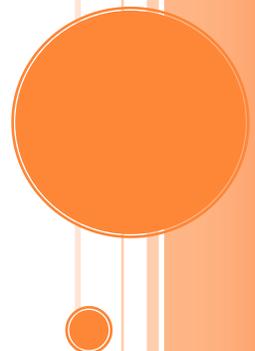


SPECIAL PROJECTS ANNUAL REPORT 2009-2010

Feinstein School of Education and
Human Development

Liz Garofalo, MPA

July 16, 2010



INTRODUCTION

The Office of Special Projects (OSP), created in 2006, successfully serves the Feinstein School of Education and Human Development (FSEHD) faculty and teacher candidates, school districts, community-based organizations, and the campus community through the provision of volunteer services, outreach initiatives, community focused events, administration of the teacher candidate community service requirement, consultative services, and more.

Former Rhode Island College President, John Nazarian and former Dean of the Feinstein School, Julie Wollman conceived the idea for the OSP as a home to community service, service learning, and community partnerships in the FSEHD. Though no formal plan was in place, their basic vision for the office included the administration of the FSEHD teacher candidate community service requirement, coordination and development of community relationships, and an extension of the experiential learning already existing in the Feinstein School.

To lead the creation of the office, Nazarian selected Liz Garofalo, then Coordinator of the College's Pre-K STARS statewide literacy program and Math Mates partnership program with the Coventry School District and Foundation for Excellent Schools. Garofalo's track record for initiating, developing, and managing community programs combined with her Master's Degree in Public Administration, years at the College (1998), and reputation for facilitating community collaborations deemed her the ideal candidate to launch the office.

Under the coordination and direction Garofalo, the OSP has become a valuable college and community resource that successfully brokers mutually beneficial relationships with school districts, after school programs, and community-based organizations for the purpose of community service and service learning and provides the necessary services and support for FSEHD faculty and candidates to engage in community service and service initiatives.

The following report presents the history and context of community service in the Feinstein School, encapsulates the work of the Office of Special Projects in the 2009-2010 academic year, and forecasts the 2010-2011 activities.

COMMUNITY SERVICE IN THE FEINSTEIN SCHOOL

Community service in the Feinstein School of Education and Human Development began in 1996 with the Alan Shawn Feinstein Endowment. The endowment provided a gift of \$1,000,000 to Rhode Island College. The terms of the endowment included, “course work and a community service project, to be a mandatory graduation requirement for undergraduate students enrolled in the School of Education.” In response to the terms of the agreement, a FSEHD faculty committee drafted and instituted a community service requirement of 25 hours to be completed by initial certification teacher candidates one semester prior to student teaching. The community service requirement is detailed in a *Community Service Student Handbook* that provides criteria for service, documentation procedure, related forms, and a list of potential community service sites. The most recent version is of the handbook located at: www.ric.edu/communityservice/requirement.php .

Over the years, the handbook has been updated and the criteria for service has been changed primarily in the area of allowing service learning experiences from various teacher preparation courses to be used towards fulfillment of the requirement. Today, the requirement allows for the the service learning hours from FNED 346: Schooling in a Democratic Society (minimum 15 hours performed through the course) and SED 407: Instructional Methods, Design and Literacy (10 hours performed in the course) to be used towards the 25 hour community service requirement.

Applying service learning hours towards the community service requirement has been, and continues to be, a significant issue for debate and one which the Office of Special Projects and the Partnerships and Placements Committee have been working to address. It is the intent of the Partnerships and Placements Committee to propose changes to the existing policy that mirror national, institutionalized best practices in community service learning in teacher preparation programs with the goal of creating a clear, comprehensive service framework in the FSEHD. The specific changes and supporting rationale will be detailed in a report by the Partnerships and Placements Committee as they move forward in fall 2010 and will be presented to the Dean’s Leadership Committee for review.

SNAP SHOT OF SERVICE

Data collected from July 2006 to December 2008

Source: Community service documentation submitted by teacher candidates upon completion of a minimum of 25 hours of community service

Between July 2006 and December 2008, forty-three municipalities were served by teacher candidates engaged in community service.

The top five Rhode Island cities/towns served by FSEHD teacher candidates through community service activities during this period were:

Providence	681 students
Cranston	40 students
Warwick	38 students
Pawtucket	30 students
Coventry & Woonsocket	26 students

FSEHD teacher candidates recorded 20,521 hours of community service. Of the 20,521 hours, 343 hours were performed at a single site.

