

# Community Partnerships Service Learning Faculty Grants



**Service Learning** is a teaching methodology, which promotes additional learning outside of the classroom and in the community. Local non-profits, socially responsible businesses, and schools serve as co-educators and provide real world learning situations for students that in turn, meet a community need. Service-learning activities inform, clarify, illustrate and stimulate additional thought about academic topics covered in the classroom, as well as encourage students to develop or strengthen a habit of service and social responsibility to the community.

## Community Partnerships Faculty Grants

- Grant Description
- Award Information
- Eligibility
- Application and Submission Information
- Evaluation Criteria
- Funding Procedures
- Frequently Asked Questions

Send applications to [nrojasjones@thechicagoschool.edu](mailto:nrojasjones@thechicagoschool.edu).

### Grant Description

Faculty Grants support Faculty pursuing community based learning experiences for students. Service Learning courses increase opportunities for TCSPS students to incorporate meaningful public service into their academic coursework. The benefits of Service Learning are many: Community Partners receive pro bono support from TCSPS, students experience applied learning, and faculty members enjoy working in the community and witnessing real-world student success. Grants are designed to promote the development of service learning courses, to reward faculty for organization and planning, and provide partners with modest monetary support.

### Award Information

\$1000 Grants will be provided to TCSPS faculty to support service learning course development. Course development includes community partner relationship building, syllabus development, project organization, and outreach efforts. **Of the \$1000, Faculty may choose to apply a portion directly to the community partner project** (materials, incentives, resources, etc.).

**\*\*Grant funds cannot support fundraising\*\***

### Eligibility

Full- and part-time faculty and full time staff are eligible for grants. Faculty members new to SL and those who are planning to implement a “new” service learning course have a competitive advantage. A “New” SL course may consist of the following:

- Development of a service component within an existing non SL class, i.e. incorporating a community based research project within Research Methods.
- Development of a new service component within an existing SL Course, i.e. Professional Development paired with a new community based project. **Service component must be significantly different than a previous PD project but does not require a new site. Priority is given to NEW course development.**

### Application and Submission Information

Applications now accepted through [March 30<sup>th</sup>, 2019](#) for Fall 2019 and Spring 2020 Courses. Community Partnerships suggest that you submit your application as soon as possible.

Applications are sent directly to Dr. Nadia Rojas Jones, EdD, LMFT, Associate Director of Community Partnerships at [nrojasjones@thechicagoschool.edu](mailto:nrojasjones@thechicagoschool.edu). Applications are then reviewed by the CPD committee and each application will be ranked according to the criteria listed below. Grant recipients will be announced to the TCSP community after selection. Awardees are required to submit a final report within 30 days of the completion of the course and prospective semester.

### **Preparing Your Application**

*Tip: Prior to submission, applicants should review the evaluation criteria listed below and consult with [Dr. Nadia Rojas Jones, EdD, LMFT, Associate Director of Community Partnerships at \[nrojasjones@thechicagoschool.edu\]\(mailto:nrojasjones@thechicagoschool.edu\)](#) as needed.*

**A completed application will include the following:**

- 1. Service Learning Course Proposal**
- 2. Service Learning Syllabus**
- 3. Letter of Support from Department Chair**

### Service Learning Course Proposal:

The Service Learning Course Proposal should provide a detailed overview of the course description, intent, logistics, need, impact, and learning objectives. Narratives are not to exceed three single spaced pages. Your narrative should consist of:

- Site information: Name, address, and contact information of the site liaison and/or site supervisor name of site and all parties involved.
- Description of the service project: Describe what community need will be addressed and the process in which it was identified. The project description should be clear, specific, concise, and complete and address the potential impact on partner and student.
- Logistics of the service project: Include information on timeline, schedule, agreement/contract with the community site, site requirements (e.g. TB test, background check, drug test, etc.), and on-site supervision, and any transportation information.
- Course design: Explain the rationale for the specific project as it relates to the course curriculum. If the project is a revision of an existing service learning course, please explain in detail the changes and/or improvements.
- Learning objectives: Provide measurable and realistic service learning course objectives.
- Reflective activities: Describe the reflective activities and assignments pertaining to the project and course material. How will you create the bridge?
- Personal statement: Explain your personal interest in this project and how it may impact you, your teaching style, and/or your professional development.

### **Evaluation Criteria**

Service Learning Course proposals will be reviewed by the CPD committee according to the following criteria:

1. Quality and Feasibility of Service Project
  - Innovative and Creative Project Design
  - Clearly Defined Service Activities
  - Feasible Project Design and Timeline
2. Integration of Service and Course Curriculum
  - Established connection between projects and course objectives
  - Sustainable impact on Community Partner
  - Classroom activities link to community project
  - Clear and Measurable learning goals

3. Quality of Reflective Activities

Variety of creative reflective activities

**Grade clearly tied to Reflective Activities NOT service hours**

4. Regard for the Community Partnership

Identification of Community Need through (in)formal assessment

Project/ Course material alignment with Community Partner mission

Clearly defined impact on organization and its constituents

**Funding Procedures**

Grant disbursements: will occur in the middle of the semester in which the course takes place.

Reporting: You are required to complete a Final Report within 30 days of the completion of the course. The report is a brief description of outcomes, impact, challenges, and sustainability of the service learning course. Failure to submit the Final Report results in exclusion from additional service learning grants. [See Appendix A.](#)

**Faculty Resources**

Faculty members undertaking community-based service learning are encouraged to consult with the Community Partnerships Department for course planning, development, and implementation. Please request the Service Learning Manual for information and resources on service learning or visit the CPD website for video tutorials. CPD is also available to host workshops on “Service Learning Syllabus Development”, “Service Learning Reflections”, and “Service Learning: Idea to Implementation.”

**Please contact Dr. Nadia Rojas Jones, EdD, LMFT, Associate Director of Community Partnerships at [nrojasjones@thechicagoschool.edu](mailto:nrojasjones@thechicagoschool.edu) for questions, additional information and service learning resources.**

Appendix A  
Service Learning Faculty Grant: Final Report

Faculty/ Staff Name	
Program/ Department	
Service Learning Course	
Community Partner	

Thank you for teaching a Service Learning course!

Please use the following subheadings to complete your final report. You may add appendixes if appropriate (examples of surveys, measurements, comments, etc). The Final Report should be approximately 2-3 pages in length; a brief synopsis and evaluation of your service learning course: integrated community project and course curriculum.

- Project Goals
- Project Outcomes
  - Challenges
  - Successes
- Impact on Students
- Impact on Partner
- Personal/Professional Impact
- Critique of Reflective Activities
- Questions/ Future Considerations

***Please note that failure to submit the Final Report results in exclusion from additional service learning grants.***

Please submit report to: [nrojasjones@thechicagoschool.edu](mailto:nrojasjones@thechicagoschool.edu)