APPLICATION SUMMARY SHEET

PROJECT NAME ShareChange Service Learning Program

BRIEF PROJECT DESCRIPTION (50 WORDS OR LESS)

See 1.1

PROJECT SITE NAME AND FULL ADDRESS 4266 Kenyon Ave. L.A. CA 90066

PROJECT COMPLETION DATE May 1st 2016

 # OF VENICE STAKEHOLDERS TO BENEFIT BY THIS PROJECT At least 30

ORGANIZATION OR STAKEHOLDER NAME ShareChange

QUALIFYING ADDRESS 4266 Kenyon Ave. LA. CA 90066

DAY PHONE 310-488-6605	EVENING PHONE	CELL PHONE
E-MAIL ADDRESS Erickroskrity@sharechange.org		FAX

PROJECT MANAGER Eric Kroskrity	TITLE

MAILING ADDRESS 4266 Kenyon Ave L.A CA. 90066

DAY PHONE 310-488-6605	EVENING PHONE	CELL PHONE
E-MAIL ADDRESS erickroskrity@sharechange.org		FAX

BY SIGNING BELOW, I agree to the terms of the 2015-16 Community Improvement Project funding guidelines. I also acknowledge that the Information submitted in this application is accurate to the best of my knowledge. Submitting an application with misleading information may be cause for disqualification.

STAKEHOLDER SIGNATURE _____ DATE _____

Eric Kroskrity

PROJECT MANAGER SIGNATURE _____ DATE 4/1/15

AMOUNT REQUESTED $5,000 3750 $1612

REVIEW (For Office Use Only)

PROJECT # (For Office Use Only) N

Brief Project Description: Venice High School Service Learning Program

→ **Two UCLA Students** partner with **VHS Teachers** to guide **one class** of VHS students through a structured Service Learning Program. Participants will *identify* and *research* a Venice Community Issue, *develop* a project addressing the issue, and *collaborate* with the **Venice Community** to execute the project.

Section 2 - Project Description Sheet

Community Benefits to Stakeholders:

Service Learning is recognized by the Annenberg Center for Civics (among many other prominent institutions) as a recommended and proven practice that increases student academic performance and civic participation. Service Learning is also an LAUSD HS graduation requirement; sadly, one that is under-supported. Teachers simply do not have the time and resources to organize and manage a comprehensive group project where students collaborate with their community and community organizations. Effective community projects require community participation and collaboration, as the project aims to address a community NEED.

→ Students experience the proven benefits of Service Learning, including...
- Improved student engagement and academic achievement
- Higher graduation rates
- Increased civic participation
- Meet Service Learning Graduation Requirement

→ Teachers receive needed support in integrating Service Learning into their curricula, such as...
- The opportunity to observe and/or participate in an independently run SLP in their classroom
- Preparation and guidance for integrating into our Service Learning Program the following year

→ The Community benefits from...
- A completed project that improves quality of life and enhances the neighborhood
- Strengthened community partnerships through participation in project
- Increased participation in Venice High School
- An increased understanding of community issues from academic research

Section 2 - Project Description Sheet

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Section 2 - Project Description Sheet

Return on Investment: Established Programs for Service Learning in Venice

We, at ShareChange, have now spoken to two UCLA professors interested in Service Learning who have been dissuaded from working with VHS because of a lack of perceived or actual receptivity. One of those professors is now working exclusively with Hamilton HS.

By investing in a program that brings UCLA college students into Venice HS, we are setting a precedent for future opportunities for service learning programs to be run at the school. This will help cement a relationship between UCLA, VHS, and the Venice community.

VHS is not only facing some bad publicity of recent; as of relatively recent years, VHS appears to have lost its connection with the surrounding Venice neighborhood and community.

Service learning programs provide a unique opportunity for the Venice community to interact with students and invest in their local school systems. Additionally, quality programs with prominent Universities will increase the availability of future opportunities for schools in Venice. Mayor Garcetti stated that Los Angeles is undergoing a "Civics Crisis." Venice can invest and build a reputation for leading a movement to increase practices that promote civic engagement, such as Service Learning.