The FSEHD community service requirement allows for the use of service learning hours from FNED 346 and SED 406 towards fulfillment of the requirement. 502 teacher candidates out of 1,076, used hours from FNED 346 towards fulfillment of the requirement. NOTE: Earlier versions of the documentation forms were still accepted during this period and did not require students to indicate if the service was performed in conjunction with FNED or SED therefore one can infer that more than 502 candidates used hours from FNED 346 and or SED 407 towards their community service requirement.

Elementary schools were cited as the most frequent settings (539 students) for performing service hours. After public elementary schools, the top locations for service activities were:

Public Middle Schools	122
Early learning Facilities	117
After School Programs	92
Public High Schools	80

The data relating to service activities show tutoring as the service activity in which most teacher candidates participated followed by 1)assisting in after school programs, 2) mentoring, and 3)coaching.

The population most frequently served by FSEHD teacher candidates included children in Pre-K through 6th grade.

As stated in the *Introduction*, The Office of Special Projects(OSP) is home to a multitude of community related projects and serves FSEHD faculty, teacher candidates, and community based organizations by providing support for and facilitation of community collaborations. The activities of the office continually increase as internal and external demand for community connections rises and as the office's reputation for successfully meeting those needs continues to grow.

The remainder of this report highlights the major activities of the OSP during the 2009-2010 academic year and provides a brief forecast of what is come 2010-2011.

COMMUNITY SERVICE PROGRAMS

PRE-K STARS (SHARING, TALKING AND READING STORIES)



Pre-K STARS is an early childhood literacy community service program that places teacher candidate volunteers in preschools and state licensed home-based childcare facilities to conduct theme-based story hours once a week for ten weeks. A student leader, under the direction of the OSP Coordinator, recruits peer volunteers and arranges a placements in or near their hometown. The HBS children's librarian, FSEHD early childhood faculty, and former volunteers train the candidates in selecting and reading age and culturally appropriate literature, designing engaging follow-up activities, and navigating the developmental stages of three to five year olds. The student leader monitors the volunteers and maintains communications with the sites and the Coordinator of Special Projects conducts site visits. They co-facilitate monthly reflection sessions and meet bi-weekly for planning and support.

In AY 2009-2010, Lisa Fonseca, Elementary Education, served as the Pre-K STARS student leader. Lisa recruited ten peer volunteers, designed a program logo, created new promotional materials, represented the FSEHD and Rhode Island College at two regional student leadership conferences, and designed a parent outreach piece. She also coordinated a *Diving for Dollars* polar dive fundraiser and raised \$400.00 which was used to purchase materials for story hour kits. The kits contained craft supplies and project materials for volunteers to use during their sessions.

In addition to the weekly theme based story hours, the Pre-K STARS program donated over 200 new and used books to children enrolled in participating sites in Cranston, Providence, Woonsocket, and Warwick.

A MATCH FOR SUCCESS: M.ED IN READING & PROJECT GOAL

Since the spring of 2008, the OSP has been pairing the M.ED in Reading Program and Project GOAL, for weekly experiential education sessions at the Henry Barnard School. The sessions provide M.ED candidates with the opportunity to hone their skills and the GOAL middle school youth with reading strategies to help them succeed. The M.ED candidates benefit from working with the diverse, dedicated, urban middle school youth and the GOAL participants learn and employ strategies to improve their reading and grades.

During the visitations (six consecutive weeks in the fall and five in the spring), M.ED candidates enrolled in ELED 685: Diagnosis of Reading Difficulties (fall) and ELED 686: Treatment of Reading Difficulties (spring) partner with GOAL students to administer assessment and diagnostic tests. The candidates then formulate recommendations and teach students strategies to assist them with their daily academics. At year's end, candidates prepare case studies with findings and recommendations for students, their families, and their classroom teachers.

The role of the OSP Coordinator is to serve as the liaison between M.ED Coordinator, Dr. Robert Rude, Project GOAL Executive Director, Darius Shirzadi and GOAL Founder, Peter Whealton. The office negotiates the schedule, assists with the selection of GOAL participants, and provides GOAL with information on funding opportunities to help support the program.

Project GOAL facilitates the development of Rhode Island's disadvantaged middle school youth from Providence, Pawtucket, and Central Falls through after-school tutoring and soccer-related programs. GOAL fosters opportunity for urban youth through the employment of a nurturing after school environment, academic tutoring, health/nutrition information, exercise, and safe facilities, while exposing the children and their families to models of positive healthy lifestyles.

