MEADOWS

FOUNDATION

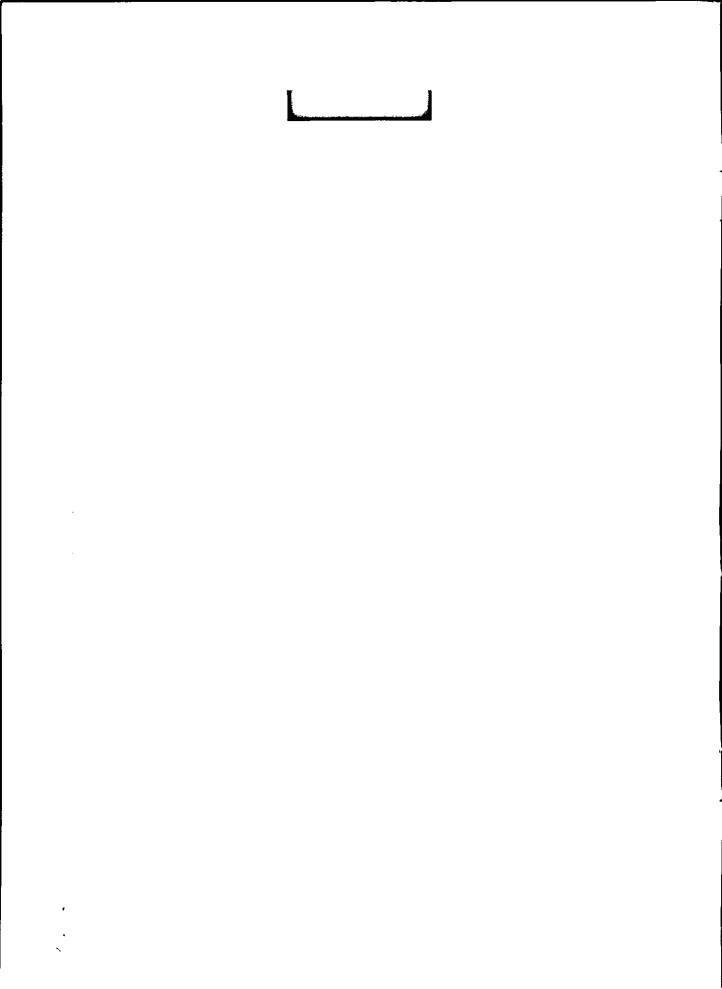
AWARDS

FOR

CHARITABLE

SCHOOL

PROJECTS





"I call on you to begin
a life of giving.

Walk the Giving Path.
Share what you
have with others.
Let your light shine.

Join The Giver and all His
human helpers through
the ages. Your life will
never be the same."

Douglas M. Lawson, Ph.D.
United Methodist Minister
and Fund Raising Executive

"Caring must strengthen into commitment and commitment into action if we are to preserve and nurture one of the greatest forces for rebirth and renewal this nation has ... volunteerism."

Malene Wilson, President Volunteer Management Associates

he Meadows Foundation is a private philanthropic institution founded by Algur and Virginia Meadows in 1948 to benefit the people of Texas. Since its inception and through the end of 1994, the Foundation had granted in excess of \$295 million to nearly 1,500 institutions and agencies supporting work in the fields of art, education, social services, health, and civic and cultural activities.

In the fall of 1981, the Foundation initiated a pilot program to encourage and support community volunteerism by students of secondary schools in the Dallas area. Believing that voluntary citizen action is one of America's fundamental strengths, the program started with a matching grant to one participating high school. The goal was to encourage students to begin the habit of contributing their time and energy to community service. As a result of the enthusiasm generated and the success achieved with the first effort, the Foundation began expanding the idea to provide award possibilities to increasing numbers of area high schools. In 1984, Eloise Meadows Rouse, a former school teacher and officer of the Foundation, became the Program Coordinator, and in 1989, it was made a separate operating program of the Foundation.

In the 1994-95 school year, 136 public and private high schools within a 50-mile radius of the Dallas/Fort Worth Metroplex participated in the program. They reported that more than 800 nonprofit agencies, organizations, and institutions benefited from the volunteer efforts of approximately 80,000 high school students who logged 580,000 hours of community service. The combined service projects in that year alone provided contributions and service value in excess of \$3.7 million. More importantly, thousands of senior citizens, persons with disabilities, children, families, and individuals were served by these caring and involved students. In recognition of their efforts on behalf of others and their communities. the Meadows Foundation presented awards totaling \$104,500 to 105 of these participating public and private high schools.

The Foundation has several objectives with the Awards for Charitable School Projects Program:

TO ENCOURAGE YOUNG
PEOPLE TO VOLUNTEER. Volunteerism
provides students the opportunity to
expand their life experiences through
interaction and involvement with others of
different circumstances and backgrounds.
In seeking to help others, students can
develop a sense of personal responsibility,
increased self-esteem, and a clearer
sense of identity. They are exposed to
new educational and career opportunities
and challenged to a broader perception
of the world and their role in its future

TO INCREASE STUDENTS' KNOWLEDGE OF THEIR COMMUNITY BY ENCOURAGING INTERACTION WITH THEIR BENEFICIARIES. WHETHER AGEN-CIES OR INDIVIDUALS. There is much for high school students to learn about giving, volunteering, and fund-raising in nonprofit institutions. If they are to be effective leaders in the future, it is important that students have the opportunity to find a meaningful place of service, to learn what resources and agencies are available to help meet community needs, and to identify ways in which to contribute effectively. Participation in the work of nonprofit organizations focused on the needs of others also confronts students personally with the reality of the struggles faced by those they seek to help.

TO DEVELOP LEADERSHIP SKILLS. In order to sustain America's independent sector for tomorrow, we must inform, involve, and prepare our young people of today for participation and leadership. As future volunteers, trustees, donors, and agency directors, students represent a vital resource to be developed and educated about effective citizen action. Through this program, we have seen that young people become empowered when they discover that they have the capacity to effect change in the world through their own efforts. As they become involved with the planning and execution of a group endeavor to assist others, leadership and social skills are developed and tested while competence in problem solving increases. Participation generates in student volunteers a sense of community

and personal responsibility for the welfare of others, which we hope will remain an ongoing motivation throughout their lives.

Administrators and teachers tell us that the schools' charitable activities have expanded and become more challenging at the students' initiative because of the incentive of the Foundation awards program. The opportunity to help others is a powerful force for change and realized self-worth in the lives of the volunteers. Over the years since our program began, we have seen extraordinary efforts by young people from all walks of life, all economic circumstances, all races, and all levels of physical and mental capacities. What they have in common is concern for others and a desire to make a difference. We honor them with the awards program, and they give us confidence in our shared future.

This publication presents twelve student voluntary action success stories and provides a step-by-step guide with sample letters and forms created by the Foundation's staff to implement this program. It is our hope that this booklet will encourage other foundations, high school principals, teachers, and interested groups to consider beginning, expanding and/or promoting other youth community service programs.

Centi O. Mendow of

Curtis W. Meadows, Jr.

President

The Meadows Foundation

"Sympathy sees and says I'm sorry, compassion sees and says I'll help." Author Unknown

ne day in December, I attended a holiday luncheon for senior citizens hosted by one of the high schools participating in the Meadows Foundation Awards for Charitable School Projects Program. As I walked past an elderly gentleman, I saw that he had won a table centerpiece, and I said, "It looks like you won the jackpot." His eyes filled with tears, and his voice cracked as he replied, "Isn't it beautiful? I'm going to take it to my wife. She's in a nursing home, and now I can decorate her room for Christmas!"

Later that week, I attended another Christmas program where high school students were giving a party for "at risk" elementary school children in their district. I rode the bus that brought the elementary students to the high school. They were shy, nervous, and self-conscious. I also rode the bus that took them home. They were literally transformed! I shall never forget one little fellow saying to me, "Look, I got a watch. I got a real watch. All I ever wanted in my whole life was a watch!" It was only an inexpensive Timex, but to that small boy its value was immeasurable.

Now in its fifteenth year, the Meadows Awards for Charitable School Projects Program has two key components that have led to its success: the Foundation invites area school superintendents to designate the school(s) in their districts that they would like to have participate. The principals are then contacted requesting their approval of participation and the name of the teacher/ sponsor with whom the Foundation staff should work during the year. The designated teacher/sponsor is then contacted, and a reply card is enclosed on which he/she lists dates when a site visit by the Foundation staff would be convenient.

