

March 2014

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## About NCM USA/Canada

Nazarene Compassionate Ministries seeks to live and act compassionately in the world following Christ's own life and ministry. We seek to be incarnations of the same gospel that Christ lived and preached and to be witnesses to the same love and compassion God has for our world.

In the United States and Canada, NCM works closely with Compassionate Ministry Centers (CMCs) to bring compassion and healing to communities that need the love and presence of Christ.

### Mission

Nazarene Compassionate Ministries USA/Canada partners with Nazarene interests to facilitate ministries which address the temporal as well as the spiritual needs of the economically disadvantaged.

### Churches

Local churches are the primary avenue for Nazarenes to reach out to those in their

 [Forward to a Friend](#)

## My Fellow Leaders,

In Christ we see a model of service learning as He sent out the disciples to work, learn, and serve. But they did not go unprepared. **Christ equipped His followers for the tasks they needed then encouraged and helped them through each step.**



**As disciples to the world today, we must continue the work of the Master.** We must not only continue working, learning, and serving; we must also equip, encourage, and lead those around us on their journey of service learning and discipleship.

In the words of Paul "*follow me as I follow Christ!*"

Lead well,

Jay Height

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Coordinator, Nazarene Compassionate Ministries USA/Canada

## Current Funding Opportunities

**ING Unsung Heroes Program** invites K-12 educators to apply for 2014 class project awards . [Apply](#)

*Deadline:* April 30, 2014

*Award Amount:* \$2,000 - \$25,000

**Lawrence Foundation** is accepting proposals for environmental, education,

communities. Nazarene Compassionate Ministries seeks to support churches in starting and maintaining ministry to the under-served and marginalized. We believe every church, no matter size or budget, can find ways to meet needs in their community with compassion, creative, and the firm foundation and life-changing power of the Gospel message.

### **CMCs- Compassionate Ministry Centers**

A Compassionate Ministry Center is a non-profit organization dedicated to meeting the needs of the under-resourced in the community. While these organizations are often affiliated with a specific local church, they are in a strategic position to unite others in their community around a high-needs cause.

### **NDR- Nazarene Disaster Response**

Nazarene Disaster Response is Nazarenes mobilizing for disaster through Readiness, Response, and Recovery. Local Nazarenes are in a unique position to understand, serve, and remain with disaster victims in their own neighborhoods. In large-scale events the denomination can come alongside local efforts with the support of volunteers and donors from across the country and through our strong partnerships with other disaster relief agencies. NDR serves victims regardless of race, creed, or economic status by concentrating on assistance to the poor, elderly, and handicapped.

### **W&W- Work & Witness**

Work & Witness provides opportunities for Nazarenes to serve together in support of existing ministries such as churches, CMCs, and Nazarene Disaster Response. Work & Witness can be any type of project, from construction to evangelism to compassionate outreach.

and human services projects. [Apply](#):  
*Deadline: April 30, 2014*

**The eWomenNetwork Foundation** is accepting proposals from nonprofit organizations for projects designed to improve the emotional and financial well-being of women and children. [Apply](#)

*Deadline: March 31, 2014*

*Award Amount: \$6,000*

**RGK Foundation** is accepting proposals for projects focused on human services, community improvement activities, abuse prevention, and youth development. [Apply](#)

*Deadline: June 13, 2014*

*Award Amount: \$25,000*

**World Hunger Leadership Challenge** is accepting entries from high school and middle school students for hunger-related service learning grants. [Apply](#)

*Deadline: April 11, 2014*

*Award Amount: \$1,000 - \$25,000*

**US Airways Education Foundation** is accepting applications for STEM-based education programs focusing on economically disadvantaged youth in Charlotte, Philadelphia, Phoenix, and Washington DC.

[Apply](#)

*Deadline: May 1, 2014*

*Award Amount: \$10,000*

**Entertainment Software Association (ESA) Foundation** seeks proposals for youth-oriented technology and computer game projects. [Apply](#)

*Deadline: May 28, 2014*

*Award Amount: \$50,000*



## **Signature Theme: Service Learning**

### **Best Practices, Innovations, Resources, Funding Opportunities**

**Service learning** is an approach to teaching and learning in which students use academic knowledge and skills to address genuine community needs<sup>[1]</sup>.

The stability, vitality, and self-sufficiency of communities are hinged on broad-based resident participation and ownership, and passionate, educated leadership. Evidence suggests that students who participate in service learning are more likely to vote as adults, excel in school and graduate, and develop a sense of social

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responsibility, citizenship, and commitment to service[2]. Service learning also increases student capacity to practically apply learning, analyze problems, think critically, work within a team, and lead, and develops positive personal traits including self-efficacy, self-identity, spiritual growth, and character. Participating in service

learning fosters compassion for others, which in turn increases personal resilience and thriving[3]. Through service learning, youth become change agents and help to build stronger communities.