ShareChange Amended Budget

Budget Items	Cost Breakdown	Total
3-Ring Binders (for students)	$4 X 30	$120
1 Large 3-Ring Binder (teacher)	$4 X 1	$4
3-Ring Binders (Program Facilitators)	$4 X 2	$8
Copies of printed materials for students (20 pages of concepts, 15, instructional handouts, total: 35 color pages)	$3.50 X 30	$105
Printing of materials for teacher and Program Facilitators (Curriculum, reading materials, handouts, total: 185 pages, color)	$18.50 X 3	$55.50
Research Laptops (for Classroom, as property of school for future ShareChange Projects)	$450 X 2	$900
Butcher Paper	$10 X 8	$80
markers	$10 X 3	$30
Painters Tape (for facilitation paper)	$5 X 2	$10
Additional costs for enabling quality project execution, e.g. (food for students)	$300	$300
		TOTAL: $1,612

ShareChange

Section 3 - Notes on Budget

1) We are $3.50 over the $5,000 budget. We will pay for printed materials for teachers, which will bring us to an even $5,000

2) All printing and graphics will be contracted with VHS's "Super Shop 9 Graphic Communications."

3) To clarify the costs of training the two ShareChange Fellows as Program Facilitators:

We have calculated our Program Facilitator training costs based on a full 16 college-student cohort. This reduces the cost of training each Program Facilitator. The training involves over 150 hours and continues throughout the course of the year. Here is a breakdown of how we arrived at the per-Fellow cost.

→ Materials: $650

         Butcher paper: $10 X 10= $100

            (necessary for practicing facilitative skills and techniques)

         Markers: $5 X 5= $25

         Tape: $5 X5= $25

         printing: $25 X 18= $450

            (includes printing for two trainers and 16 fellow cohort)

→ Trainer Cost: 3,000 X 2= $6,000

         (this is for 150 hours of provided training to prepare Program Facilitators for instruction, facilitation, project management, and communication practices within the classroom.)

→ Food: 500 X18 = $9,000

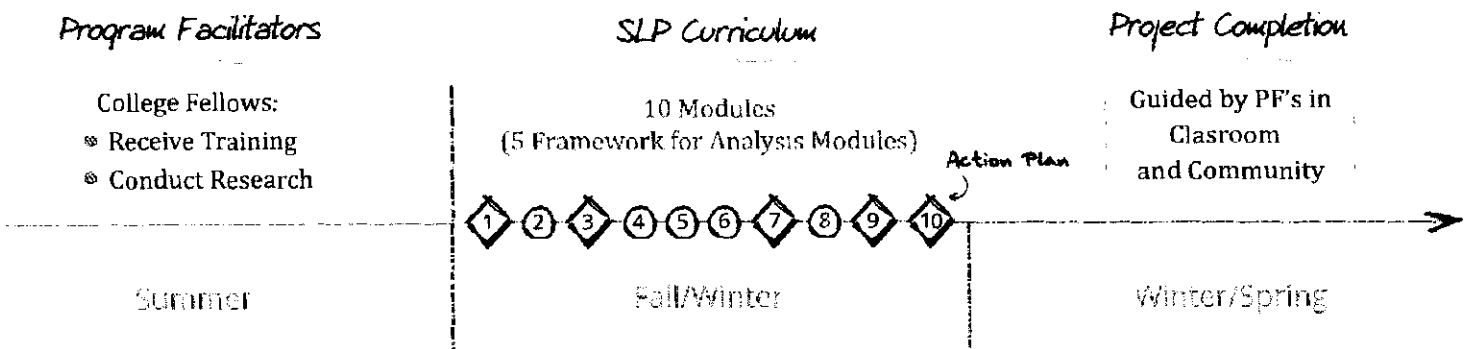Therefore, the cost of training a 16 fellow cohort is ($650+ $6,000+ $9,000=)$15,600

This means that the cost of training a single Fellow is $978. Since we use two Fellows in our program to ensure quality projects, the cost of 2 Fellows becomes $1,956.