<http://www.projectgoal.org/about.php>

HENRY BARNARD SCHOOL MENTORS

The HBS Mentor program

connects Rhode Island College students with school-identified children from HBS in need of enhanced social and emotional support. Mentors meet with their mentees for a minimum of thirty minutes per week and structured and unstructured activities including board games, conversation, sharing lunch, self-esteem building craft projects and other cooperative

In 2007 the Henry Barnard School solicited the expertise of the OSP Coordinator in designing their mentor program. The office convened a team consisting of HBS faculty and staff, the director of assessment for the FSEHD, and representatives from the RI Mentoring Partnership to assist with the development of the program. Under the OSP's guidance, the program has increased from six mentor-mentee matches to forty matches per year, employs a work-study student, retains an advisory board, and has presented at several regional and national conferences. The OSP has and continues to provide direction, resources, training, and shared oversight of the program.

In AY 2009-2010, the OSP and HBS team wrote and submitted two grants for a graduate assistant to conduct research on the efficacy of the mentor program. Susan Gracia, Director of Assessment for the FSEHD has been working with the program on evaluation and data collection and the intent of the graduate assistant was to deepen and further her work. Despite the writing group's efforts, neither proposal was accepted. In addition to the grant applications, the HBS team organized a successful car wash fundraiser, instituted special mentor-mentee days such as Game Day and took a field trip to the Massachusetts Ecotarium in conjunction with Student Activities. The year culminated with an afternoon celebration for HBS families, mentors, and mentees at Roger Williams Park Zoo

JUST FRIENDS

In September 2009 the OSP established a connection with *Just Friends* a disability awareness program for fourth graders in the Cumberland Public School district. The program, coordinated by Cumberland Schools Volunteers (CSV), provides four weeks of interactive, classroom lessons in four areas: Blindness/Deafness, Physical and Intellectual Disabilities, Autism and Learning Differences. CSV trains college and community volunteers in delivering the lessons and provides practice sessions. The college and community volunteers then present as a team in various classrooms throughout the district.

In Fall 2009 the OSP recruited elementary/special education teacher candidate, Doris Moret to serve as its first volunteer with *Just Friends*. Doris volunteered with the program for two semesters. Moret was selected for the program based on her initiative to take a pro-active role in her education through opportunities that expand her knowledge and prepare her for the classroom. Since 2006, she has worked with the SCOPE program at Calcutt Middle School in Central Falls where she teaches health science lessons to middle school youth.

The OSP Coordinator visited three of the *Just Friends* sessions to observe Moret and her implementation of the curriculum. Her use of the classroom space to keep the children's attention, eye contact and attention to students' comments, solicitation of feedback, ability to lead and instruct, and warmth and kindness made the lessons come alive to the children. In a post program de-briefing Moret expressed her satisfaction with the experience and plans to use the lessons and activities from the *Just Friends* curriculum in her future classroom. She also agreed to serve as a student leader in Fall 2010 and to recruit several of her peers as co-participants.

CONNECTING WITH COMMUNITY

VOLUNTEER EXPO

Created and coordinated by the OSP Coordinator, the Expo was designed as recruitment and networking opportunity aimed at strengthening Rhode Island College's links with the community, fostering new community partnerships, and increasing volunteerism.

The event, open and promoted to the entire campus and the ten other higher education institutions in Rhode Island, was held on October 8 from 11:00 a.m. to 1:00 p.m. on the campus quad. Over sixty community organizations consisting of after school programs, full service agencies, cause specific organizations, and coalitions distributed information and conversed with faculty, students, and administration at tables that filled the campus mall area. In addition to RIC patrons, students and staff from other RI colleges and universities visited the Expo to get information to bring back to their own campuses.

The OSP recruited and in-serviced college stewards from the Sigma Iota Theta sorority to welcome organizations to campus and assist them in transporting their materials to the quad, setting up, and breaking down. After the event, OSP followed up with the attending organizations and provided the Office of Career Development with contact information to invite the organizations to register with *Destinations*, the campus's online employment and internship posting system.

READ TO FEED AT FEINSTEIN MIDDLE SCHOOL, COVENTRY

In early November Mary Lou Bettez of the Rhode Island Department of Education (RIDE) contacted the OSP seeking volunteers for a November 25th Read a Thon fundraiser at Feinstein Middle School in Coventry. In response to the request from RIDE, the OSP recruited Janet Johnson, Associate Professor, English/Secondary Education and nine teacher candidates to serve as volunteer readers. Each participant selected a favorite picture book or chapter from a beloved novel to read to classes of sixth graders. They also engaged the students in a dialogue about reading and discussed their read aloud selection. Joining the RIC contingency at the daylong event were politicians, key public and private administrators, and other noteworthy local constituents.