## A Comparison of Community Service and Service Learning [4]

Community Service	vs	Service Learning
<ul style="list-style-type: none"> <li>• Typically a single event or day of service</li> <li>• Youth not always involved in planning</li> <li>• Does not include intentional reflection</li> <li>• Possible introduction to lifetime service</li> </ul>		<ul style="list-style-type: none"> <li>• Includes an investigative process to identify a meaningful service opportunity</li> <li>• Intentional connections to learning objectives</li> <li>• Incorporates reflection activities throughout</li> <li>• Encourages "youth voice" by involving youth in design, planning, implementation, and evaluation</li> <li>• Extended, ongoing opportunity for significant change in both students and the community</li> </ul>
<p><b>Example</b> Youth are asked to prepare and serve a meal at a local homeless shelter</p>		<p><b>Example</b> Youth participate in each of the following activities:</p> <ul style="list-style-type: none"> <li>• Research homelessness in the community and contact shelters to learn about available services</li> <li>• Choose a service project and plan the meal they will prepare and serve at a local homeless shelter</li> <li>• Meet learning goals during the process</li> <li>• Reflect on their experiences at all stages</li> <li>• Write and share stories about what they learned</li> <li>• Plan next steps for addressing homelessness</li> </ul>

## Service Learning Program Model

Good quality service learning experiences involve:

1. **Meaningful service** consisting of personally relevant activities
2. Intentionally **linked learning goals**
3. Ongoing, challenging **reflection** activities that prompt deep thinking and analysis about oneself and one's relationship to society
4. Promoting understanding of **diversity** and mutual respect among participants
5. Strong **Youth Voice** in planning, implementing, and evaluating service projects with guidance from adults
6. Collaborative, mutually beneficial **partnerships** that address community needs
7. Continuous **assessment** of implementation quality, progress toward meeting specified goals, and use of results to generate improvement and sustainability
8. Sufficient **duration and intensity** to meet community needs and specified outcomes, typically one academic semester.

Visit the [LIFT website](#) to learn more about raising the bar for K-12 service learning practice.

**YSA's Semester of Service Strategy Guide** outlines a comprehensive four-step process for adults to facilitate youth-centered service learning opportunities:

1. Identifying desired results
2. Determining acceptable evidence
3. Planning learning activities using the IPARD Framework
4. Self-assessment

The IPARD/C Framework is a student-centered inquiry model used to facilitate service learning activities that identify student goals and achieve learning objectives.

- **Investigation** by students through research and inquiry to identify a genuine community need and its root causes.
- **Planning and Preparation** of realistic and meaningful service project with clear goals, timelines, roles, and follow-up as identified by students.
- **Action** including implementation of the service plan and collection of evidence about the project and impact.
- **Reflection** at every stage using cognitively challenging activities that assist students in connecting what they are learning to what their service actions
- **Demonstration** of student learning and community impact to stakeholders and planning how to continue or expand the project
- **Celebration** of student and project success and stakeholder support

**The Youth Changing the World Service Project Toolkit** helps youth design and complete their own service projects using the IPARD/C Framework.

**According to the Corporation for National and Community Service, service learning aims to:**

- **Promote learning through active participation**
- **Provide structured time for students to reflect**
- **Provide an opportunity to use skills and knowledge in real-life situations**
- **Extend learning beyond the classroom**
- **Foster compassion for others**



**Measures**

DPES Compassion Subscale[1] measures the tendency to feel compassion toward people, and is calculated based on degree of agreement with five statements:

1. It's important to take care of people who are vulnerable.
2. When I see someone hurt or in need, I feel a powerful urge to take care of them.
3. Taking care of others gives me a warm feeling inside.
4. I often notice people who need help.
5. I am a very compassionate person.

