SUPERINTENDENT
RON HAUGEN

GADSDEN INDEPENDENT SCHOOL DISTRICT
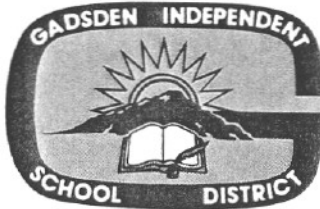
1325 W. WASHINGTON ST.
P.O. DRAWER 70
ANTHONY, N.M. 88021
PHONE (505) 882-6200

April 30, 2004

Ms. Iona Regala
Career-Technical and Community Services Department
New Mexico Public Education Department
300 Don Gaspar
Santa Fe, NM 87501

RE: Gadsden Community Service Learning Initiative
     CERTIFICATION

Dear Ms. Regala:

This is to certify the Gadsden Independent School District is partnering with the E2E Connection, a Dona Ana County based not-for-profit corporation, to offer the Service Learning Proposal referenced above. We accept the general requirements contained in this Request for Proposal and accept the general requirements and standard contract provisions contained in the form contract.

In addition, the GISD hereby accepts the designation of fiscal agent and its responsibilities described in this Request for Proposal.

On, April 29, 2004 the GISD Central Management Team met with Steven W. Givens, executive director of E2E Connection, and Ms. Carolyn Kuhn, president and chief executive officer of Software Mart, Inc., to review the details of the proposed Gadsden Community Service Learning Initiative. We reviewed and thoroughly discussed this program and will be pleased to provide admininistrative support throughout the term of the grant. Due to the fact the Gadsden School Board has not met since clarifications of the Request for Proposal were issued, we will submit this document May 13 for its anticipated approval. Mr. Givens and Ms. Kuhn will attend this meeting and make a brief presentation about this proposal.

This proposal is an excellent example of a private-public partnership to enhance student learning with innovative and participatory community service efforts. We look forward to adding this valuable service learning system to our K-through-12 career readiness curriculum.

Mr. Ronald J. Haugen
Superintendent

Gadsden Independent School District

Proposal for Community Service Learning Initiative, K-12

RFP April 6, 2004
Public Education Department,
Career-Technical and Community Service Unit

1. What are the scope/requirements of the grant?

Purpose: New Mexico Service Learning grants are provided to assist in developing high quality service learning programs for elementary and secondary schools that provide youth with opportunities to learn and develop their own capabilities through service learning in the community.

Requirement: Address the four needs of at-risk youth, literacy, cultural values, and work readiness

Proponent: LEA in partnership with one or more community entities, including small business, non-profit organization, faith based organization, etc.

Duration of grant: 3 years; August 1, 2004 through June 30, 2007

Funding level: range of $41,800 to $62,713 if two or three proposals are selected. Funding over life of grant, not per year.

2. Why are E2E and Software Mart, Inc. proposing this?

E2E Connection is a non profit organization that desires to be the connection with educators, employers, and students to achieve workforce readiness through educational excellence and lifelong learning.
Began as Dona Ana Workforce Action Council in 1994.

Software Mart Inc. specializes in computer based education, assessment, and database tools for program management and implementation.

Together with GISD and community based groups, we can build an outstanding service learning program and capability in Spanish and English that leverages GISD's current goals and student success plan, including career readiness and SEED curriculum. This capability can be replicated across the state effectively.

3. What are the key elements of the proposed program design?

It builds off of GISD's current technology and programs. It is designed to meet the needs of at risk students in literacy, cultural values, and work readiness.

It uses computer based materials throughout all phases of the program: orientation, student and adult training, project definition, project implementation, reflection and assessment.

It enables students to apply classroom learning to real world situations and make a difference in the community. Broad range of learning service topics can be linked across the curriculum at all grade levels.

It does not require additional investments by GISD to create and administer the program K-12.

