next to your house what would you do with it?' And what they learned from this project is that it is possible to make things happen in your own neighborhood."

Dec 9, 1998

Shirley,

Nancy Murphy told me you are interested in outstanding examples of "Service-learning" schools for possible visits by the First Lady. When she told me, I immediately thought of Putnam H.S. in Springfield. I called Ann Southworth, the Principal, and collected the enclosed information.

I am here briefly. Yesterday I met with Senator Kennedy's staff & Corporation for the 21st Century staff to discuss reauthorization & how to avoid the level funding usually given to learn & serve. The field is growing so - an increase could move service-learning into mainstream - along w/ the Kennedy \$5 and a collaboration w/ the U.S. Dept. of Education.

Today, I am going to Baltimore for the L+S granters conference - the program shows the depth & breadth that is taking place.

Back to Putnam - Ann would welcome a visit. When I mentioned why I wanted the information, her comment was - "Oh, it would be so good for my kids!" The story demonstrates the meaning of service in the transformation of a school.

If you need additional information, you can reach me at (413) 737-2078 - 138 Park Dr., Springfield 01106-1261 - Ann at (413) 787-7424.

My best to you - and to the First Lady - the current situation saddens me. Sorry I didn't get to see you. Sincerely, Carol Kinsey

Century Club - 5/6/97

A School on the Move

Good evening. I am here to tell you a story. A story that needs to be told - a tragic story with a triumphant ending. It is a story about Roger L. Putnam Vocational Technical High School.

Three years ago, August 31, 1994, the Superintendent of Schools asked me to go up to Putnam as its acting principal to straighten it out. He gave me two months to accomplish the task.

When I got to Putnam the day before school opened in September, 1994, I was walking into a place riddled with violence, gangs, and drugs. Even the police were afraid of what was going to happen in the school. When one entered the halls of Putnam, one could not tell if it were passing time or class time because so many students were in the halls.

The gangs were doing gang business and selling drugs out of the Auto Body shop. There were fights everyday - always one in the cafeteria - that

was a daily occurrence. False alarms were pulled sometimes two or three times a day.

Needless to say, the school was out of control. The climate was one of fear and violence. The New England Association for Secondary Schools and Colleges had informed the school and the Superintendent that Putnam was going to be placed on probation and eventually lose its accreditation.

Putnam was a nightmare come true. Students were repeating grade nine three, sometimes four, times. The incoming ninth grade class in 1994 had only 30% of its students reading on a first to third grade level and another 40%, on a fourth to eighth grade level. About 20% were in grade level. The school's population is 80% minority - 50% Hispanic, 30% Afro-American and 80% poverty.

Now three years later, the school is actually back under control and receiving state and national recognition for its work in education reform, school-to-work and community service. Last June, National Public Broadcasting, Channel 13 out of New York City was at Putnam filming for

two days for its series on “Peaceful Solutions.” They will be airing two shows nationally focusing on Putnam - one on our use of mediation as a form of conflict resolution and one on how we have gone beyond that to using community service as an antidote to violence. They felt we were not only the best model in the country for this, but maybe the only school actively and conscientiously using community service as a tool to stop violence and reinforce behavior with positive activities and with positive habits.

But, I’m getting ahead of myself. Let me go back to September, 1994, and tell you how we got from where we were to where we are now - both in national recognition and in meeting tomorrow’s employment needs.

The first thing I did when I got to Putnam was to gather my administrative team together. I told them that we were going to be a team and that we were going to lead the school through a major organizational transformation - Prichard - Price calls it, “High Velocity Cultural Change.” I told the administrative team that I couldn’t stop to train them. They would have to learn on the job - which sometimes meant ten team meetings a day to keep us all going in the same direction and ahead of the crisis.

I told them that the goals were simple. Get control of the students immediately and attain our accreditation. I told them that not only were we going to do this, but within four years we would become a national demonstration site. Whoever thought it would begin to happen as early as the second year.

The next day, I had a thirty minute meeting with the entire staff. I gave them the goals and got consensus from them. 160 people agreed on the goals. I told the staff that to control the students we all had to stick together and be consistent. We picked three issues - one being passes in the halls - that we were all going to enforce. We had to win. Next, we all had to follow the same discipline procedures in the classroom - a three step process - first warning; second detention; third office referrals. Everyone had to do the same thing.

