



Presents



MARTIN LUTHER KING DAY OF SERVICE (JANUARY 18, 2010) to GLOBAL YOUTH SERVICE DAY (APRIL 23-25, 2010)

The Georgetown Project and the Rotary Club of Georgetown, in partnership with Youth Serve America, are proud to spotlight youth organizations interested in humanitarian service projects benefiting Georgetown citizens through a new collaboration called the **Semester Of Service Youth Engagement Initiative**.

Semester of Service links two prominent national service events - [Martin Luther King, Jr. Day of Service](#) and [Global Youth Service Day](#) - through an extended service-learning framework. Georgetown youth, middle school through high school, will spend the "semester" addressing a meaningful community need. Throughout Semester of Service, adult sponsors will support the emergence of the "youth voice" as young people guide the process of the service projects.

The Georgetown Project, a local nonprofit organization with a long history of bringing youth together in service on these two high-profile youth service days, has received a Rotary Service Grant from the Rotary Club of Georgetown to coordinate Semester Of Service. The \$3,000 grant will support 10 youth organizations, groups and clubs with mini-grants up to \$300 each for approved Semester Of Service projects. Projects must begin on MLK, Jr. Day of Service (January 18, 2010) and end on Global Youth Service Day (April 24, 2010). Focus areas for Semester Of Service mini-grant applications are **Health**, **Hunger** and the **Humanities**.

Semester of Service goals are:

- ∅ To **enable** youth as change-makers, creating a quantum leap in the number of diverse young people addressing critical needs in their community.

- ∅ To **sustain** the quality, high-impact work done on MLK Day and Global Youth Service Day, moving service projects from episodic acts into long-term service-learning experiences.
- ∅ To **leverage** existing partnerships around MLK Day and Global Youth Service Day, advancing bold goals to expand American youth service and service-learning.

Semester Of Service encourages students to develop a semester-long service project that would take place in classrooms as an enrichment to the academic curriculum; in schools as part of extra-curricular activities and clubs; in congregations of faith; and/or in youth development organizations across the community. Youth middle school through high school will identify a problem or unmet need affecting the Georgetown community and prepare a plan of action; take action to implement their plan; reflect on their progress and next steps; and celebrate their success.

Youth groups are encouraged to engage other youth and partners from different sectors, evaluate their results, and envision future plans to continue their service. Youth could also leverage Semester Of Service mini-grants to expand the budget for their project to include other funding sources.

The application deadline for Semester Of Service grants is Tuesday, December 15, 2009. Winners will be notified by January 4, 2010. One adult and at least two youth from each approved project must attend The Georgetown Project's 2010 MLK, Jr. Day of Service and Global Youth Service Day events as both days will focus on Semester of Service this year. Service hours will be given to all youth participating.

Semester Of Service program components:

- Ten mini-grants of up to \$300 each for youth clubs or organizations. We invite all groups, whether funded or not, to join us in Semester of Service.
- Projects begin on 2010 MLK, Jr. Day and conclude on Global Youth Service Day.
- No support for building projects that would be affixed to permanent structures.
- Support for new projects or enhancements of existing initiatives only.
- Projects must be youth led, however an adult sponsor is required.
- One adult from The Georgetown Project and one adult from Rotary Club of Georgetown will serve as mentors throughout your project. School projects will have additional support from the director of service learning for GISD.
- Projects must address at least one of the 40 Developmental Assets.
- National recognition and visibility through YSA communications and outreach initiatives as well as local publicity through various media.

Who is eligible?

- Georgetown middle school and/or high school clubs and organizations
- Georgetown after school programs serving middle and/or high school students
- Georgetown youth development programs serving middle and/or high school students in the community
- Georgetown faith-based youth groups and/or organizations of middle and/or high school students
- Georgetown scouting organizations of middle and/or high school students

Applications and detailed Semester of Service information may be accessed at www.georgetownproject.com. The completed project narrative and budget form must be submitted by 5 p.m. on December 15, 2009.



Rotary Club of Georgetown
"Service Above Self"



Semester of Service Youth Engagement Initiative 2010 Youth Mini-Grants Request for Proposals

1. Application Process:

Applications for funding are to be received by 5:00 p.m. on **Tuesday, December 15, 2009**. To avoid technical problems with email attachments, we ask that you submit applications either by mail or deliver to The Georgetown Project office on Williams Elementary School campus.

Applications may be mailed to:

Leslie Janca, Program Director
The Georgetown Project
P.O. Box 957, Georgetown, TX 78627

Applications may be hand delivered to:

The Georgetown Project
1001 Ash Street
Georgetown, TX 78626

(The office is located in the gray annex building just behind Williams Elementary School. The door of The Georgetown Project office faces the back of Williams Elementary.)

You may duplicate the form, but in no case should your application be more than three to five typed, double-spaced pages using a 12 pt font. An original and four (4) copies are required for submission.

A committee made up of The Georgetown Project and Rotary Club of Georgetown representatives will review mini-grant applications.