Child Trend's Flourishing Children Project measures related to service learning effects on youth:

<b>Altruism[5]</b>	<i>Placing the well-being of others above one's own well-being</i>
<ul style="list-style-type: none"> <li>• I go out of my way to help others</li> </ul>	
<ul style="list-style-type: none"> <li>• I help others even if it requires a lot of my time</li> </ul>	
<ul style="list-style-type: none"> <li>• I help others even if the person is a total stranger</li> </ul>	
<ul style="list-style-type: none"> <li>• I help others even if it is hard for me</li> </ul>	
<b>Goal-Orientation[6]</b>	<i>Motivation and ability to make viable plans and take action toward goals</i>
<ul style="list-style-type: none"> <li>• I develop step-by-step plans to reach my goals</li> </ul>	
<ul style="list-style-type: none"> <li>• I have goals in my life</li> </ul>	
<ul style="list-style-type: none"> <li>• If I set goals, I take action to reach them</li> </ul>	
<ul style="list-style-type: none"> <li>• It is important to me that I reach my goals</li> </ul>	
<ul style="list-style-type: none"> <li>• I know how to make my plans happen</li> </ul>	

- How often do you make plans to achieve your goals?

- How often do you have trouble figuring out how to make your goals happen?

## Recommended Best Practices for Service Learning

### Self-Assessment[7] Checklist for Youth-Centered Service Learning Projects

**Meaningful Service**

*Active participant engagement in meaningful, personally relevant service activities*

ALL youth participants are engaged in age- and developmentally-appropriate roles

ALL youth participants collaborate to complete a data-based assessment of community needs

ALL youth participants are actively involved in choosing the project

Structured activities help youth understand potential impact of the project and root causes of needs

Youth establish and monitor achievement of project outcomes

**Link to Curriculum**

*Intentional use of service activities as instructional strategies to meet learning goals*

Project goals are closely connected to broader learning goals and support program curriculum

Learning goals are clearly explained to youth and regularly reinforced through multiple activities

Reflection, adult feedback, and hands-on activity help youth apply knowledge and skills

**Reflection**

*Ongoing, challenging reflection activity prompt deep thinking and analysis about self and society*

Reflection activities relate to planning, preparation, design, implementation, and evaluation phases

Multiple reflection methods are used to address all learning styles.

Youth critically examine their personal beliefs and assumptions about those involved in the project

Active reflection helps youth understand the community needs and identify underlying issues.

**Diversity**

*Promotes understanding of diversity and mutual respect among all participants*

Promoting understanding of diverse backgrounds and perspectives is a stated goal of the project

Activities are intentionally planned so that youth will experience diverse people and perspectives

Youth are exposed to diverse service providers and beneficiaries

Reflection activities encourage diverse perspectives about the

	project from youth and stakeholders
	Reflection facilitates youth appreciation of differing viewpoints and overcoming stereotypes
<b>Youth Voice</b>	<i>Youth plan, implement, and evaluate service learning experiences with guidance from adults</i>
	Youth lead ALL phases of the project (selection, planning, goal-setting, assigning roles, evaluation)
	Youth are matched to age-appropriate decision-making tasks
	Youth and adults formally partner to ensure youth decision-making with supportive adult input
<b>Partnerships</b>	<i>Collaborative, mutually beneficial partnerships address community needs</i>
	Diverse, collaborative community partnerships are central to the project
	Partners have adopted shared vision, common goals, and practices to guide their collaboration
	Partners share decision-making and resources for community programs
	Partners develop and implement an action plan to meet shared goals
<b>Progress Monitoring</b>	<i>Participants engage in ongoing assessment and use results to improve the project</i>
	Evaluation plan is executed to monitor processes, youth learning outcomes, and community impact
	Data are used to improve implementation quality and impact on youth learning
	Youth and adults are involved in measuring achievement of outcomes and processing information
<b>Duration and Intensity</b>	<i>At least one semester is needed meet outcomes that benefit the community</i>
	Project is at least one semester long (12-14 weeks; 70 hours), preferably longer than one semester
	Youth are engaged at least weekly, preferably multiple times each week
	Duration is sufficient to address the identified community needs in a meaningful way
	Duration is sufficient to achieve youth learning outcomes
	Youth have sufficient time and opportunity to fully experience each phase of service learning

Additionally, service learning for academic credit should incorporate the following principles<sup>[8]</sup>:

- **Principle 1: Academic Credit is for Learning, Not for Service**  
Students must demonstrate academic and civic learning.
- **Principle 2: Do Not Compromise Academic Rigor**  
Students must learn how to merge unstructured community

experiences with coursework.

- **Principle 3: Establish Learning Objectives**

Leverage community experiences to create learning possibilities linked to academic objectives.

- **Principle 4: Establish Criteria for the Selection of Service Placements**

Select a range of acceptable service placements that have the potential to meet relevant learning objectives and appropriate duration to meet both learning objectives and real community needs.

- **Principle 5: Employ Strategies and Activities to Promote Individual and Community Learning**

Create assignments that promote critical reflection, analysis, and application of service experiences and encourage integration of experiential and academic learning.