In addition to site visits to new schools or schools with new teacher/sponsors, the staff also makes visits, when asked, to observe projects, to help in completing report forms, or when signs of discouragement are noticed. Follow-up phone calls and informational mailings are made throughout the year.

RECOGNITION. Every school completing a project and submitting a report to the Foundation by April 1 receives a cash award of \$500 at the Awards Luncheon. Each school is also asked to document their total volunteer hours during the year and include them as part of their report. At the Awards Luncheon, the hours are equated to minimum wage so that the students learn that contributing time is as valuable as contributing money. Even though a school can turn in only one final report, multiple projects are accepted as long as they are incorporated into one report.

In 1995, nine \$5,000 awards were also given to the schools completing the projects judged to be the year's most outstanding as follows: two to Dallas ISD public high schools, one to a Fort Worth ISD public high school, four to area suburban

public high schools, and two to private high schools. A \$5,000 award for the most outstanding environmental project was also presented in 1995. Additionally, one award of \$5,000 was granted for an outstanding model project addressing a universal need which could easily be duplicated in Texas or in other parts of the country.

In addition, \$250 special recognition awards are often granted for exceptional documentation, program expansion and improvement, outstanding new projects, or exceptional involvement with a beneficiary.

All award monies must be used for a charitable cause within their own school or donated to a Texas charity in accordance with the Foundation's charter. By reinvesting the award money in future projects or donating the money to a charity of their choice, students learn how to use or give funds in effective ways. Many times, cash awards enable the students to spend more time on their projects rather than on fund-raisers. Many students have never had the means or opportunity to give and are greatly touched and motivated by the experience.

Each year all participating schools are recognized at an Awards Luncheon held in early June. Each school is invited to send its superintendent, principal, teacher/sponsor, and three students (at least one of whom should be an undergraduate). Each school is publicly commended, slides of the schools' projects are shown, and trophies and certificates of merit are presented. The luncheon provides a wonderful opportunity for schools to share ideas and to see what others are doing. City, state, and national offi-

cials and nonprofit local agency representatives are invited to attend to recognize these students for their good works. A motivational speaker or film is also an important part of the luncheon. In 1995, approximately 700 people attended the event in the ballroom of a local hotel.

The schools that continue in the program, and 98% do, are encouraged to expand the number of students involved in their projects each year and to develop additional projects and/or expand the work of the previous year.

The 12 school projects included in this booklet each have a different level of financial resources and available teacher/sponsor time. Each school presented is firmly vested in the concept of community service and has a supportive administration, principal, teacher/sponsor, and dedicated students who facilitate the success of their projects.

At the Meadows Foundation, we believe that the primary value of service comes not from the initial decision to participate but from the experience itself, the relationships that are formed, the skills that are learned, the insights that are gained, and the satisfactions that come from helping others.

In the words of Angela Merici, founder of Ursuline Academy of Dallas, "Education, awareness, and formation through service to others is the key to empowerment and change in our world."

Bloise Meadows Louse

Eloise Meadows Rouse Vice President and Director, Special Projects Coordinator

The Meadows Foundation

oday's youth are growing up in a complicated and challenging world in which they are offered many choices. Some of these decisions are difficult to make and will affect them, positively or negatively, for the rest of their lives.

The Meadows Foundation Awards for Charitable School Projects helps young people make positive choices by giving them the opportunity to participate in community service. What began as a pilot program in one Dallas school fifteen years ago has grown to include over one hundred schools and thousands of students volunteering within a 50-mile radius of Dallas/Fort Worth. Each year, teens identify needs in their communities and develop ways to help meet those needs. By participating in this program, young people learn that they can be part of the solution to community problems. They also learn that their contributions have a far greater impact on their communities than they could ever have imagined.

What greater life lessons can our young people learn than those taught through volunteerism? Among these lessons are compassion and empathy for those who live in painful circumstances, understanding and acceptance of cultural differences, a sense of responsibility toward others, and the knowledge that kindness can heal wounds and nurture the spirit. By molding young characters in this way, schools are developing our leaders for the future.

As we look back through the years and acknowledge the tremendous growth of the Meadows Foundation Awards for Charitable School Projects, it is easy to see that great potential lies ahead. We are grateful to the teacher/sponsors and administrators who have played such a

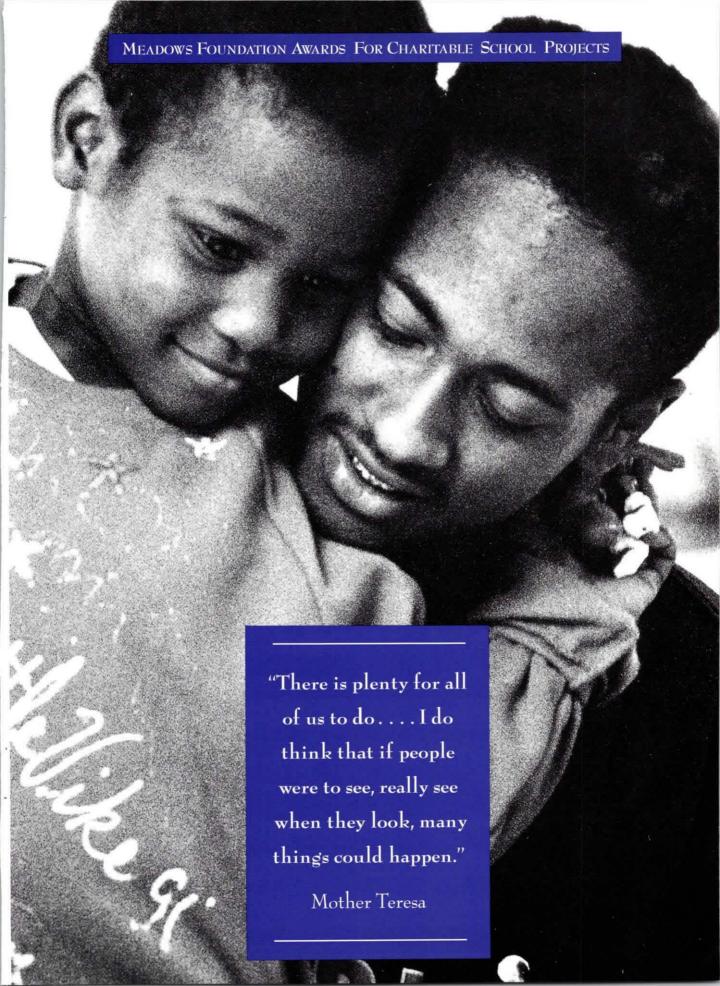
critical role in the success of the projects and who have provided support and encouragement to their students. With their continued help, we can work to expand the program even further. As we look to the future, it is my hope to begin a charitable awards program in the younger grades. Studies show that teaching children at an early age the importance of helping others initiates a practice that will stay with them for a lifetime.

This book includes many of the lessons the Meadows Foundation has learned from our years of experience with the program. We hope this revised edition will be helpful to teachers and students throughout the State of Texas who would like to develop community service projects in their schools and to others who have an interest in seeing youth involved in philanthropy.

I feel enormously privileged in my role with the Meadows Foundation, and this program is one of the most rewarding aspects of the Foundation's work. We have seen tremendous benefits received by area communities as a result of the voluntary efforts of these young people. We have also seen a generation of youth who have developed commitment, maturity, responsibility, and leadership. More importantly, these students have discovered that when they give of themselves, they receive a far greater gift in return—the satisfaction of helping their fellowman.

Girla Evans)

Linda Evans President-Elect The Meadows Foundation



"We believe that it is as important to prepare students for lives as good citizens as it is to prepare them for the intellectual challenge of college," concluded Mrs. Laube.

"We seek to develop a habit of community involvement."





The Hockaday School was awarded a Meadows Foundation \$5,000 award in 1989. St. Mark's School of Texas received \$5,000 awards in 1982, 1983, 1984, and 1986. Their service projects were combined in 1991. In 1994, they shared a \$5,000 award.



## The Hockaday and St. Mark's Schools of Texas, Private Girl/Boy Schools

## A Combined Community Service Program, Dallas, Texas

restriction of the service of the students from these private high schools traveled to the Austin Street Shelter in downtown Dallas to interact with the homeless — playing cards or bingo, leading a crafts session, or simply visiting with day residents. Five times during the school year, the students also prepared 400 lunches, took them to the shelter, and distributed them.