Within one week the school was back under control. At the end of the second week, the teachers were giving each other the high sign in the halls. They, once again, were in charge.

The next step was to train the staff in systems theory and total quality management techniques. Like the administrators they needed to learn on the fly, but with the staff I had to make sure they had proper learning conditions and training. There was no way one person or one high performance team could do all the work to gain our accreditation and root out the depths of the evil and violence in the school. Remember, Putnam had more gangs and gang members than any other school. We were always on the verge of open gang warfare within the school.

To train the staff I brought in consultants who had worked with several local businesses. I needed to model for the teachers and the students best practices in business if we were going to send students out into the world of work.

At times what we were doing seemed ludicrous. We knew we had to do best practices, and we knew that we had to teach the kids best practices - TQM, ISO 9000, simulated work environments, but as we moved forward, we would have to ask ourselves such questions as, "If we teach the students TQM, would we then be helping the gangs to get better at their business?" Our final decision, of course, was that if we created a positive learning environment, we could eliminate the gangs from our schools. So, we went full steam ahead with implementing best practices.

The next major step was for me personally to go down to the Auto Body Shop and have a discussion with the gang leaders about the "New Putnam" and my expectations for them.

You can imagine that as I walked the quarter of a mile down to the shop my heart was pounding in my chest. I wasn't sure I was coming out alive. And, my assistant principal was convinced I was crazy, but he went with me anyway.

I went into the shop, and of course, could find no students. They were all hiding. So the teachers rounded them up. The students didn't say a word. I introduced myself and told them the new rules. I, also, told them that I was telling them the new rules before anyone else because they tended to break the rules more than anyone else. I told them that if they set foot outside the shop I would have them arrested. (They would step out to sell drugs.) No one said anything in reply, but one student nodded, then another and then a third. I figured that meant that they understood. At this point, the assistant principal was pulling at me to get me to leave, but the teacher in me had to keep going. I next informed them of my expectations for them in terms of achievement and appropriate safety attire. What happened next was rather comical - as I was telling them to wear safety glasses and work boots, they all looked down at my feet. I was standing in the middle of the shop with my high heel, patent leather, open-toe Neiman-Marcus shoes on. Once again, I got three nods and left. As I was leaving the student who appeared to be the leader came running after me and said, "Lady, fix the busses and you've got yourself a deal." I didn't dare ask what was wrong with the busses, so I said, "Give me a week." Needless to say, I fixed the busses and Putnam was no longer gang territory.

If people dealt drugs, they were arrested; if they pulled false alarms, they were arrested. The negative behavior stopped. The police said to me one day, "They're talking about you on the streets. They say, "The Lady says this, the Lady says that." The police felt I had influence on the streets now and wanted me to straighten the kids out on the streets, also. I said, "Give me a year."

However, when the negative behavior stopped, it left a void which needed to be filled. I looked around and saw pockets of successful positive community service projects and decided that community service should replace the negative behavior. So, I began to support, encourage and reward community service where ever I could. I began to give the students a positive image of what a Putnam student was like. At first, they laughed, but as I could show them successful examples, they began to live up to the image. I used every management and educational technique known to man to get these kids and their school going in a positive direction.

Now, back to the teachers. Because of their immediate success with the discipline and with their new training, they were willing to tackle the accreditation issues. They made phenomenal progress. When the visitation team came, they felt that Putnam had made great progress but did not have the help and support of the school system and of the City. Therefore, they were not sure we could sustain the progress we were making. Thus, they recommended that we not be accredited. However, they told us that they would give us one more visit in February before the final vote to see if we could sustain our progress.

But in February, two of our students were murdered in drive-by shootings - three others had been wounded. Students and staff were devastated. Students were calling for retaliation and gang warfare. What to do? Once again, we, the administrative team, had an absurd conversation. “If we bring in psychologist and grief counselors, will we break down the street facade and make our kids more vulnerable? If we open them up to talk, could we continue to help them deal with the horrors of their lives, the horrors that they had buried?”