BOOKS ARE WINGS

Books are Wings is a non-profit organization that collects and distributes new and gently used books to children across the state, primarily low-income ethnic minority children, at school and community events. The book giveaway events include group and individual read aloud's, literature discussions, and activities.

In AY 2009-2010 the Office of Special Projects provided teacher candidate volunteer assistance at twelve Books are Wings events located in urban elementary and middle schools and helped to provide over 2,000 free books to children in need.

RISE (RHODE ISLANDERS SPONSORING EDUCATION)

RISE provides scholarships and mentoring to children of currently and formerly incarcerated parents in order to break the intergenerational cycle of poverty, crime and addiction. The key measurement of success for RISE is graduation from high school. To date, forty-four RISE students have graduated from high school. Of the forty-four, twenty-eight have gone on to

attend college, including Rhode Island College. Others have pursued job-training programs or enlisted in the military.

In spring 2010 the OSP connected Math 144 adjunct faculty member, Robbie Alfosno, with RISE. Robbie and his students volunteered as math tutors for eight Saturdays at Community Preparatory School in Providence where they assisted ten to fifteen RISE participants in geometry and algebra.

FACULTY ASSISTANCE

JENKS JR. HIGH, COLLEGE CONNECTION CAMPUS VISIT

Dr. Marie Lynch, Special Education, and Susan Pfiel, Principal of Jenks Jr., were seeking support to bring the 7th and 8th grade students with whom Dr. Lynch's practicum students were working to the Rhode Island College campus in an effort to enhance their existing school-college partnership and to provide the Jenks students, many of whom had never been to a college campus nor had aspirations of attending college, with the opportunity to see "college" as a real and attainable goal for the future.

The OSP provided Lynch with information regarding a mini grant opportunity through RI Campus Compact's *Partnership for Success* initiative. Lynch and Pfiel's mini-grant application was a success and they received \$500.00 to use towards to visit. OSP handled the logistics including transportation, panel presentation, special tours of the technology lab, student union, athletic center and residence hall, lunch in the dining center, and parting gifts.

Portions of the visit were filmed by RI Campus Compact and will be included in their *Partnerships for Success* promotional video that will be shared with the Governor's PK-16 Council, Rhode Island Foundation, and housed on Campus Compact website.

MATH WIZARD OF OZ

Associate Professor Donna Christy (Math/Secondary Education) sought assistance from Special Projects for a partnership event with RIDE at the Providence Children's Museum. Math Wizards of Oz was half-day of interactive, engaging math activities and games for children and their families using the Wizard of Oz as an overarching theme. The

activities/games were divided into different sections all connected by the Yellow Brick Road. The OSP provided Christy with the teacher candidate volunteers who served as activity facilitators, greeters, floaters, costumed characters, and photographers.

MIDDLE LEVEL EDUCATORS ROUNDTABLE

HBS fifth grade teacher Vanessa Percoco approached the OSP with an idea to begin a series of roundtable discussions held at the school for elementary and middle school educators from across all RI districts. Percoco envisioned the discussions as a means for educators to share perspectives, challenges, and success of the middle school transition. The OSP convened a group of faculty and staff including John Niska and Eileen Sullivan to begin strategizing and to garner support for Percoco. It was decided to hold the first of the roundtables in late fall 2010. Sullivan and Niska agreed to reach out to their contacts and the OSP Coordinator generated a list of community-based professionals who would be interested in participating in the table discussions.

LESSON DESIGN MINI FAIR

In spring 2009 Dr. Rudolf Kraus, Secondary Education/Science, contacted Special Projects seeking support for with convening a panel of presenters from historical sites and points of interest throughout the state for his SED 406 course. The goals of the panel were to provide students with an opportunity to learn about field trip possibilities, community-based teaching and learning resources for their future classrooms, and to ignite connections between class content and enriching experiential learning beyond the classroom walls.