Hockaday and St. Mark's schools, with a combined secondary enrollment of 652, have made community service a priority. Students worked with more than 34 different agencies in the city to provide a multitude of services.

"These students are wonderful to work with," said Kimberly Allen, volunteer coordinator for the Salvation Army, "because they ask what we need and then provide it, be it volunteer hours or goods or money. For four years, about 70 of their students have assisted with the Christmas toy shop at which presents for 2,000 families are distributed each year. Every Saturday, at least five students help serve meals at our Battered Women's Center. I can always count on them to be there and to do their jobs well."

Jeanie Laube, Director of Community Service for both schools, said, "We believe that a meaningful and flexible program of mandatory community service can raise social awareness, broaden outlooks, build consciousness and maturity, and teach sound leadership values and skills.

"Our goals are two-fold," said Mrs. Laube. "First, to get our young people out into the community to see firsthand what the needs are and to recognize their own ability to personally meet those needs; and second, to let our community know that although most of our students are from affluent families, they are incredibly responsible and responsive."

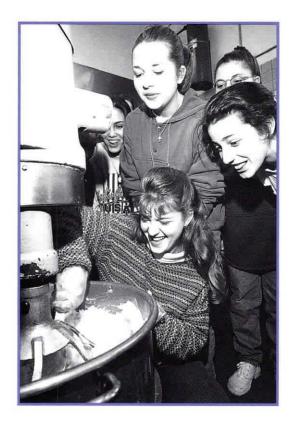
With the assistance of the Salvation Army, the schools "adopted" a community center in a low-income, racially diverse section of the city. Students did yard work for the senior citizens, sponsored a carnival for the neighborhood's children, organized a rummage sale to collect badly needed funds, held canned goods drives, served Thanksgiving dinner to more than 400 people, and distributed food baskets to home-bound citizens.

"I prefer working with young volunteers," said Ms. Allen. "They are wonderful role models for the kids involved in our programs. Children will communicate more easily with someone nearer to their own age than with an adult, thereby helping meet their emotional as well as physical needs."

"We believe that it is as important to prepare students for lives as good citizens as it is to prepare them for the intellectual challenge of college," concluded Mrs. Laube.

"We seek to develop a habit of community involvement."

"In 1994, our students delivered meals to 102 families," said the project coordinator and Student Council advisor, Steve Hamberger. "Cooking and delivering the meals was great in and of itself, but there were some added dividends, too. As the students observed other needs in these families, they would come back and say, "We've got to help!""





Irving High School received a \$5,000 award from The Meadows Foundation in 1985, 1986, 1987, 1993, 1994, and 1995.



### Irving, Texas

when young, fertile minds come together to toss around ideas about how they might help their community, there is no telling what kind of "service potpourti" will result. At Irving High School, brainstorming sessions sponsored by the Student Council became the genesis of two community service programs that have benefited many, but most of all, the students themselves.

"Needy families often get help with meals at Thanksgiving and Christmas. But what about the days in between?" Thus was born the idea for Holiday Meals. On one Saturday morning between those two major holidays, students came to Irving High School and prepared nourishing, holiday-style meals, each consisting of a 12 lb. cooked ham, rolls, green beans, gravy, mashed potatoes, and a pie. They also made cheerful holiday napkins. Then, teams of students each became responsible for several deliveries. As many families lived in hard-to-find areas, the process for some teams took hours. Thirty students cooked, while more than 60 others boxed and delivered.

"In 1994, our students delivered meals to 102 families," said the project coordinator and Student Council advisor, Steve Hamberger. "Cooking and delivering the meals was great in and of itself, but there were some added dividends, too. As the students observed other needs in these families, they would come back and say, "We've got to help!"

One family had no refrigerator, so the students bought one for them at a salvage store. When they saw a mother in tears because she could not afford to bring her little boy home from Ohio for Christmas, the students arranged for a bus ticket. For another family, desperately needed clothing was provided.

Becky Connatser, the teacher with the mind-boggling job of mapping out the delivery routes, said that the students get as much out of the project as the families. "These young people have been involved in other projects where families come to them to pick up gifts or provisions. With Holiday Meals, the students go to the families' homes and see first hand how very real their needs are," said Ms. Connatser.

Needy children who attended Irving's elementary "feeder" schools had been "adopted" by the school earlier in the year, and those children's families were the recipients of Holiday Meals, as well.

"Irving High began its

Adopt-a-Child program in the
early '80s as a Christmas-only
project. It is now a year-long program, and last year, 96 students
were adopted by the high school.
Our adoptive kids eventually
will attend Irving High," said
Mr. Hamberger, "and inevitably,
they will be the ones who are the
most active with service projects."

In 1993, when students determined that they also wanted to help with some home repairs which homeowners could not afford, the **Fix It Up** program came into being.

First, a local minister identified a woman who had no insurance and was in urgent need of a new roof. The building trades teacher and some of his students estimated the cost of materials, which local merchants either sold at a discount or donated.

Eighty to 100 students came the day the roof went on. Parents brought breakfast, and Sonic Drive-In donated hamburgers and fries. One parent contributed the floodlight necessary for the student "repairmen" to work well into the night. In all, it was a 14-hour job.

"As we had hoped, it became a real community project," said Steve Hamberger.
"One of the most gratifying aspects was the fact that students from various economic and ethnic backgrounds worked side by side."

After its initial success, the Fix It Up program continued the next year. While delivering Holiday Meals, students discovered a couple in dire need because the husband had suffered three strokes and required almost constant attention from his wife. The kids did yard work, replaced rotten wood, painted, and widened the bathroom door so that the man's wheelchair would fit through to make it easier for his wife to bathe him.

Irving High School has won the Meadows Foundation's highest award six times, and Coach Steve Hamberger was a motivating force every time. He is the most gratified when he warches his students continue their volunteer work when they enter college and exhibit real leadership in getting their college peers involved in similar projects.

He knows then that they have acquired that which eludes so many: a habit of community service, so aptly referred to by sociologist and author Robert Bellah as "habits of the heart."

"We have found that our students continue to serve as volunteers for community service projects in college," said Mr. Higgon.

"In fact, we have several alumni that even come back to our Christmas party and spring picnic to see their former grandparents."





Lakehill Preparatory School was recognized by The Meadows Foundation with a \$5,000 award in 1985, 1986, 1987, 1988, and 1995.



### Dallas, Texas

magine that you are a housebound senior citizen who relies upon a local agency for food deliveries, social contact, and emergency support, and the agency closes. Where can you go for help?

Lakehill Preparatory
School is a small, co-educational
college preparatory school with
an enrollment of approximately
56 upper school students. The student body suddenly found itself
in the unusual position of meeting
the needs of many of its neighborhood senior citizens. Lakehill
students now donate more than
3,500 hours of community
service annually to help their
older neighbors.

Lakehill eleventh graders make monthly "Food Basker" deliveries to 18 senior citizens throughout the school year. The deliveries also continue during the summer months when the juniors take the sophomores along to introduce them to the senior citizens who will become their responsibility the following fall. It takes about 5,000 canned goods, which are gathered through school canned food drives, to meet the needs of these families for one year.

More than 80 senior citizens attend the school's annual Christmas party and spring picnic sponsored by the senior class. Planning these events involves all the activities one might expect such as choosing the site, organizing the food program, and sending out invitations. It also involves providing transportation for the senior citizens. In 1991, this was

accomplished by soliciting the donated services of a limousine company with the students acting as guides.

Lakehill Preparatory School had worked with the East Dallas Senior Citizens Network since 1984 when it closed suddenly in the fall of 1989. "We simply could not stop supporting people like eighty-year-old Mrs. Costly who tries to support herself and her mentally ill son on a small Social Security check, or our friend, Mr. Rider, who spends most of his time going to see his wife in a nursing home," said Evan Higgon, Director of Community Services for the school. "We've made sure that Mrs. Rider gets a Christmas present each year for the last eight years, and Mr. Rider says that our gift is the only one she receives. For these people and others like them, we have continued our food deliveries, holiday luncheon, Christmas presents, and spring picnic despite the fact that we have no organization helping us."

Not only have Lakehill students continued their support, but they have found new ways to assist their older neighbors. Each class now has a "grandmother" or "grandfather" that they invite to lunch, make gifts for, send letters to, and visit with. When a class graduates, another class adopts the "grandparent" so that the interaction continues for all those involved.