Section 4 - Project Planning

Service Learning Program Work Plan: August 1, 2015 - April 30,

Program Facilitators

College Fellows:
- Receive Training
- Conduct Research

Summer

SLP Curriculum

10 Modules
(5 Framework for Analysis Modules)

Action Plan

①②③④⑤⑥⑦⑧⑨⑩

Fall/Winter

Project Completion

Guided by PF's in
Clasroom
and Community

Winter/Spring

August - September

- College students are trained to be Program Facilitators
- Program Facilitators conduct preliminary community study
- Preliminary Study shared with VNC

September - December

- Program Facilitators conduct weekly in-class SLP session using ShareChange's 10-module SLP Curriculum
- High School students identify and research a community issue
- Students develop Action Plan to address the issue
- Action Plan shared with VNC

January - April

- Guided by Program Facilitators, high school students connect with community and collaborate to execute their Action Plan.
- Facilitators compile program analysis and share findings
- Students may present to VNC and other orgs

Section 4 - Project Planning

Maintenance Plan: Teacher Integration and Program Expansion

➡ ShareChange's Service Learning Program is designed to support teachers. This approach not only empowers teachers, it reduces the number of Program Facilitators and, consequently, decreases the cost of running future programs in that classroom.

➡ By running the program with the support of two Program Facilitators in the first year, teachers become familiarized with the process, concepts, and obligations. We believe that it is important to acknowledge the complexity of running service learning programs and reduce the costs of participation (time, energy, etc...) for teachers as much as possible.

HS Classroom

PF + PF   T

PF + T
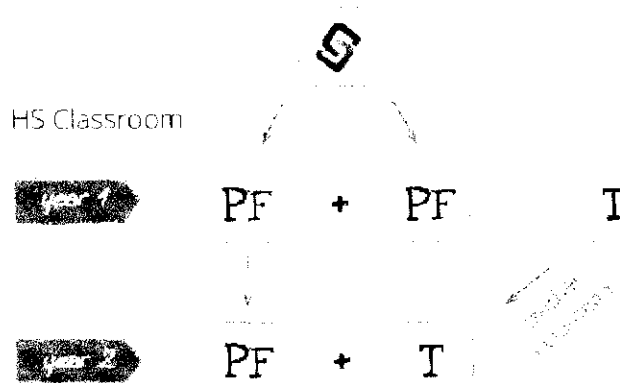
➡ Successful programs will enable teachers, community members, and donors to contribute to expanding programs in additional classrooms. To sustain the program we will also create a club on campus, encouraging inter-classroom and inter-subject collaboration on projects, which will provide another means of reducing the costs of participating in programs.

Section 5 - Project Rendering Sheet

Our Service Learning Program (SLP) Curriculum is intended for Teachers and Program Facilitators that have the necessary training and in-class support to facilitate group discussion and reach consensus on the steps of our program's analytical structure. Our **Framework For Analysis** requires students to reach consensus on a School-Community Vision, Community Issue, Root Problems, Solutions, and ultimately an Action Plan. **The remaining 5 modules teach students how to apply community development principles and research methods to evaluate research, collect and analyze data, and actively incorporate their communities. Modules can be added to integrate important class themes, concepts, common core standards, or to simply delve further into concepts in the curriculum.**
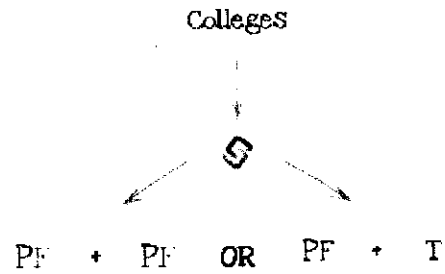
Framework for Analysis