2. Funding:

You may request any amount up to \$300.00 to support the project. The award announcement will be made by January 4, 2010 and the presentation of the awards will be Monday, January 19, 2010 at The Georgetown Project's MLK, Jr. Youth Service Day event. You will have until April 15, 2010 to use the funds and complete your project. Your final project will be presented and celebrated on Saturday, April 24, 2010 as part of The Georgetown Project's Global Youth Service Day event.

More info will be given on the two service day events if your project is funded.

3. Reports:

Grantees must complete a final report, including a brief evaluation of the project and a final budget form, with receipts attached. Photos or newspaper articles about your project are encouraged. Brief monthly meetings with mentors and project representatives will be required January-April, 2010.

Final Reports: Due April 15, 2010

Semester of Service Youth Engagement Initiative 2010 Youth Mini-Grants Request for Proposals

We will give priority consideration to:

- Projects that support the 40 Developmental Assets framework of positive youth development (see Asset info in application packet).
- Projects that clearly demonstrate the community or school need being addressed.
- Projects that are youth-led and involve other youth in service or leadership capacities.

We will not fund:

- Proposals that do not demonstrate a clear connection to the 40 Developmental Assets.
- Projects that do not address a school or community need in the areas of Health, Hunger or the Humanities.
- Proposals requesting funds to build permanent structures.
- Proposals to fund existing projects or reimbursements for completed projects. (enhancements to or expansion of existing projects, and new projects only please).
- Proposals requesting travel reimbursements or direct payments to individuals.

Ideal SOS mini-grant projects should address Health, Hunger or the Humanities, be centered in the 40 Developmental Assets, and be planned in line with the five stages of service learning:

1. Investigation

Identify a local school or community need you would like to address.

- assess the community need
- identify possible partners
- establish a baseline (how things are before the project begins)

2. Preparation & Planning

Develop a strategy for change and a common vision for success.

- Identify the service and learning goals
- create your action plan

3. Action

Implement the service activity to make a difference.

- document your activities

4. Reflection

Think about how your service and learning relate to you, your community and the future.

- reflect before, during and after your service activities

5. Demonstration/Celebration (a large celebration event is being planned to recognize all SOS projects in conjunction with Global Youth Service Day in April 2010)

Showcase your results and celebrate your outcomes.

- share what you have learned and what you have done

The 40 Developmental Assets®

What is Asset Building?

Research has proven the direct link between assets and student achievement. No matter where or under what circumstances a child grows up, the more assets that child has, the more likely they are to succeed. The wonderful thing about Asset Building is that every member of the community can help to build them in youth. The Georgetown Project promotes the shared responsibility of all members of the community to build assets in kids, and thus help to nurture successful adults.

Assets are the key supportive strands in a young person's life that help them grow to be strong, caring and capable adults. The more assets a young person has, the more likely they are to succeed in school and be helpful, healthy and productive citizens. At the same time, the more assets, the less likely young people are to be involved with drugs, alcohol or other risky behaviors.

The 20 external assets and 20 internal assets are shown below, adapted with permission from Search Institute®.

<u>External Assets</u>
Support:
1. Family support - Family life provides high levels of love and support.
2. Positive family communication - Youth is willing to seek advice and counsel from parents and extended family.
3. Other adult relationships - Youth receives support from several non-parent adults.
4. Caring neighborhood/community - Youth experiences caring neighborhood and community.
5. Caring school climate - School provides a caring, encouraging, environment.
6. Parent involvement in school - Parents are actively involved in helping youth succeed in school.
Empowerment:
7. Community values youth - Youth believes that community adults value young people.
8. Youth given useful roles - Youth are taught and given useful roles in community.
9. Youth volunteers in the community - Youth gives one or more hour per week to serving the community.
10. Safety - Youth feels safe in home, school, and neighborhood.
Boundaries and expectations:
11. Family boundaries - Family is clear about rules and consequences for youth.
12. School boundaries - School provides clear rules and consequences.
13. Neighborhood boundaries - Neighbors take responsibility for monitoring youth.
14. Adult role models - Parents, Elders, and other adults model positive behavior.
15. Positive peer influence - Youth's close friends model responsible behavior.
16. High expectations - Parents and teachers encourage youth to do well.
Constructive use of time:
17. Creative activities - Youth is involved in three or more hours per week in creative or cultural activities.