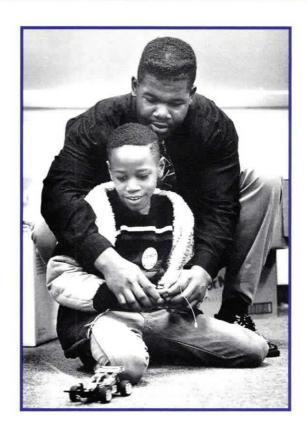
"What began in 1984 as an effort to realistically help our neighbors has become an integral part of our school," Mr. Higgon continued. "Our involvement with these senior citizens has provided an important channel for students who needed to develop social skills. It has also helped both faculty and students dispel fears about aging and enabled students who are afraid of interaction with older people to change their attitudes.

"Through community service, our students become convinced that they can change a situation of which they don't approve. Our students then believe that they can help to make the world a better place.

"Our community service has even become a recruiting tool for new students. I get calls from parents who have heard about the school through our community service efforts," added Mr. Higgon. "We're getting the reputation of the little school with the big heart."

"For many of our students, this was the first time he or she actively participated in a community effort for the good of others," said Ms. Dark.

In addition to being recognized with a Meadows Foundation \$5,000 award in 1989 and 1990, the Little Vikings program was chosen as the 37th Point of Light in President Bush's Thousand Points of Light Program in January 1991. They also received the Texas Governor's Award in May 1991 of \$100,000. With those award funds, Lamar High School established an endowment which will fund the Little Vikings program in the future.







## Lamar High School, Arlington Independent School District

### Arlington, Texas

wice a week, students at Lamar High School go to one of three nearby elementary schools to work with elementary school students in order to address the drop-out rate in their district.

"Our goal," said Student Council sponsor Rebecca Dark, "is to give the elementary students an incentive to stay in school and to excel academically at a young age. We try to provide them with material, emotional, and academic support. One day, we hope they will be students at Lamar High."

Lamar High School, a suburban public high school with an enrollment of approximately 1,700 students, became interested in mentoring younger students after the Student Council officers attended a summer leadership conference four years ago.

"Everything came together at once," said Principal Weldon English. "The students had an idea that they were very excited about, there was a lot of concern at the state level about keeping students in school, and one of our parents had served on the city's youth-related task force. At the same time, the city of Arlington was involved in discussions with parents and teachers about the drop-out rate among our city's students."

What began as an afterschool tutoring program quickly became much more when each homeroom "adopted" one or two students from lists provided to them by the principals of the elementary schools. In 1990-91, 72 children were adopted. "High school students seem to be more effective than adults as mentors," Ms. Dark said. "I don't think the elementary school students see themselves as being adults, but they do see themselves as high school students."

The homerooms plan special activities throughout the year for their Little Vikings, such as parties at Halloween, Thanksgiving, Christmas, and other holidays during which gifts of toys, school supplies, and clothing are presented. Also, food baskets are delivered to the families of the Little Vikings. Friendships are maintained by tutoring, sending notes of encouragement, and regularly phoning their little adopted friends. This year, field trips to places such as the zoo and field days at the high school were added. An awards assembly is held at Lamar each May to recognize the achievements of the Little Vikings.

Both groups of students have benefited. The younger children receive academic help and additional attention; the older mentors develop selfesteem and have their academic skills reinforced.

"The collaborative effort between our feeder schools and the high school is what makes the program possible," said Mr. English. "Our Student Council works with the teachers at the elementary schools to coordinate activities such as student needs, schedules, and transportation. It would not work unless we were all so excited about it."

"The Little Vikings program has also provided a way for the least involved Lamar students to be a part of an important school activity," said Ms. Dark. "For many of our students, this was the first time he or she actively participated in a community effort for the good of others.

"The Little Vikings project has become the largest unifying factor in our school," Ms. Dark concluded. "One goal of our projects,"
said teacher, Sandra Ross,
"is to motivate the
freshmen students to
remain in school by
feeling an important
part of a group."







James Madison High School received a Meadows Foundation \$250 Special Recognition Award for their Outstanding New Project in 1988 in addition to their \$500 participation Award.

# James Madison High School, Dallas Independent School District

### Dallas, Texas

C lean South Dallas are the words on posters and banners created by members of the Future Teachers of America Club which dot the hallways and classrooms of James Madison High School, an inner-city public school with an enrollment of 650 students, 98% of whom are minorities and most of whom are from low-income, single-parent families.

Named the "Trojan Community Affairs Project" after the school mascot, their program encompassed recycling paper, cans, and glass brought to school by students and area businesses; beautifying the school grounds by planting bulbs and bushes donated by the Dallas Arboretum; volunteering on Saturdays for community cleanup projects with other schools and neighborhood associations; and building a Clean South Dallas float for participation in the State Fair of Texas Parade to foster community pride. "One goal of our projects,"noted Sandra Ross, a biology teacher and the designated sponsor for the school, "is to motivate the freshmen students to remain in school by feeling an important part of a group. Our projects require attendance at meetings every third Wednesday that are held at various sites in the community with representatives from other area schools. neighborhood associations, and the Dallas Parks and Recreation Department. Not only does the project involve students, it also

involves parents and adults from other agencies. We try to make available as many positive role models as possible for these young people when they first start high school. Area businesses also donate supplies, loan equipment, or provide materials at cost for our cleanup projects. Mobil Oil Corporation has donated recycling bins, t-shirts, and coffee mugs."

Through the school's involvement with the Dallas Arboretum, a 1988 graduate applied for an internship at the Arboretum and is now a full-time employee there. He hopes to own his own landscape business some day.

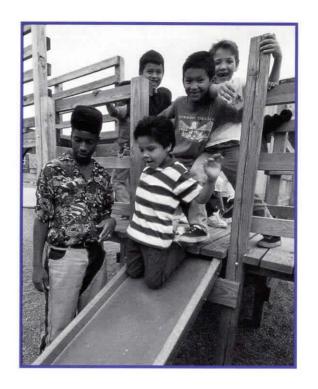
Upon reading in the newspaper about a mugging at a nearby nursing home, Madison students promptly expanded their community outreach efforts to include visiting the senior residents once a month, making and delivering special occasion cards, subscribing to large-print publications, and hosting a Christmas party.

Another group of students walked to a neighboring preschool and read to children once a week after school hours. A school-wide food drive for area needy families was held as well.

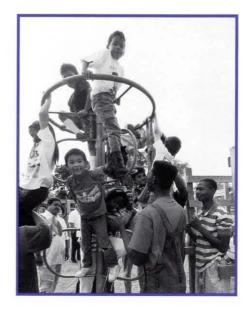
Mrs. Ross noted that many freshman students also became involved in other school activities, volunteering to serve as baby sitters for PTA meetings, hosting receptions, and ushering for school-related events.

"The more the students feel a sense of ownership in the school and their neighborhood, the more likely they are to want to continue to be a part of it," concluded Mrs. Ross.

"This project provided a unique opportunity for our students to utilize their training to benefit those less fortunate," noted sponsor King. "In addition, this project demonstrated the importance of sharing and pooling resources to accomplish a goal."







Multiple Careers High School received a Meadows Foundation Special Recognition Award for the Ourstanding New Project in 1991. They were awarded \$5,000 in 1992 and 1993.

## Dallas, Texas

"The challenge for our school was to find a creative service project that would also be an instructional tool for our students," said Norwood King, principal of Multiple Careers Magnet High School, a public vocational education high school for students who have emotional, physical, or learning disabilities.

Darrell Noe, head of the General Construction Trades Cluster, did just that. Each morning on his way to school, he noticed the elementary school children playing in a dirt lot on their school's grounds. With \$1,000 in hand from the cluster's activity fund, earned primarily by student construction projects, he approached the elementary school's PTA and asked them to match the \$1,000 to build some play equipment. They agreed, and his class constructed a modern, wooden playground at the elementary school with five slides, two slide poles, a 48-foot raised deck, eight tire swings, one tire jungle gym, and two basketball goals. The students lined the playaround with landscape timbers and filled the 3,500 square foot area with pea gravel. The result: 900 students. K-3, now have an ultra-modern playground with a retail value of approximately \$25,000.

"Many of our students are also economically deprived, so for them to be on the giving end instead of the receiving end is of real significance," noted Mr. King. "This project provided a unique opportunity for our students to utilize their training to benefit those less fortunate. In addition, this project demonstrated the importance of sharing and pooling resources to accomplish a goal."