We decided that not only could we, but that we had to. I brought in ten psychologists, and we began working with the kids and the teachers. Soon, we were able to take their anger and direct it toward positive actions. We organized students to do a plan (a strategic plan, no less) to end violence at the school and in their neighborhoods. We had voter registration drives; we worked with the Mayor and neighborhood councils, we marched. We were back on track until the funeral of one student. One of the students who had been killed was from Auto Body. The funeral was too much for them. Their grief and anger began again, and I could not reach the only Hispanic psychologist I had. The funeral was on the same day that the Evaluation Visiting Committee arrived.

The next day, the Visiting Committee was going straight to Auto Body Shop - everyone knew that Auto Body was Putnam's worst problem. Up until the preceding week, the shop was making great progress, and I wasn't worried. In fact, the week before the killings I had told the kids in Auto Body that the entire school's accreditation depended upon them. They said they could handle it. Now, they were devastated and the Visiting Committee was coming anyway. As I walked down there with the Visiting Committee, once

again my heart was pounding in my chest. I didn't know what I was going to find.

Just as I was approaching the door to the shop, the psychologist that I had sent for arrived. I asked him to follow us into the shops and stay behind and work with the kids when we left. I told him I had no idea what we were going to see as we walked in.

To my utter surprise, when we walked into the shop, every student was working, the shop was clean and, the students were all wearing their safety gear. I thought that I was in the wrong place. I could not believe my eyes. The Visiting Committee was impressed, and I knew that through all their pain, these kids had saved their school . There was no stopping us now.

We got the accreditation; we continued implementing the TQM training for staff, we began the training for the students, we invited the business community to help us do a strategic plan. We started to train students specifically in school-to-work issues - how to dress, how to behave, how to work on a team. We taught them work ethics, interviewing skills,

resume writing, portfolio skills, etc. We began to send student out to shadow business people. We sent them out for internships. We sent teachers out to benchmark major issues. We sent them out to work in business, also. We put teams together to address the major issues facing us as outlined in our plan. We collected and analyzed data. We implemented sixteen new instructional programs - including ROTC, Gifted and Talented Programs,, Accelerated Programs.... The results have been astronomical.

We went from the worst drop out rate in the state (25%) to 6% in one year. Our attendance went from 70-75% daily attendance to 85-93% daily attendance. We have been able to get at least 41% of our ninth grade students on grade level - remember only 20% were there in the Fall. We've been able to significantly impact learning. We have drastically reduced the number of fights. We've eliminated the false alarms. We've gotten 50% of our seniors into college. 50% into the occupation they were trained for or into the military. In addition, we have achieved state and national recognition.

Putnam has been selected as a model for our nation for its integration of community service learning and school-to-work. The Council of Chief State School Offices (a very prestigious organization out of Washington, D.C. for people like Robert Antonucci, Commissioner of Massachusetts Department of Education) selected Roger L. Putnam Vocational Technical High School as one of ten models for the country. The council has done a case study on Putnam and will be publishing a book featuring ten schools - one of which is Putnam. They, also, invited me along with John Davis, President of American Saw , our business partner, to speak at the national conference in San Diego, California.

Moreover, as I mentioned before, National Public Broadcasting, Channel 13 out of New York City, has selected Putnam to be featured in its series on "Peaceful Solution." The focus will be on how we not only use mediation to counter violence, but how we go beyond that to involve students in positive activities such as the community service activities like the restoration of the Barney Estate, The Timbuktu Project with the museum, our health center, our work in the hospitals and nursing homes.

And, this is not all. This past year Putnam was nominated for the New America High School Study being undertaken by the National Center for Research in Vocational Education out of the University of California at Berkley.

In addition to all this, the Massachusetts State Department of Education commissioned a book to be written featuring five models in the Commonwealth - Putnam being one of the five. The case study, of course, focuses on our use of community service learning.

Moreover, the Massachusetts State Department of Education included Putnam in its training tape on how to integrate the new curriculum frameworks into the entire instructional program. They are using Putnam as a model for the state - a model for education reform. They feel that we are one of the few schools really implementing the new reforms correctly.

Just recently in April I received a call from Washington D.C. informing me that Putnam would be included as a Community Service Learning model in the April Presidential Summit held last week in

Philadelphia. Our teachers and administrators are constantly being asked to present at the national conferences around the country - Atlanta, San Diego, Nashville, Washington D.C. to name a few.