18. Youth programs - Youth spends one hour or more each week in sports, clubs, or other school or community organizations.
19. Religious community - Youth is involved in one or more hours per week in religious services or spiritual activities.
20. Time at home - Youth is out with friends "with nothing special to do" two or fewer nights per week.
<u>Internal Assets</u>
Commitment to learning:
21. Achievement motivation - Youth is motivated to do well in school.
22. School engagement - Youth is actively engaged in learning.
23. Homework - Youth reports doing one or more hours of homework per day.
24. Bonding to school - Youth cares about his or her school.
25. Reading for pleasure - Youth reads for pleasure three or more hours per week.
Positive values:
26. Caring - Youth places high value on freely helping other people.
27. Equality and social justice - Youth places high value on promoting equality and reducing hunger and poverty.
28. Integrity - Youth acts on convictions and stands up for beliefs.
29. Honesty - Youth tells the truth even when it is not easy.
30. Responsibility - Youth accepts and takes personal responsibility for his or her actions.
31. Restraint - Youth believes it is important not to be sexually active or use alcohol or drugs.
Social skills:
32. Planning and decision-making - Youth has skills to plan ahead and make responsible choices.
33. Interpersonal skills - Youth has empathy, sensitivity, communication and friendship skills.
34. Cultural competence - Youth knows and is comfortable with people of different cultural, racial, and ethnic backgrounds.
35. Resistance skills - Youth can resist negative peer pressure and dangerous community influences.
36. Peaceful conflict resolution - Youth seeks to resolve conflict without resorting to violence.
Positive identity:
37. Personal power - Youth feels in control over "many things that happen to me."
38. Self-esteem - Youth reports having high self-esteem.
39. Sense of purpose - Youth reports that "my life has a purpose."
40. Positive view of personal future - Youth is optimistic about his or her personal future.

**Semester of Service Youth Engagement Initiative
2010 Youth Mini-Grants
Funding Criteria**

A. Creativity and plan for the project: 30 points

B. Community or School need being met by project: 15 points

ü In what ways will the community benefit as a result of the project?

ü Does the project address Hunger, Health or Humanities?

C. Active Involvement of Youth: 30 points

ü Is this project youth-led, with support from adults? Does it engage youth from other groups or clubs?

ü Is the project application clear regarding what action youth will take if awarded this grant?

ü Can people tell what knowledge and skills youth will use and/or learn as a result of this project?

ü How does this project build youth leadership?

D. Budget: 15 points

ü Do the funds requested pay for actual youth led activities?

ü Does the application show that expenses have been researched?

E. Role of Adults: 10 points

ü In what ways will the adult advisors provide help and support without actually doing the project?

ü What other organizations or adults will be working with you and in what capacity?

Semester of Service Youth Engagement Initiative 2010 Youth Mini-Grants Funding Application Project Narrative Guidelines

Please respond in no more than 3-5 typed, double-spaced pages using a 12 pt. font.

1. Please describe proposed project goals and timeline.

- ∅ What is the name of the project? Does the project address Health, Hunger, or the Humanities?
- ∅ What community/school need does the project address?
- ∅ What are the project goals? How will they be met?
 - a. What will happen?
 - b. When will it happen? (provide a timeline)
 - c. Who will be involved?
 - d. Where will it happen?
 - e. Who will be served?

2. Briefly describe the sponsoring organizations for this project (please provide names, phone numbers & emails of adult sponsor and at least three youth leaders).

3. SOS Youth Mini-Grant Budget.

- ∅ How much money are you requesting to complete this project?
- ∅ When working on budget, please follow these guidelines:
 - ∅ Funds may be spent on:
 - a. Supplies and materials: Explain why the materials are necessary to the project.
 - b. Meetings, Summits, Events: Copying cost, promotions, registrations, etc.
 - c. Training cost: Explain why the training is necessary to the project. Training costs should comprise only a minor portion of the budget, with most of the money going to actual service project activities.
 - ∅ Funds may not be spent on:
 - a. Adult supervisor's time on the project.
 - b. Supplies for projects that will be either a new permanent structure or affixed to a current permanent structure. This is a Rotary Club requirement.
 - c. Travel expenses.
- ∅ Total grant requests may be \$300 or less. We encourage you to leverage these funds to gain support from other sources if your project requires additional funding for completion.

We'll be glad to answer any application questions you have. Please call Leslie Janca, Program Director, The Georgetown Project, at 512-943-5198, or email at jancal@georgetownproject.com.

**Semester of Service Youth Engagement Initiative
2010 Youth Mini-Grants
Project Budget**

Budget Item Description	Projected Cost
Total	
Sources of Funding	
Funds Provided by SOS Grant	
Funds Provided by Other Sources (provide details)	
Total	

(All receipts must be submitted for project expenses. Any unused funds at project completion must be returned.)

**Semester of Service Youth Engagement Initiative
2010 Youth Mini-Grants
Project Evaluation Report
Due: April 15, 2010**

Organization: _____

Project Name: _____

Youth Contact: _____
(Name) (Phone) (Email)

Adult Contact: _____
(Name) (Phone) (Email)

Project Completion Date: _____

Date Evaluation Submitted: _____

Please complete the questions below. You may attach additional pages.

1. Explain how you evaluated your program.

2. What was the highlight of your project?

3. What were the outcomes of your project? (numbers served, goals achieved, etc.)

4. Describe any special challenges or problems encountered during the course of the project and explain how you dealt with them.

5. What did you learn from doing this project?

6. Do you have any suggestions for us regarding future youth Mini grants?

**Semester of Service Youth Engagement Initiative
2010 Youth Mini-Grants
Final Project Budget Report
Due: April 15, 2010**

Budget Item Description	Approved Budget Amt.	Actual Budget Cost
Total		
Sources of Funding		
Funds Provided by SOS Grant		
Funds Provided by Other Sources (provide details)		
Total		

(All receipts must be submitted for project expenses. Any unused funds at project completion must be returned.)