For next year, Mr. Noe has approached another neighborhood elementary school with a similar offer. In addition to building a second playground, the students are renovating the first playground, which had such extensive weekend, after school, and summer use it needed some repairs.

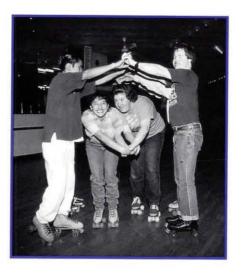
Although this is perhaps the most physically impressive project the school has ever undertaken, every cluster is now using community service projects in its training. The Dry Cleaning/Laundry Cluster has collected blankets, coats, and sweaters which they clean, sort by size, and store for

a homeless shelter until needed. Every Thursday, the Food Services Cluster makes twenty pounds of bean soup with supplies donated by an area restaurant and delivers it to Dallas area homeless shelters. The Business Office Cluster has designed, duplicated, and collated coloring books for hearing-impaired kindergarten children and tutored deaf elementary students using sign language.

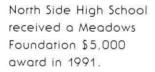
"Our community service projects help our students better understand the roles that they can play in society and provide them opportunities for interaction with other students and adults," added Mr. Kina.

"The true beneficiaries of our community service efforts, however, are the students and faculty of the school," remarked

Mr. Lamb.









### Fort Worth, Texas

Picture this scene. Fifty-six high school students are greeting twenty-five mentally retarded citizens at Silver Wheels Roller Rink for an evening of skating, eating, playing video games, and having fun. Friendships are renewed each month when members of North Side High School's Key Club, an organization sponsored by the local Kiwanis chapter, host a skating party for the Association of Retarded Citizens of Greater Tarrant County.

North Side High School, an ethnically diverse Fort Worth public high school with an enrollment of 1,120, became involved with ARC partly because many of its students are enrolled in the school's medical professions magner program. It was also apparent to teacher/sponsor Dan Lamb, who has a mentally retarded son, that the retarded citizens of Fort Worth did not have meaningful recreational activities available to them.

"I believe that a lot of young people grow up fairly sheltered and may not become actively involved and caring citizens when they get older unless they are exposed to the volunteer opportunities in their communities when they are young," said Mr. Lamb. "You can tell someone about something, but it is not the same thing as experiencing it yourself. True giving is really about individuals helping individuals."

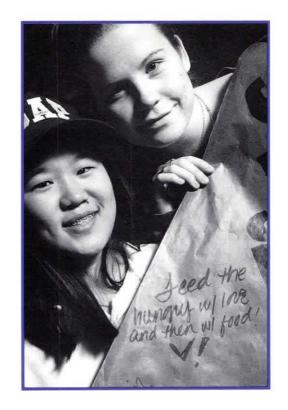
The project has grown from monthly "skates" to include: two dances held by the Key Club for more than 200 ARC members, serving as coaches for baskerball and bowling, and assisting with painting and decorating Special Olympics bowling shirts for the Association's team.

Because this project was so successful the second year, North Side High School began to look for other ways to serve its community. Key Club members teamed up with the International Club and the Association of Latin American Students to sponsor a school-wide canned food drive for the local food bank and to adopt five needy families during the Christmas holidays, providing food, money, toys, clothing, and holiday cheer.

"The true beneficiaries of our community service efforts, however, are the students and faculty of the school," remarked Mr. Lamb. "These experiences give us a first-hand understanding of the needs of others, help us accept others' disabilities, and teach us the compassion that is necessary to meet the needs of all our citizens."

As one student wrote,

"About three hours before
the famine ended, I had this
horrible feeling: apathy,
fatigue, and irritability all
rolled in one. If I can just
continue to remember that
feeling, I believe I will
always be aware of and care
what hungry children
are going through."







Ursuline Academy received a \$5,000 award from The Meadows Foundation in 1990, 1992, 1993, and 1994.

### Dallas, Texas

I n 1990, students from Ursuline Academy assisted a family in their move from a shelter into permanent housing. After the move was completed, one Ursuline student went outside to bring all of the children in for a small celebration, for it also happened to be one of the children's birthday. When no one appeared, the puzzled Ursuline students went outside and found the children around their fellow student, learning from her as she sang "Happy Birthday" very slowly. You see, the children had never suna it before. There had been no birthday parties in their family.

This tragic insight into the world of poverty was the impetus behind The Unbirthday Party, an event that took place two years later for children at the West Dallas Transitional Shelter. This time, a group of students from Ursuline celebrated every child's birthday, sang to them, and gave them each a gift.

The program was one of several that comprised "Serviam Discovers - Women Who Make a Difference," which the sophomore class developed as a way to respond to the dreadful conditions that beset women and children in their community, their country, and even the world.

"'Serviam' means 'I will serve,' so the spirit of the program was contained within its title," said Mrs. Kelly Ray-Grady, Campus Minister and the project's chairman. "By participating in this program and others like it, our girls become equipped with what it takes not just to survive in this world but to make it a better place."

The school's model is the founder of the Ursuline Order of Nuns, Angela Merici. "It's not what I do that will change the world, it's who I become," she said many years ago.

In light of this philosophy, Ursuline Academy has a permanent four-year service requirement (of which "Serviam Discovers - Women Who Make a Difference" was a part) for all students that they might become more aware of and sensitive to the needs of those around them.

It is working, according to Mrs. Grady. "At the Unbirthday Party, the girls listened to the children and understood that the children's backgrounds were very different from their own. The students learned to be careful of the gifts they gave, because some toys might be used later as weapons and because delicious food and candy brought home by one child could cause jealousy among siblings who had none to eat. Through discovering these harsh realities, the girls were changed themselves," she said.

For example, they learned that at home and around the world, unthinkable numbers of children die each year from malnutrition. As another part of their program, Ursuline Academy carried out the first Planned Famine to bring the reality of hunger home to their own students and to benefit an antihunger organization in Dallas.

During the Famine, a 30-hour retreat at the Academy, the students fasted and participated in activities and seminars that increased their awareness about global hunger. Money was raised from sponsors, who gave dona-

rions for every student's hour of fasting. As one student wrote, "About three hours before the famine ended, I had this horrible feeling: apathy, fatigue, and irritability all rolled in one. If I can just continue to remember that feeling, I believe I will always be aware of and care what hungry children are going through."

Several other projects completed their year's work: the students volunteered at Trinity Ministry for the Poor; they adopted a family at the Center For Help of Abused and Neglected Children (CHANCE) to which they donated food, clothing, and toys; and they supported walk-a-thons to fight hunger. During spring break, a vacation time for most, the girls lived in a convent and worked at a women's shelter. They also cleaned a low-income housing project and tutored innercity children.

Additionally, the girls wrote essays and produced art works that reflected their feelings about the process of being formed as women who make a difference in the world. Hundreds of students participated in the various projects, and well over a thousand service hours were rendered.

Students at Ursuline are told, "Like Angela (Merici) before you, you are called by God—a channel of His life and love, entrusted with a mission of service to others."

Clearly, their students are responding to that call.

"Let the children help the children. Let them accept and respect each other." Danielle Bair

"If I should die before I rise,
Please erase the scenes from
the children's eyes.
The murders on the corner
The drugs on the street,
The bloodstains on the sidewalk underneath their feet."
Jayleen Watson

"Violence is a constant in our society. Teen violence is the most common of a large variety. It is the offspring of hate and lack of care. No one will help the young, so they turn where? To guns and gangs and needles they share.

So I ask you, how many more lives can we spare?"

Suzanne Williams

"STOP THE VIOLENCE...
before the violence
STOPS US."
Melissa Helal

Venture School and Turning Point High School received a shared \$5,000 award from The Meadows Foundation for their combined projects in 1995.







## Arlington Independent School District, Arlington, Texas

The crack of a gun, the thrust of a knife, the devastation of sexual abuse—these are realities of modern life that should be relegated to an adult's world. But, today, violence is served up as a daily diet for many young people who feel alone and scared.

At Venture and Turning Point, alternative high schools, a group of students came together to uncover ways of solving this problem. The result is Solutions to Teen Violence. . . Be a Part of the Solution, a powerful book published by students that is benefiting the entire Arlington Independent School District through its directness, sensitivity, and wisdom. It is filled with students' poems, essays, and drawings as well as the results of a student survey regarding violence. It is "kids talking to kids."