After two successful semesters of panels and positive responses from candidates and participating community representatives, the OSP coordinator transitioned to a larger event for spring 2010, *The Lesson Design Mini Fair*. The Mini Fair was promoted and open to all FSEHD faculty and students. Invited community presenters included the following Rhode Island and Massachusetts sites:

Boston Museum of Science, Educator Resource Center
Gilbert Stuart Museum
Museum Institute for Teaching Science
Museum of Natural History and Planetarium
RI Historical Society, Newell Goff Education Center
Roger Williams Botanical Center
Slater Mill
South Side Community Land Trust
WaytoGoRI.org
New England Aquarium Teacher Resource Center

Holocaust Education and Resource Center
Roger Williams Zoo
Newport Preservation Society
International Yacht Restoration School

CURR 480 WORKSHOP: WINNING A TEACHING POSITION IN A TIGHT MARKET

When Greg Kniseley was looking to promote and enroll students in his early spring 2010 workshop, he contacted the Office of Special Projects. The OSP sent out a series of communications to enrolled teacher candidates, student teachers, and recent graduates. As a result of the OSP's promotional efforts, Kniseley's workshop filled and he ran it again at the end of the semester.

CURR 480 Workshop: Winning a Teaching Position in a Tight Market

- *Prepare for the future! Get the edge! Learn about the hiring process and what hiring committees look for in job application materials and interviews.*
- *Develop a plan of action for the job search.*
- *Create and receive feedback on job application materials - cover page, resume, and hiring portfolio.*
- *Practice interviewing and receive feedback from the mock interview "hiring committee" -*

STUDENT CONNECTIONS

RIC MIDDLE SCHOOL ASSOCIATION

In Spring 2010 the RIC Middle School Association received the Rhode Island College Organization Outreach Award for providing exemplary service to the RIC student community. The OSP played a vital role in the Association's successful community connection efforts by providing consultation services, conducting a series of presentations around community service, facilitating roundtable community service discussions and customizing a list of service sites for their members and peers from other education

programs. Most notable was the OSP's assistance in coordinating a community panel discussion, *Opportunities Beyond the Classroom* where community-based education providers visited campus to talk about their organizations and career opportunities for education graduates. Providence After School Alliance, Ready to Learn, AmeriCorps VISTA, and RI Family Literacy Initiative were among the eight community presenters.

MATHBUSTERS: STUDENT HONORS PROJECT

When elementary education honors student Kayla Quadros was looking to initiate an after school math enrichment program at HBS she contacted the OSP to provide guidance and support. OSP convened a team of FSEHD faculty (Conklin, Christy and Goodrow) as well as HBS faculty and administration (Percoco, Thompson, Nonis and Tibbetts) to assist with the strategizing, design, and launch of the program. OSP facilitated several planning meetings, provided resource materials for program design, and offered directions for project development. Under the advisement of OSP, Quadros surveyed parents, invited Goodrow to serve as her honor's project advisor, developed a curriculum and piloted her six-week *Mathbusters* program.

"I had my first session of "Mathbusters" yesterday and I think it went very well! It was very exciting and the children all seemed to be very happy and enthusiastic throughout the whole lesson. I used a book concerning measurements for the first session and planned a few hands on activities that correlated with the story. The children had the opportunity to work with nonstandard units of measure and relate it back to standard units. In the end, they all received a few random objects, such as a toy car or stuffed animal, and had the opportunity use them as units of measurement in order to measure the heights of their peers. They were all very excited about that. Everyone wanted to be measured and know how many teddy bears tall they were!"

PRESIDENTIAL INITIATIVES

2009 PRESIDENTS HIGHER EDUCATION COMMUNITY SERVICE HONOR ROLL

The National Presidential Higher Education Community Service Honor Roll annually recognizes institutions of higher education for their commitment to and achievement in community service. The President's Honor Roll increases the public's awareness of the

contributions that colleges and their students make to local communities and the nation as a whole.

Per President Carriuolo's request, the OSP Coordinator spearheaded the institutional application process by designing and administering a campus wide survey of community service and service learning activities, collaborating with responsive faculty and staff to draft their submissions, selecting the programs and activities to represent the College, and navigating the online application process for submission. As a result of the OSP's efforts, for the first time in the history of the institution, Rhode Island College was selected for recognition on the Presidential Community Service Honor Roll.

AMERICORPS VISTA

As the College approached its third year and final year for a Rhode Island Campus Compact (RICC) AmeriCorps VISTA volunteer, President Carriuolo looked to the OSP to apply for, utilize, and supervise a new recruit. The OSP Coordinator completed the federal application as well creating the required Volunteer Assignment Description-a year long plan with goals, objectives, and outcomes. Additional requirements included an orientation plan and materials, plan for campus and community introductions, and an articulation of VISTA expectations and responsibilities during his/her year of service.

RICC pre-selected two VISTA candidates and highly recommended Ms. Linda Louise King as match for Rhode Island College. Ms. King began her tenure in the OSP in July 2009 and will complete her year of service on July 30, 2010.