- **Principle 6: Prepare Students for Learning from the Community**

Review actions such as reflective listening, seeking feedback, observation, and critical thinking.

- **Principle 7: Students Community- and Classroom-Learning Roles Should Both Be Active**

Establish classrooms that value active learning to allow students to develop deeper understanding of course material through actively constructing knowledge and sharing experiences with peers.

- **Principle 8: Rethink the Faculty Instructional Role**

Instructors are facilitators of active learning activities.

- **Principle 9: Be Prepared for Variation in Student Learning Outcomes**

Students will experience varied service projects and take away different messages from the same presentation. Expect learning outcomes to differ from student to student.

- **Principle 10: Maximize the Community Responsibility Orientation of the Course**

Encourage purposeful civic learning and reinforce lessons through group assignments.

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[1] [National Youth Leadership Council \(NYLC\) Introduction to Service Learning](#)

[2] [Youth Changing the World](#)

[3] [Dispositional Positive Emotions Scale \(DPES\) - Compassion Subscale. Fetzer Institute](#)

[4] [YSA's Semester of Service Strategy Guide](#)

[5] [Child Trends Altruism Scale](#)

[6] [Child Trends Goal-Oriented Scale](#)

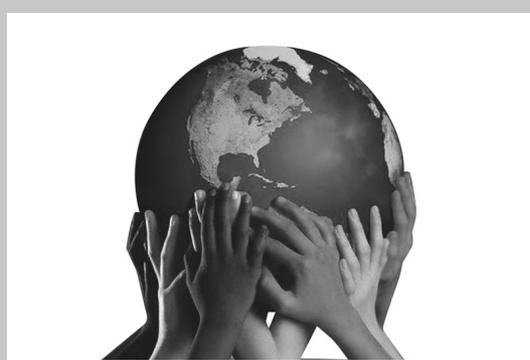
[7] [GSN Self-Assessment Guide for Service Learning Projects. National Youth Leadership Council](#)

[8] [Jeffrey Howard's Principles of Good Practice for Service Learning Pedagogy](#)

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## Resources for Service Learning

Generator School Network's [National Service Learning Clearinghouse](#) provides professional development webinars, service learning projects, and peer support.



**YSA Youth Changing the World** [resource library](#) contains guidelines, toolkits, activity sheets, and tips for youth-centered service learning opportunities.

**Jimmy Carter's Campus Community Partnership (C2P) Foundation** hosts Community

Academic Service Entrepreneur (CASE) Grants and Campus Community Partnership Awards (CCPA) [programs](#) to foster service learning and social entrepreneurship at colleges.

**Ritz Carlton Succeed Through Service Toolkit** combines corporate mentorship, life skills, career exploration, and service learning to engage and improve the resilience of at-risk youth.

**Learn and Serve America and Future Farmers of America collaborated to create the K-12 Service Learning Project Planning Toolkit.**

## Service Learning Funding Opportunities

**Lynde and Harry Bradley Foundation** supports projects that cultivate renewed and more vigorous sense of citizenship among local communities. [More information](#)

**W.K. Kellogg Foundation** funds community and civic engagement initiatives that benefit children and their families. [More information](#)

**Mott Foundation's Pathway Out of Poverty Program** supports learning beyond the classroom for traditionally under-served children and youth. [Apply](#)

**State Farm Youth Advisory Board Service Learning Grants** of \$25,000-100,000 are awarded to schools and nonprofits to sustainably address unmet community need and empower young people by incorporating the elements of services learning. [Application for 2014](#)



**State Farm and Habitat for Humanity Disaster Services Grants** awards student groups up to \$20,000 to aid recovery and rebuilding efforts in their communities. [Grant Details](#)

**YSA Youth Changing the World partners with Sodexo, Disney, State Farm, and National Child Awareness Month** to provide mini-grants that support semester-long, student-designed services learning projects. [Current opportunities](#)

**Monsanto Fund US Site Grants** support K-12 academic enrichment and programs focused on hunger and nutrition. [More information](#)

**Land O'Lakes Foundation Community Grants** fund nonprofit organizations that build knowledge and leadership skills of rural youth, address community problems including hunger, and promote volunteerism. [Apply](#)



**Do Something Awards** honor the nation's best young world-changers and provide community grants to support their projects. [More information](#)

**Corporation for National and Community Service** administers AmeriCorps State, National, and VISTA programs. [More information](#)

**Howard Buffett's 40 Chances Programs** reward high school and college students with innovative ideas for combatting local food insecurity and improving food systems for the agriculture sector: [View Programs](#)

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