"Solutions to Teen
Violence came out of their own
troubled lives," said Shon Rathke,
the soft-spoken English teacher at
Turning Point High and the project's coordinator. "It originated
from a brainstorming session
among teens at Venture High
School regarding their painful
experiences, incorrect life choices,
and their concern for other kids
who did not feel adequately
supported or safe."

That was in 1992, and from one brainstorming session, four books of students' work have been published, culminating in the tremendously moving Solutions to Teen Violence.

"It is real, and that is why it is so effective," said Ms. Rathke. "Teens going through very serious problems can read the book and see that they are not alone. The

contributors as well as the readers become empowered."

Organized by these two key schools, an art and writing contest among ninth graders throughout the Arlington district on the subject of violence yielded rich material for the book. In addition, Venture and Turning Point students wrote and distributed to 1,400 ninth graders a questionnaire dealing with violence.

With the statistical data and the winning selections in hand, the organizers then designed the layout and format of the book. Along the way, students raised money to cover publishing expenses, even soliciting some corporate and foundation support. The kids themselves put the books together, and when the project was completed, the books were passed out to 7,000 students district-wide.

Within its pages, the realities are chilling. The anonymous survey reveals that kids worry about "being shot or stabbed again" and fear rape; that more than 10% of the respondent boys had been shot; and that 37% of the respondent girls and boys used drugs or alcohol. And all of this in a suburban district where children are supposed to be growing up "safe."

Among the topics touched upon in the art and literature section of the book are gangs, racism, "brothers killing brothers," and "babies having babies." The cover art depicts an exploding world with the words, "STOP THE VIOLENCE... before the violence STOPS US." From beginning to end, there is tangible pain.

But there are also positive words that thread themselves throughout. "When we first started this project, the teens thought that the book would result in concrete solutions to these problems," said Ms. Rathke. "But the solutions that resulted were the intangibles of love, caring, time, community service, and God. There is a strong awareness of God in the midst of what these young people are going through."

The year it was first published, the organizing students read aloud from the book's content to students throughout the district. The next year, students read selections from the book to community and service organizations throughout Arlington. The purpose was to educate not only other students but also adults about reenagers' difficult lives so that volunteers would be spawned to help kids one-on-one and money would be raised to reprint the book.

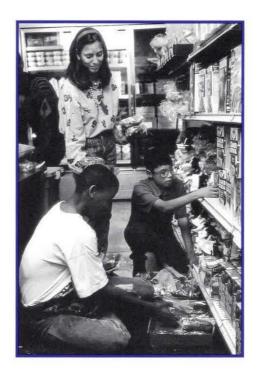
As new students continue to receive the book, older students give of their time in assembling new copies. Students also are currently involved in writing a new book to help with the prevention of teen pregnancy. Then teenage parents will take this book and speak to other youth about the consequences of pregnancy and raising a child while trying to finish high school.

One student's response to the <u>Solutions to Teen Violence</u> is quite revealing. According to Ms. Rathke, a boy cut out one of the articles to carry in his waller. "It had obviously touched something deep within him," she said.

Now, he is not alone.

"Not only do our students
benefit from the training
that is involved in
completing these projects,
but they become aware of
others," Mrs. Crawford said.
"Their self-esteem is raised
as they see that they are
needed citizens and can
contribute like others."









# Dallas Independent School District, Dallas, Texas

I f you were mentally retarded and had emotional and/or physical handicaps, what would you want most in the world? Surveys have shown that what students with handicaps want most is to be a useful part of their community and to feel valued.

E.D. Walker Special Education School, a Dallas public high school for students with severe mental and physical handicaps, has involved each of its 212 students in its Walker Volunteers program.

"We believe that one of the school's most important roles is to assist with mainstreaming our students," said Phyllis Crawford, teacher and founder of Walker Volunteers. "It is essential that our students have the opportunity to interact with other community members as often as possible."

To meet this goal, E.D. Walker actively seeks volunteer opportunities for its students. Students serve meals at a nearby retirement center, bake cakes and make jelly for the AIDS Pantry, create Christmas stockings for the Red Cross, design coloring books for handicapped children, and provide programs at a local church. Walker Volunteers have adopted a neighborhood park to help keep it litter free, created a recycling program at the school, and built a greenhouse where they grow their own plants for local hospitals and retirement centers.

"There is so much for these students to learn with each step," explained Mrs. Crawford. "When we make something for the AIDS Pantry, for example, we not only cook the food but we also walk to the store and purchase the necessary ingredients. We package the prepared food and deliver it to the Pantry. Our students need to participate in each step of the circle in order to fully understand what they have accomplished."

E.D. Walker's projects are often school-wide. For example, for the greenhouse plants grown by one group of students, clay pots were made and decorated in art class, then packaged and delivered to patients at the Veterans' Hospital by still another group.

To coordinate the projects, representatives from each department meet once a month to plan activities.

"Not only do our students benefit from the training that is involved in completing these projects, but they become aware of others," Mrs. Crawford said. "Their self-esteem is raised as they see that they are needed citizens and can contribute like others." "Once our students began
to see what a difference
they could make, it
motivated them to
do even more,"
said Helen Bradley.









Irving, Texas Environmental Awardee

F or students at Nimitz High School, protecting the environment is not some esoteric activity for a few impassioned individuals. For their students, it has become a way of life, a habit of being, like breathing . . . fresh air.

Each one of the 1.980 students enrolled in this high school is active in some environmental project, and hundreds of these students participate not just once during the year, but several times every month. The roster of activities successfully carried out each year is staggering. The programs benefit the community as well as the school. The Junior Historians Club sponsors the programs, but they are joined by numerous other clubs during the year, sometimes 15 at a time. "Once our students began to see what a difference they could make, it motivated them to do even more." said faculty sponsor and American History teacher Helen Bradley.

Because of the school's long involvement in many of the city-sponsored environmental events, Nimitz High School was officially named a partner of the City of Irving, During 1994, Junior Historians assisted in removing 20 tons of litter and recyclables from the seriously polluted Bear Creek area on Shiny Bear Day. They also provided labor for the city's first official wildflower planting, which included preparing an area for the flowers, planting the seeds, then nurturing their growth. When they learned that only homeowners receive information from the city about recycling, their students went door to door in apartment buildings passing out city fliers. In another city-related

function, the Junior Historians visited every Christmas tree lot and tagged the trees with recycling information.

In light of Nimitz's overall recycling program, the aforementioned efforts in conjunction with the city were just a drop in the bucket. Throughout the year, students recycled the materials produced within the school. These efforts made money to help expand their program. "With the monies earned from selling recyclables and from their Meadows Award, the students built a shed behind the school where material to be recycled is temporarily stored," said Ms. Bradley. "All of the money earned now goes toward college scholarships, which totalled \$2,000 last year."

A good part of the school's environmental activities related to beautification. Once a month, students drank in fresh country air while collecting litter from a two-mile stretch of highway that the school "adopted." During the Great Texas Trash-Off, students from four Nimitz Clubs registered other individuals at the outset of this city-sponsored event, then proceeded to their assigned clean-up areas. Eight tons of trash as well as 400 pounds of recyclables were collected that one day. And, one of nature's beautiful sites was enhanced when volunteers from some of the school's clubs cleaned debris from the Trinity River banks and outlying areas.

Other innovative activities included conducting a penny drive that saved ten acres of Costa Rican rain forest and mapping the school campus in preparation for future landscaping. Nimitz science students also tested water in two creeks near the

school for pH and contaminant levels. The "Water Watchers," as they are called, sent chemical results twice monthly to the Texas Natural Resource Conservation Commission in Austin, where any changes were further investigated. The program benefited the state, which did not have the personnel for such consistent monitoring; and it also benefited the community, whose water sources were kept safe for wading and fishing.

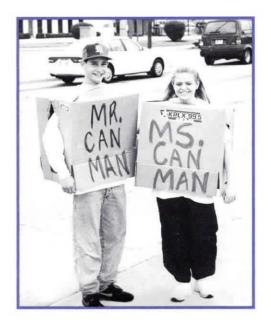
Their goals for the future are even bigger and better. "With the Environmental Award money that the school won from the Meadows Foundation in 1995. the Junior Historians plan to begin the restoration of a natural spring behind the school that was capped off years ago," said Ms. Bradley. "In tandem with the City of Irvina Corps of Engineers, we hope to fashion a three-tiered waterfall, put in a Japanese Garden, and produce jogging and walking trails, all on school grounds. What a great learning experience this will provide."