The role of Campus Compact VISTAs is to assist institutions in advancing service learning on their campuses, build capacity to better serve communities, and increase the number of students engaged in community service and service learning. VISTAS commit to one year of service and receive a stipend from the Corporation for National Service.

NATIONAL CAMPUS COMPACT SURVEY

The survey assesses the current state of campus-based community engagement and identifies emerging trends across the nation. It is an important tool used by campuses to catalog institutions' engagement efforts and to leverage support for moving forward.

Though Rhode Island College has been a member of Campus Compact for ten years, it has never participated in the annual National Campus Compact Survey. Per the president's request, the OSP Coordinator served as the point person for gathering and submitting

engagement data on behalf of the College. This process involved reaching out to the entire campus to solicit information and garner the necessary information. As a result, RI Campus Compact had statewide institutional representation (all 11 institutions) in this year's submission and Rhode Island College's engagement practices were present and account for.

HIGHER EDUCATION: PARTNERSHIPS AND PATHWAYS FOR ACTIVE CITIZENSHIP

Per President Carriuolo's invitation, the OSP Coordinator served as her representative at the annual Campus Compact statewide convening of community stakeholders, higher education administration, school district administration, and service learning professionals hosted by Rhode Island Campus Compact at Salve Regina University. The convening shared efforts to 1) strengthen and build partnerships, 2) solve community problems and 3) engage students in meaningful service activities. Highlights included:

- A review of the national Campus Compact survey and statistics on service-learning and civic engagement in higher education and Rhode Island's ranking
- Discussion of the role community-campus partnerships play in creating pathways to student learning, community impact and a better future of Rhode Island
- Poster displays and resources on innovative civic engagement research, projects and initiatives in Rhode Island
- A panel presentation by area charter schools, non-profits and higher education partners that offered models and strategies for PK-16 focused partnerships.

CROSS-CAMPUS COLLABORATIONS

WELCOME WEEK ACADEMIC YEAR KICK-OFF

Partners: Residential Life, Student Activities, Sigma Iota Theta

Co-Coordinated a week of events and service projects for hall residents and commuter students to orient and welcome them to campus and a new academic year

SCHOLARSHIPS FOR SERVICE PROGRAM*

Partners: Department of Political Science, Student Activities

Co-recruited, trained, and conducted monthly reflection sessions for RIC Scholarships for Service participants and co-administered the federal program.

**Corporation for National Service program that provides students who engage in 300 hours of community service with a \$1,000.00 education award*

NON-PROFIT CAREER FAIR

Partners: Career Development, Department of Communications, American Democracy Project

Identified and recruited ten education alumni currently employed in the non-profit sector to serve as roundtable presenters

E-CITIZENSHIP PROJECT

Partners: Political Science, Alumni Affairs, Communications

Provided planning consultation and resources for the year-long project that including event ideas, community partner recommendations, resources, and strategic planning

DIVERSITY WEEK: NORAH DOOLEY BOOK SIGNING AND AUTHOR PRESENTATION

Partners: Unity Center, Henry Barnard School

Co- coordinated a visit to campus by renowned author of *Everybody Bakes Bread* and multi-cultural story teller, Norah Dooley. Organized an on-campus book-signing reception for FSEHD cooperating teachers from Pawtucket School District and secured donations of international breads for the HBS student body as a follow-up to Ms. Dooley's read aloud and presentation.

RHODE ISLAND STATE SCIENCE AND TECHNOLOGY FAIR

Partners: Physical Sciences

Recruited teacher candidates to serve alongside physical science and biology students to serve as judges in the statewide science fair held at CCRI

RHODE ISLAND STUDENT SERVICE SUMMIT

Partners: Residential Life, Student Activities-Emerging Leaders Program

Assisted in the recruitment and preparation of ten student representatives to the Summit held at Bryant University and provided guidance in the design of their presentation

NAZARIAN CENTER VOLUNTEER USHERS AND DOCENTS

Partners: Staff of Nazarian Center for the Performing

Worked with Performing Arts staff to develop a summer volunteer usher program and co-recruited students to serve as part-time ushers for the summer performing arts series and children's theater

COMMITTEES

PARTNERSHIPS AND PLACEMENTS

The newly revitalized Partnerships and Placements Committee has been a forum for the Office of Special Projects to advance community service and service learning in the FSEHD. As an active committee member, the OSP Coordinator has assisted in the development of a committee mission statement that includes a school *and* community focus and has lead the committee in the important task of understanding the function community service and service learning in teacher preparation by sharing knowledge, resources, and research in the field. Per Interim Dean Eldridge's request, the OSP is guiding the committee in its re-examination of the community service requirement and helping to articulate recommendations for change. The goal of the policy change is to align the FSEHD for service related funding opportunities, expand service learning, and develop a full-spectrum experiential learning model for the benefit of teacher candidates that includes service learning, practicum, community service and student teaching.