Community Study

Vision | Community Issue | Root Causes | Solutions | Action Plan
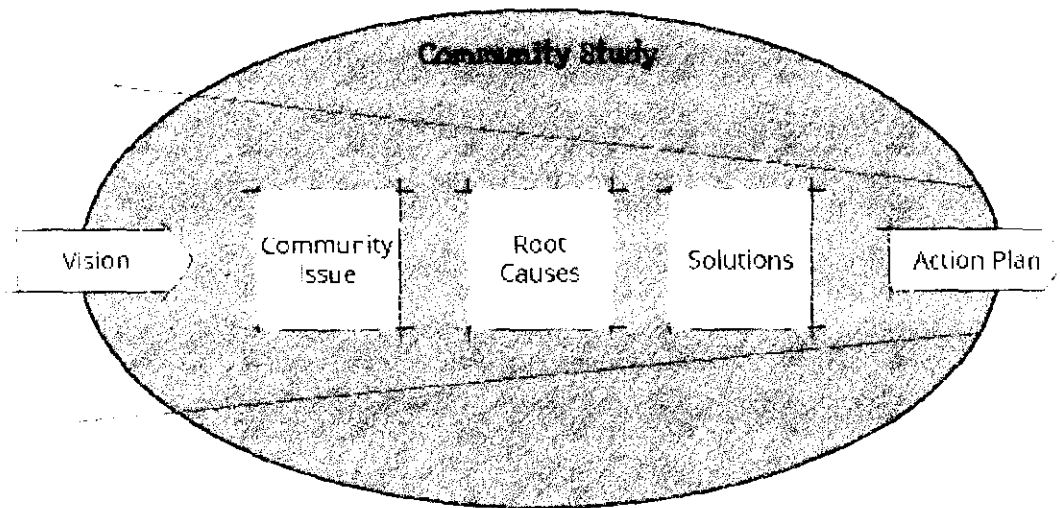
Our Approach

1) Connecting Colleges to High Schools

College Fellows:

- Receive training to become Program Facilitators (PF's)
- Run our Service Learning Program (SLP) in HS classrooms with either a teacher or a PF

Colleges

S

PF + PF   OR   PF + T

S

S Classroom

PF + PF   T

PF + T

2) Connecting High Schools to Communities

In high schools:

- Students collaborate with their communities to address a community issue
- Teachers receive support for integrating Service Learning in their course curricula
- Teachers can observe an independently run SLP in their classrooms (with the goal of being integrated into the program the following year)

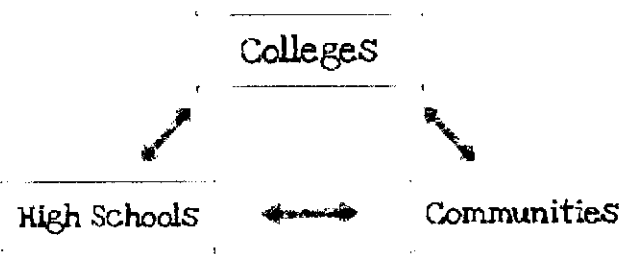3) Everyone Benefits

- College students experience meaningful and challenging fellowships
- High school students create resume-worthy projects
- Teachers are supported in implementing iservice learning in their classrooms
- Communities benefit from quality projects and increased participation in their schools

Colleges

High Schools   Communities

ORGANIZATION SHEET (If applicable)   PAGE 6

(Only complete this form if the applicant is an organization. If so, do not complete Page 7)

ORGANIZATION NAME	ShareChange

ORGANIZATION ADDRESS	4266 Kenyon Ave. L.A. C.A. 90066

ORGANIZATION DESCRIPTION AND PURPOSE (Include the experience that your organization has in the execution of similar projects)

see Attachment 6.1, 6.2, 6.3

TOTAL MEMBERS	The proposal must include the names and SIGNATURES of 5 members of the organization (preferably Board members)	YEAR ESTABLISHED
6		2012

BY SIGNING BELOW, I declare in good faith that I am a member of the organization named above. I realize the Venice Neighborhood Council may contact me to verify my membership and participation in this organization.