Given the scope of environmental activities already successfully accomplished by Nimitz students, such dreams are as good as fulfilled. "What started with a
Student Council project
spread to classes, then to
every student," said
Jeannie Stone, "and by
the end, the whole
community was involved."





Dr. Ralph H. Poreet High School received two awards totalling \$10,000 from The Meadows Foundation in 1995: one \$5,000 award for their school-wide Community Service Projects and another for having completed a truly outstanding Model Project.



### Mesquite, Texas A Model Project

H ow much food can you fit in a school bus? This became a very real challenge to Poteet High School in early October 1994. A Dallas radio station asked area schools to compete to see which school could load the most nonperishable food in a school bus. with a deadline of Monday, November 14, at 4 pm. The food was to be donated to the North Texas Food Bank, and the winning school would receive a free country-and-western concert. Along with six other schools. Poteet accepted the challenge.

"Before long, we began to realize that this event could involve the entire school and community as no project had before," said teacher Jeannie Stone, faculty sponsor for the program. Under the competition rules, the bus could not enter school grounds until Friday, November II, at which time the loading could begin. But that did not stop the Student Council from beginning their LOAD THE BUS campaign immediately. They sent letters to area grocery stores requesting donations. They promised to finance a pizza party for the class who donated the most food and to give a paid day off to the teacher. They asked all other school organizations to devise creative ways to collect canned food. They asked other schools in their district to have canned food drives and allow Poteet students to pick up the food. They ran ads in the local paper and radio station. And the food began to pour in.

Early November - As the weekend approached, canned goods were filling the school. "We had cans in janitors' closets, in the

kitchen, in the cafereria, in display cases and were constantly going to our Principal with 'Where shall we store them, now?'" said teacher Mike Berry, who coordinates service activities for all of the clubs along with Mrs. Stone.

Friday, November II - A LOAD THE BUS Pep Rally took place in the morning, and the winning classroom and teacher were announced (they donated 728 cans). "By now, the whole school was involved," said Mrs. Stone. 4 pm - The bus arrived, and the kids got to work. Boxes and boxes of cans were carried out, and in two hours, all of the seats were filled. But there was still a lot of room left.

Saturday and Sunday, November 12 and 13 - Throughout the weekend, students stayed at the bus to accept donations, went door to door to collect donations, sat at grocery stores to receive donations, and were out on the street to solicit donations - two students even dressed as tin cans.

Parents traded discount coupons in stores at a local shopping mall for donations of cash or at least three cans of food. They collected over \$250 on Saturday, with which they purchased enough 25-lb. bags of flour to fill two pick-up trucks. An assembly line of parents, students, and teachers worked almost an hour to reload them on the bus. Those in the community kept bringing in more food, and when a food store heard about the project over the radio, it donated ten, 100-lb. sacks of rice. On Sunday, parents collected \$300 more at the mall with which they filled two more pick-up trucks with nonperishable food.

6 pm, Sunday - The entire school bus was filled with

food from floor to ceiling, except for one half of the aisle.

Monday, November 14 -8:30 am - An announcement was made over the PA that the students and faculty needed to "Come Together" one last time to completely fill the aisle! Could students donate their Coke money for that day? Within 20 minutes. \$600 had been collected. With that final donation, parents went in two trucks and a van and purchased enough food to fill the aisle. The interior of the bus was a solid wall of food, except for the driver's seat. 2 pm - All was on schedule, until a representative from the Transportation Department was called in, and, with one quick look, said "That bus isn't going anywhere." It was just too heavy, and the fires were nearly flat. So he sent for a freight truck and told the school they would have to unload at least one half of the bus before it could move. Then it started to rain. The football team was called in, and, undaunted, joined other students and even the principals; they worked for two hours to unload food from the bus to the big truck.

4 pm - The food was delivered to the drop-off site in plenty of time. In the pouring rain, the students, principals, and teachers again unloaded the food and loaded it onto the Food Bank's truck. "What started with a Student Council project spread to classes, then to every student," said teacher Stone, "and by the end, the whole community was involved."

So, how much food can you fit into a school bus? Try 21,750 pounds! Almost eleven tons. And no other school even came close.

# The Meadows Foundation Awards For Charitable School Projects

### A Program For Secondary High Schools

#### Guidelines/Criteria

- Participation is by invitation only. No more than ONE entry per award category should be submitted by a school. Award categories at this time are charitable/ community service and/or environmental. (This is something that can be discussed in more detail by telephone or during a site visit as some schools submit multiple projects under one category and name.)
- Notification to the Special Projects Department of a school's intention to participate
  in the community service program should be submitted as soon as possible,
  but no later than October 1.
- 3. Requirements for eligible or qualifying projects:
  - a. Be planned, executed, and submitted by students.
  - b. Be under the sponsorship of a recognized school organization and approved by the principal/headmaster.
  - c. Be properly verified on Foundation forms provided in the packet supplied by the Foundation.
  - d. Be completed within the current school year. (Projects planned and/or begun during the summer months prior to the opening of schools are also eligible to be included.)
  - e. <u>The deadline</u> for receipt of the Foundation Project Report Forms, Verification, Ethnic/Socioeconomic Composition, and Photographic Slides by the Special Projects Office at the Meadows Foundation <u>is 6:00 p.m., April 1.</u> They may be submitted as early as March 15 by mail or UPS as well as in person.
- 4. Awards selection will be based on the following criteria:
  - a. Volunteer involvement of students with beneficiary.
  - b. Number of students actively involved in project.
  - c. Total number of students involved in some project in relation to school enrollment.
  - d. Creativity of the project and growth during the year as described in the report.

- e. Overall benefits derived from the project by recipients; i.e., total number of volunteer hours given, monies raised, goods donated, lives improved.
- f. Overall benefits derived from the project by students; i.e., knowledge gained about problems and needs of those they attempted to help, concern fostered for fellowmen, real life experiences such as organization, working with others for common good, on the job experience, and educational value, as well.
- g. How well do the time, effort, and/or funds expended compare to the benefits derived; i.e., was it of <u>notable</u> benefit to some organization or group of persons?
- h. Achievements in comparison to students' and school's capabilities.
- i. Charitable purpose for which award monies will be used. (All MFI award monies must be used in Texas to benefit the people of Texas.)
- j. Project should be well documented, and 10-12 photographic slides are necessary for the awards presentation at the closing luncheon.
- 5. Mail or deliver entries to: Mrs. Eloise Meadows Rouse

The Meadows Foundation

Charitable School Projects Program

3003 Swiss Avenue

Dallas, Texas 75204-6090

Telephone: 214-826-9431, Ext. 154 or 155

FAX: 214-824-8198

6. Announcement of the schools selected to receive Awards will be made at an Awards Luncheon to be held the early part of June. Three students, one faculty advisor, and one administrator from each school submitting a project will be invited to attend the Awards Luncheon.

## Meadows Foundation Awards For Charitable School Projects

### Calendar

#### July/August

Foundation Board sets priorities, expectations, levels & numbers of awards, luncheon date.

Invitation letter mailed to school superintendents & headmasters of public & private schools. (Sample A)

Enclosures: Superintendent's Authorization Form

Invitation letter mailed to school principal/headmaster. (Sample B)

Enclosure: Principal's Authorization Form

#### September

### Teacher/Sponsor Packets Mailed. Packets Include the following:

Contact Letter (Sample C) Awards Summary

Guidelines/Criteria School Visit Postcards (Sample C)

Procedures for Completing Forms (Sample H) Tips for Slides (Sample I)

Ethnic Report Form (Sample C) Volunteer Hours Form (Sample D)

Verification and Approval Statement (Sample F)
Report Forms/Environmental Report Forms

Awards History
Press Clippings

& 3 Special Instruction Pages (Samples F & G) Articles About Youth Community Service

#### September/February

<u>Site Visits</u>. New schools and schools with new teacher/sponsors are visited as early in the Fall as possible. Visits take approximately 30 to 45 minutes. Visits are also made to other schools to observe their projects and to schools that dropped out the previous year.

#### October

Follow-up telephone calls to teacher/sponsors to make sure they have received report forms.

#### February

Reminder letters mailed to teacher/sponsors that note report deadline and luncheon date. (Sample E)

#### March

Superintendent letter requesting Award Money Expenditures Report from previous year (if not submitted). Postcard reminders to teacher/sponsors regarding report deadline (April 1).