STUDENT LEADERSHIP AWARDS

When the Office of Student Activities was looking to create and launch the Student Leadership Awards they called upon the FSEHD Coordinator of Special Projects to provide the community related criteria, event planning expertise, promotional assistance, and co-selection of award recipients. Along with the committee, the Coordinator of OSP reviewed over ninety nominations and helped select the award recipients. FSEHD teacher candidates had strong representation among the nominees and Wesley Cruz, Secondary Education, was selected as the recipient of the *Vital Contribution to the Community* award. Faculty, staff, students, family, administrators, and community stakeholders attended the awards ceremony held in April and MC'd by the OSP Coordinator.

PROFESSIONAL DEVELOPMENT

The Office of Special Projects participates in local, regional, and national professional development opportunities that impart knowledge, provide tools, and map approaches to innovative community partnerships, high impact service learning, meaningful community service and effective methods of student engagement.

FRONTIERS IN URBAN SCIENCE EXPLORATION

Presented By: Collaborative for Building After School Systems (CBASS)

Sponsored By: the Noyce Foundation

New York Hall of Science, Queens, NY

Representing one of only two higher education institutions among seventy STEM education leaders from jurisdictions around the country, the Coordinator of Special Projects at the invitation of the Providence Public School District, attended the national convening that marked the start of a three-year initiative to make inquiry based science exploration an essential component of all community-based science education. Highlights:

- Panel discussion on New York City's collaborative effort to take informal science education to scale
- Implications of federal science education initiatives
- Promising practices breakout sessions on workforce development, programs for high school students, school day alignment, and policy and advocacy
- Conversations with site coordinators on the challenges and successes of infusing science learning in after-school programs

- Jurisdiction-specific planning sessions to discuss accomplishments, goals, barriers and opportunities and begin to develop a vision and action plan to advance informal science education

Attendees received a listing of national contacts and a twenty-two page resource guide to advance informal science education in after school and out-of-school time. Materials were shared with FSEHD and STEM Center faculty.

FACULTY REWARDS FOR CIVIC ENGAGEMENT: TOOLS FOR INSTITUTIONAL ASSESSMENT AND CHANGE

Presented By: Cathy Burack, Senior Fellow Higher Education, Brandeis University, Heller School for Social Policy and Management

Sponsored By: New England Campus Compact

This national webinar focused on the context and definitions of faculty community engaged scholarship and institutional culture and assessment. Research from Community Campus Partnerships for Health and NERCHE was used to:

- a) Assist institutions in distinguishing between *Scholarly* vs. Scholarship
- b) Provide formulaic steps to assess institutions' level of engaged scholarship
- c) Direct institutions in the creating a customized definition of institutional work
- d) Aid institutions in establishing priorities in moving ahead and serving as change agents

Best practices and resources to assess institutional support included the Carnegie Elective Classification for Community Engagement and the Institutional Self Assessment Rubric. Webinar participants received a body of material that provides a framework for engaged scholarship, assessment tools, and methods for scaffolding scholarship. The materials are available through the Office of Special Projects.

SOCIAL MEDIA AND CIVIC ENGAGEMENT: LEVERAGING SOCIAL MEDIA FOR NATIONAL SERVICE PROGRAMS

Presented By: Sarah Fuegill, New England College and Vilay Senthep, Massachusetts Campus Compact
Sponsored by: New England Campus Compact

This webinar was a discussion of best practices used to engage students in service and increase civic participation through the use of social media. Students and professionals in the field of student engagement shared effective use of Web 2.0 tools such as Facebook, Twitter, Blogs You Tube, Wikki's and Widgets to recruit and engage volunteers, promote and publicize service opportunities, fundraise, and incorporate reflection activities.

The concepts of social media as a conversation and college students as digital natives served as the context for recommendations and ideas on successfully employing the vast array of social media applications for student engagement. Webinar participants received a copy of the PowerPoint presentation to share with faculty and staff as well as links to online resources. A selection of the suggested Web 2.0 applications is being considered by the OSP for faculty/student outreach in 2010-2011.