In fact, this past year our efforts have reached an international level. We were asked to help build a international art center in Senegal, Africa. The connection came through our work with the Springfield Library and Museum Association. For the local museums we have helped with the Children of Sorrow and Timbuktu exhibits and most recently with the upcoming Springfield on Track project. The students' work was so good that members of the art community made the connection for us. However, as wonderful as the project would be for the students - study of history, language, cultural - in addition to their vocational studies -, the lawyers are having a heart attack. They know of no public school in the country to have sent their students to another country. I told them that the private schools do it all the time, and what's good enough for them is good enough for my students. At this point, I haven't won the discussion, but at least we are having it and the students in addition to learning about art, history, world language, electrical engineering and carpentry are learning about international law and politics. As

disappointed as they may be, they are still proud to have been asked and now see themselves in a whole different light. Maybe next year we'll succeed.

Basically, as I said in the beginning, we followed basic transformational management practices. We went for the best practices where ever we found them. We worked with the business community to identify what businesses will need and want from our students. We have modeled our Auto Shop after Saturn. We are working closely with companies like American Saw, and we are teaching our students what they need to know to be the best in the job market. We want to make sure that when our students join the job market they are on the cutting edge. We don't want them to have to be retrained. We want them to be the best and in demand. I'll give you examples to illustrate what I mean. During the recent April snow storm, several of our students who were in Co-op at Berkshire Air Conditioning were the first ones to report to work. They opened up, began working. No management arrived for at least two more hours. When the owner (Jon Peterson) arrived he found the Putnam students in charge and working. He was absolutely incredulous.

In fact, right now our students are so in demand that in some shops all eleventh and twelfth grade students are out on co-op jobs leaving only the tenth grade students to finish projects like our Health Center, Barney Estate and Springfield on Track. In addition, students are doing so well that employers are actually delaying filling open positions until our seniors graduate. They're so good because not only do they know the skills of their trade, but they know basic business principles also.

We include our students in strategic planning, in implementing TQM principles, in benchmarking trips. We teach them how to analyze data and how to make decisions based on that analysis. We model for them how to use modern management techniques. We have them run their own shops. We make them responsible. We hold them to high standards.

It works. The kids love it. They are happy, are proud, and are learning. Moreover, they are being recognized for their accomplishments and as I said before they are getting good jobs or getting into good colleges.

Putnam is growing, changing and improving constantly to meet tomorrow's needs. However, it is still facing major challenges. Each year brings in a new group of students with a new set of problems. This year we were faced with only 28 students out of 600 being on grade level as tested by the IOWA Test of Basic Skills. In addition, the State had said all students must be in college preparatory level courses. So, that means that the 572 students who were significantly below grade level not only had to catch up but also had to achieve on a college preparatory level.

Also, this year the school had its five year visit from the New England Association of Secondary Schools and Colleges. With all the trouble that we had in the past, we knew that we had better be in good shape this time. Most of the problem left from five years ago were money issues - not enough textbooks and poor facility maintenance - we had over 850 outstanding work orders on the building alone. Moreover, the entire school needed a coat of paint. Thank heavens that the City Fathers wanted to avoid problems dealing with the New England Association and came up with the money to fix things and get the school painted, but what amazed me the most in all of this was how far the students had come. Remember in the beginning of my speech I

told you about the number of students in the halls without passes, well now not only are there no kids in the halls during class, but during passing time, fifteen hundred students would pass painters on staging painting ceilings, halls and stairwells. There were no accidents, not rude comments - even the wet fire doors did not have finger prints on them. Imagine that - an urban high school with wet paint, no graffiti and no vandalism.

It still amazes us all - the same kids just a different attitude. When asked about the school, the students simply and proudly say, "Putnam is a school on the move!" When they are excited they say, "Go, Putnam, go!" Thank you.

9/8/59

shirley - did
you see this
issue?

Ellen

✓

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The Washington Post

PARADE



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for now and the 21st century

Mandy Van Benthuisen

(left), 19, the National Youth
Chairperson for the Muscular

Dystrophy Association, and
Amber Coffman,

17, who leads a coalition
to feed the homeless,
are among the millions

of teenagers who
making a better

I. Would
like to help?

Help Us Help Others

BY MICHAEL RYAN