NAME	ADDRESS	PHONE	SIGNATURE
Eric Kroskrity	4266 Kenyon Ave L.A C.A. 90066	310-488-6605	
Jaclynne Kroskrity	Venice HS. 1300 Venice Blvd 4266 Kenyon Av LA CA 90066	310-488-5858	
Menelik Tafari	1447 Hi Point L.A. C.A. 90035	424-298-0191	
Tina Gruen	1900 Armacost Ave LA 90025	310-650-8565	
See Attachment 6.4			

ShareChange

Section 6 - Our Organization

Organization Name:

ShareChange   www.sharechange.org

Organization Address:

4266 Kenyon Ave

Los Angeles CA, 90066

Organization Description and Purpose:

→ <u>Mission</u>: ShareChange is an education nonprofit devoted to strengthening our schools and communities through collaborative problem solving.

→ <u>Vision</u>: We envision a supportive and collaborative learning environments where youth actively contribute to a healthy, participatory democracy.

ShareChange

Experience in Service Learning

Our members have a diverse background in teaching, training teachers, and training facilitators. We also have experience in curriculum development and advanced degrees that required mastery of multiple methods of data collection. Coupled with our Advisory Board and our in-class experience we have been able to put to practice and pilot responsible and effective projects. Here are some examples of the projects that were generated from programs we piloted:

Past and current Service Learning Projects through ShareChange at Venice High School

2011-2012 and continuing to the present

To impact the 9th grade failure rate at Venice, my students designed a survey to assess the students' knowledge of requirements for graduation, opportunities for extra-curricular involvement, and the importance of establishing goals. They determined that 9th graders were unaware of requirements and opportunities. They created posters, a power point presentation, and a brochure for incoming Special Education 9th graders. These were presented at Mark Twain Middle School and to current Special Education 9th graders. This project has continued yearly since then.

2012-2013

To document the quality and health impact of school food. Students researched the effect of microwaving foods and looked at the nutritional value of school food. Letters were written.

2013-2014

To reduce plastic trash in the environment. Students designed posters about the impact of plastics bottles, informed students about legislation to stop micro-beads in cosmetics, and created a video on the Plastic Gyre. These were presented to the parents, students, and staff at our May Day celebration. The video is also available for teachers to show this year.

Experience in Service Learning Continued...

2014-2015

To replace the track at Venice High School with a state-of- the- art track available to students and community members. A group of Cross-country track students meet with Tina Gruen and Jaclynne Kroskrity at lunch to work toward getting a new track for the Venice HS and the Community. Various other interested staff attend and contribute their time. The students have surveyed 9th grade PE students and presented a power-point to School Based Management. We are continuing with this project, contacting funding sources, District representatives, and other community stakeholders.

2014-2015

To increase participation in youth programs. My present class is researching the availability of after-school programs for high school students in the Venice High School Community. They are researching existing programs and designing surveys to assess student awareness. Their goal is to increase student awareness of existing programs and advocate with stakeholder groups for expansion of programs where needed.

March 31, 2015

I am writing this letter in support of ShareChange's request for funds to support Service

Learning Projects at Venice High School. While I am a member of the Board of Directors, I am

also a teacher implementing the Service Learning curriculum at Venice. Over the past few years,

my classes have initiated a variety of project which impact the community of Venice High

School. Several years ago my students decided that an important issue at Venice was the failure

rate of students, particularly 9th graders. They designed a survey to assess the students'

knowledge of requirements for graduation, opportunities for extra-curricular involvement, and

the importance of establishing goals. They determined that 9th graders were unaware of

requirements and opportunities. My students created a presentation and brochure for incoming

Special Education 9th graders which was presented at Mark Twain Middle School and to

existing Special Education 9th graders. The project was such a success that we have continued to

visit Mark Twain and are hoping to expand the program to Marina Middle School. We have

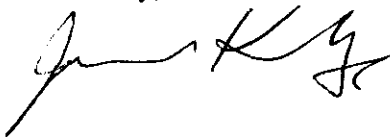been asked to present to the entire 8th grade class!