UNLEASH THE POWER OF MOBILE TECHNOLOGY

Presented By: Jim Till, Vice President of Marketing, Blackboard Connect and Liam Ferris, Solutions Engineer, Blackboard North America, Higher Education

Though primarily a marketing tool for Blackboard Connect, this online seminar emphasized students' demand for mobile access to information and higher education's need reduce the communications divide between university and student experience to increase student success and retention. Recommendations and strategies included:

- How peer institutions can successfully nurture student engagement using mobile technologies
- Best practices and benchmarks for evolving student interaction
- A framework of student engagement from simple "push" emergency notifications to predictive, on-demand segmented engagement based on data
- How both mass notification services and mobile applications can work in concert to mobilize and inform students

Presenters walked participants through the Student Engagement Spectrum to determine where their institution stood in terms of mobile technology. Spectrum levels included, *Level 1: Event Driven, Level 2: On Demand and Level 3: Needs Anticipated*

The seminar, viewed by a cadre of campus staff and faculty, served as a launch pad for a post discussion around ways the campus can move forward using mobile technology.

E-LEARNING MINI CONFERENCE: ONLINE PEDAGOGY AND GETTING STARTED

Presented By: Rhode Island Academic Technology Committee

Blackboard technical representatives and Rhode Island College faculty and staff joined together to educate the campus community in various technological applications for use in the classroom, boardroom and beyond. Podcasts, discussion boards, Skype, universal design, practice teacher websites and digital repositories were among the tools presented and their use demonstrated during poster presentations by faculty.

The mini-conference served as an opportunity to learn about campus members and their creative use of technology and will assist the OSP in connecting FSEHD faculty with colleagues who can help use the applications with their own classes.

CONSULTATIVE SERVICES

RHODE ISLAND CAMPUS COMPACT PK-16 COMMITTEE

In response to Governor Carcieri's PK-16 Council and subsequent report identifying the work of higher education in meeting the education needs of school districts across the state, RI Campus Compact was charged with continuing the work of the Council by working with the institutions to 1) map services, 2) identify areas of need, 3) highlight strong partnerships, and 4) support the development of school-higher education collaborations.

The Coordinator of Special Projects serves as the liaison to the RICC consultant in issues around the role of teacher preparation programs in out-of-school time and expanded learning programs. She provides recommendations for the facilitation and development of quality PK-16 partnerships, reviews and edits RICC reports on related topics, and provides RICC with community and school-based connections and resources.

NEW ENGLAND CAMPUS COMPACT LEARN AND SERVE HIGHER EDUCATION CONSORTIA GRANT

Learn and Serve America Higher Education grants support institutions that use innovative service-learning programming to meet the needs of local communities. One of the two funding categories for the 2010-2011 academic year was *Embedding Service-Learning in Pre-Service and In-Service Teacher Training*. After consultation with the Interim Dean, Assistant Dean for Partnerships and Placements, Vice President of Academic Affairs and R.I. Campus Compact it was determined that the FSEHD was not prepared to apply for funding. In turn, RI Campus Compact requested the consultative service of the Coordinator of Special Projects in their development of a consortia application with Massachusetts and Connecticut Compacts. It was agreed that should the consortia grant be awarded, RIC's FSEHD would be the top candidate for \$30,000.00. On several occasions throughout the writing process, the OSP Coordinator worked with the team at Tufts University and helped provide the goals, objectives, and key information used in the grant.

2010-2011 FORECAST

Planning for AY 2010-2011 has been underway since the start of May. Much of the groundwork for upcoming collaborations and partnerships has been laid and the necessary in-roads have been forged. Teams have been established, meetings taken place, and pilot projects launched. New collaborations include inquiry based science in After School programs with Providence After School Alliance, early learning program at The Children's Shelter of Blackstone Valley, and music enrichment program at Times2 Academy in Providence. Along with the new partnerships, the OSP will continue its work with Project GOAL, HBS Mentors, and Just Friends in Cumberland.

In addition to service programs, the OSP has established five focus areas for the impending academic year. These focus areas will serve as points of departure for all new, existing, and "in motion" activities.

- Effective utilization of technology to increase student and faculty engagement
- Refining and streamlining service-related data collection and tracking,

- Service collaborations with peer institutions to deepen the impact of student engagement in Rhode Island
- Supporting FSEHD in developing community service and service learning projects
- Developing the FSEHD community service and service learning agenda to form a clear, comprehensive and robust model of experiential education in teacher preparation programs

A more detailed roadmap of 2010-2011 OSP activities will be issue in late summer/early fall of 2010.