4. How will the program work?

A. General grade level plan:

K-3: Story based examples of service concepts and activities.
Middle School: biographies of service related people; speakers and interviews of service providers; projects.
Junior High School: speakers, community research, projects, mentoring younger children.
High School: all of the above plus leadership in student service learning program.

B. Specific process:

1. Orientation and development phase:

Review of SEED curriculum and career readiness program in GISD
Review and verification of Service Learning scope and sequence with GISD
Implementation of computer based orientation, training, and student materials.
Implementation of database of community organizations for service volunteers

2. Announcement of the initiative to all principals, teachers, and staff with printed FAQs about the program, ideas on using the program topic(s) in the curriculum and community projects to enhance learning and motivation, and call for participation.

On-line orientation and training will be provided to those who wish to participate. The training will also help teachers and counselors to plan and implement the service learning program into the curriculum and leverage the SEED curriculum with a robust service learning component.

3. Announcement to students and parents to explain the program, its benefits to students, and request permission for student participation in community based activities and parental involvement.

4. Students will be encouraged to complete an Internet based interest profile and tutorial that explores the ideas of volunteerism and service in the community. Each student will receive an individualized report on line that can also be printed. This interest profile will become part of their personal service learning journal. The report will include suggestions of community based organizations they might contact to explore possible service learning projects in their area of interest.

5. Students can contact organizations to request more information and define their service project.

6. Students will define their project following the on-line project planner document. This document can be used with an entire class, student team, or individual student. It will be reviewed by the appropriate teacher or counselor for completeness and appropriateness. Students will have a central role in decision-making throughout the program

7. Students in partnership with the teacher/counselor will make final project arrangements, including parental permission, schedule, project tasks, community organization approval and student commitment. Students will enter project information and activity completion in their service learning journal

8. Students implement their projects. The journal will be set up to record their activities and progress throughout their project.

   a. Each project will include reflection activities before, during and after the service project. In pre-service activities students will be given the opportunity to examine their beliefs, assumptions, and attitudes. They do this when they examine their interests, when they choose or define a specific project and prepare themselves to engage in service. During a project, students will be given opportunities to share and learn from their peers, ask for and receive feedback, ask questions, and solve problems. After a project is completed, students will look back over their journal and experiences to evaluate how their beliefs, expectations, and assumptions have changed. They may also assess how well the project turned out, apply what they learn, and develop ways to improve the project in the future.

9. Celebrating Gadsden's Service Learning Volunteers:

In the month of April, students in grades K-12 will celebrate their service learning projects in a variety of ways. Examples include art competition to illustrate a success of their project, participation certificates, community service essay contest with savings

bonds as prizes, publication of award-winning essays in local press, community recognition of student volunteers by community partners.

10. Data Collection and Project Reporting:

The innovative framework and process design of the Gadsden Service Learning Initiative and its use of computer based tools assure that data collection from each grade level, school, and throughout the district and all districts that use this program will be complete and accurate. Performance measurement is a goal of this program that is built in.

11. Program Enhancement:

One of the requisites for a high quality service learning program is the ability to refine the process and project scope to meet the needs of at risk youth, literacy, community needs and work readiness, and cultural values as they change over time in specific communities. The Gadsden Community Service Learning Initiative will be developed with this flexibility and the data to refine training, process, curriculum linkages, student decision-making and leadership, and community value of service projects by students.

5. What support do we need from GISD to submit the proposal May 4?

1. Willingness to act as fiscal agent for the project
2. Willingness to coordinate with Project Director from E2E and Software Mart, Inc.
3. Willingness to share information and materials from current career readiness and SEED curriculum with E2E and Software Mart, Inc.
4. Willingness to provide GISD indirect cost rate established with the NMPED. GISD is allowed to receive Indirect Costs for its services as fiscal agent. This is a reimbursement grant.
5. Willingness to provide written certification from the GISD Superintendent to the effect that the proposed program will have local school board and administrative approval and support throughout the grant period.