Last year, my students were concerned about trash on campus. I suggested that they research

what happens to trash that makes its way into the ocean. After learning about the Plastic Gyre

floating off the coast of California, they decided to make a video to help inform the student body.

Students designed posters about plastics bottles, informed students about legislation about micro-

beads in cosmetics, and created a video on the Plastic Gyre. These were presented to the parents,

students, and staff at our May Day celebration last year. The video is also available for teachers

to show this year.

Currently, I am also working with a group of Cross-country track students to lobby for a track for the Venice HS Community. Venice High School's track is sub-par. It is also not available to the community as a whole. These students attended a League of Women Voters summit at City Hall last spring at the invitation of The League and ShareChange. This project was initiated at the request of these students who meet with Tina Gruen and myself during lunch to discuss and plan. They have currently surveyed 9th grade PE students and presented a power-point to School Based Management. We are continuing with this project, contacting funding sources, and other community stakeholders. My present class is researching the availability of after-school programs for high school students in the Venice High School Community. They are designing surveys to assess student awareness of present after-school programs and compiling a list of existing programs. They're goal is to increase student awareness of existing programs and lobby for expansion of programs where needed.

Not only have these projects helped the stakeholders in the Venice community, they have also had a lasting impact on my students. Students have reported that these projects have motivated them to learn, have improved their research, communication, and collaboration skills, and empowered them to see that they can make a difference in their community. Oh yes, and some even reported that it was fun!

I hope your Committee chooses to support ShareChange service learning projects at Venice. These projects help to develop students' sense of community and empower them with skills that they can apply in their individual lives as actively engaged community members. While I will continue to implement these projects within my own classroom, your funding would help us to expand these programs to others within the school community.

Sincerely,

Jaclynne Kroskrity, PhD
Special Education teacher, English and Government
Special Education Department Chairperson
School Based Management Member

PERMISSION FOR USE OF PROPERTY SHEET (If applicable)   PAGE 8

Use this form to show the approval of the use of the project site from the property owner, school principal, city agency, etc.
Attach as many as necessary.

PROJECT NAME	ShareChange Service Learning Program
APPLICANT	ShareChange

ENTITY OR NAME OF PERSON WHO CONTROLS USE OF THE PROPERTY		TITLE Principal
FACILITY/BUSINESS NAME Venice High School		PHONE 310-577-4300
SITE ADDRESS 13000 Venice Blvd, L.A CA 90066		

DESCRIPTION OF USE AND PERMISSION NEEDED FOR THIS SITE

There is currently a short-term, interim Principal who will be replaced shortly.

BY SIGNING BELOW, I declare in good faith that I own or am responsible for the named property. I understand that the applicant is seeking funding through the Venice Neighborhood Council. I grant the applicant permission to use the property for the implementation of the above named project. I understand that the project will begin after August 1, 2015.

_____   _____
SIGNATURE   DATE

COMMUNITY INVOLVEMENT SHEET

PAGE 9

Use this sheet to establish the involvement of Venice stakeholders in this project. It may also be used to document pledges of volunteer hours.
Points will be deducted during the review process if this sheet is not completed.

PROJECT NAME **Share Change Service Learning Program**   APPLICANT **Share Change**

NAME	ADDRESS	SIGNATURE	DATE SIGNED	NATURE OF INVOLVEMENT	HOURS PLEDGED
Jaclynne Kroskrity	Venice HS. 13000 Venice Blvd 4266 Kenyon Ave LA CA 9066		3/31/15	teacher, coordinator	60 hrs
~~(crossed out)~~					
Lydia Ponce Eric Kroskrity	4266 Kenyon Ave LA CA 90066		3/31/15	Consultant, advisor, manager	720 hrs

Attach letters of support from the community behind this page. Letters that state something unique about the project or from people who will be directly affected by the project will have a greater impact.