#### April

Reports received by Foundation by 6:00 p.m. April 1. Staff begins report evaluations. Each report is read independently by three staff persons.

#### May

Luncheon invitations mailed (mayors, superintendents, principals, teacher/sponsors, press, nonprofit agencies, and community leaders).

Luncheon program, favors, script, and audio-visuals are arranged.

Staff selects top 30 to send to Board of Directors for final awards selection.

(Sample J: Evaluation Form)

Trophies, plaques, ribbons, and certificates are ordered and prepared.

#### June

Award checks and letters to Superintendents/Headmasters are prepared to be mailed the day of the luncheon. <u>Awards Luncheon</u>. Top award winners are announced at the luncheon creating an exciting element of surprise. Report notebooks are on exhibit. A slide presentation of student projects is part of the luncheon as well as appropriate guest speakers. Foundation officers and staff are seated throughout the room to provide as much interaction as possible between the Foundation and students.

<u>After Luncheon</u>. Thank you letters, paying bills, evaluation meeting, reports for Board meeting to decide on the next year's program.

July	_ 1995

Dear

The Meadows Foundation would like to extend an invitation to your secondary high school(s) to participate in the 1995-96 Meadows Awards for Charitable School Projects program. We have enclosed a copy of our Guidelines/Criteria and a recent newspaper article about our June luncheon. Awards will be given in June of 1996 as follows:

- (1) Two awards of \$5,000 each will be granted to the <u>DISD</u> secondary high schools performing the year's most outstanding charitable/community service projects;
- (2) One award of \$5,000 will be granted to the <u>PWISD</u> secondary high school performing the year's most outstanding charitable/community service projects;
- (3) Four awards of \$5,000 each will be granted to the <u>SUBURBAN</u> secondary high schools performing the year's most outstanding charitable/community service projects;
- (4) Two awards of \$5,000 each will be granted to the <u>PRIVATE</u> secondary high schools performing the year's most outstanding charitable/community service projects;
- (5) One award of \$5,000 will be granted to the secondary high school performing the year's most outstanding Environmental Project;
- (6) One award of \$5,000 will be granted to a secondary high school performing an outstanding model project addressing a universal need which could be duplicated in Texas and in other parts of the country. This award will be granted only if such a project is submitted.
- (7) Every other secondary school successfully completing a community service project and submitting their report and required forms to MFI by April 1, 1996, will be granted a \$500 award.

Our Foundation hopes that the Meadows Awards will be an added incentive for students to become involved in some aspect of the many nonprofit services in the area that endeavor to make their community a better place for all citizens. According to our charter, all award monies must be used for a charitable cause within the state of Texas.

If you are interested in your school(s) participating in this program, please so indicate on the enclosed Superintendent's Authorization form. Please return it to us in the enclosed self-addressed, stamped envelope along with the following information:

- (1) Name(s) of your principal/headmaster(s)
- (2) Name(s) of your high school(s), address(es) & phone number(s)
- (3) 1995-96 district calendar (including graduation date)

Upon receipt of your authorization, we will immediately send the principal(s) a letter of invitation with a copy of our Guidelines/Criteria and Principal(s) Authorization form.

We trust this program will be as exciting and rewarding for your school(s) and students as it is for the Meadows Foundation. We look forward to hearing from you as soon as possible so that we can get your students and teachers started in time to outline their plans for this year's program at the beginning of the Fall semester.

Sincerely,

Eloise Meadows Rouse Special Projects Program Director

Enclosures

### Sample A: Enclosure

# Superintendent's Authorization Notification of Interest in the 1995-96 Meadows Foundation Awards for Charitable School Projects program (Please return as soon as possible.)

Yes, I would like for the secondary high school	ol principal(s) in my district to be notified of the
1995-96 Charitable Awards Program. *	TO THE STATE OF TH

No, I am not interested in the high school(s) participating in the Charitable Awards Program.

District Name:

Superintendent's Name

\*IMPORTANT NOTE: Please list below (or attach a list of) your high school principal(s) who will participate along with the school's name(s) and address(es) and telephone number(s) and return in the enclosed self-addressed, stamped envelope along with a copy of your district's 1995-96 calendar. If you have decided on your school's graduation date, we would appreciate that date as well. (Graduation Date: \_\_\_\_)

August\_\_\_\_\_, 1995

Dear

We are delighted that your superintendent, (name inserted), has endorsed your school's participation in the 1995-96 Meadows Foundation Awards for Charitable School Projects program. The Meadows Foundation, therefore, extends this invitation to your secondary high school to participate in the 1995-96 Meadows Awards for Charitable School Projects program. We have enclosed a copy of our Guidelines/Criteria, Award History, and a recent newspaper article about our June luncheon. Awards will be given in June of 1996 as follows:

- (1) Two awards of \$5,000 each will be granted to the <u>DISD</u> secondary high schools performing the year's most outstanding charitable/community service projects;
- (2) One award of \$5,000 will be granted to the <u>FWISD</u> secondary high school performing the year's most outstanding charitable/community service projects;
- (3) Four awards of \$5,000 each will be granted to the <u>SUBURBAN</u> secondary high schools performing the year's most outstanding charitable/community service projects;
- (4) Two awards of \$5,000 each will be granted to the <u>PRIVATE</u> secondary high schools performing the year's most outstanding charitable/community service projects:
- (5) One award of \$5,000 will be granted to the secondary high school performing the year's most outstanding Environmental Project;
- (6) One award of \$5,000 will be granted to a secondary high school performing an outstanding Model Project addressing a universal need which could be duplicated in Texas and in other parts of the country. This award will be granted only if such a project is submitted.
- (7) Every other secondary school successfully completing a community service project and submitting their report and required forms to MFI by April 1, 1996, will be granted a \$500 award.

Our Foundation hopes that the Meadows Awards will be an added incentive for students to become involved in some aspect of the many nonprofit services in the area that endeavor to make their community a better place for all citizens. According to our charter, all award monies must be used for a charitable cause within the state of Texas.

If you are interested in your school's participating in this program, please so indicate on the enclosed Principal's Authorization form. Please return it to us in the enclosed self-addressed, stamped envelope along with the following information:

(1) Name of your teacher/sponsor

(2) School Phone Number

(3) School FAX Number

Upon receipt of your authorization, we will immediately send your teacher/sponsor a letter of invitation along with 1995-96 Information and Report Forms packet.

We trust this program will be as exciting and rewarding for your school and students as it is for the Meadows Foundation. We look forward to hearing from you as soon as possible so that we can get your students and teachers started in time to outline their plans for this year's program at the beginning of the Fall semester. Please feel free to call on us if you have any questions.

Sincerely,

Eloise Meadows Rouse Special Projects Program Director

Enclosures

#### Sample B: Enclosure

#### Principal's Authorization Notification of Interest in

The Meadows Foundation Awards for Charitable School Projects program for 1995-96 (Please return as soon as possible.)

Yes, I would like for our high school	teacher/sponsor to	be	notified	of the	1995-96
Charitable Awards Program.					

No, I d	am not interest	ed in our high	school's	s entering the	1995-96	Charitable I	Awards Program.
---------	-----------------	----------------	----------	----------------	---------	--------------	-----------------

School

Principal

\*Teacher/Sponsor

Phone Number

FAX Number

\*Please print above the name, phone number, and FAX number of the teacher/sponsor.

September\_\_\_\_\_, 1995

Dear (Teacher/Sponsor name):

We are very pleased that your Superintendent has endorsed your school's participation in the 1995-96 Meadows Foundation Awards for Charitable School Projects program. Your principal, (name inserted), has given us your name as the person we should contact. We are delighted at the prospect of working with you and your students this year.

Enclosed you will find a folder with copies of our Guidelines/Criteria, our final report forms, and other pages of information we feel will be helpful to you in planning your project for this school year.

### PLEASE READ CAREFULLY THE GUIDELINES & REPORT FORMS. THERE ARE SOME CHANGES FROM PAST YEARS.

In addition to the nine awards of \$5,000, every other school completing a project and submitting its report and required Foundation forms by APRIL 1, 1996, will receive a \$500 award. The awards may be used for a Texas charitable cause designated in their report. An additional award of \$5,000 will be granted to a secondary high school performing an outstanding model project addressing a universal need which could be duplicated in Texas and in other parts of the country. This award will be granted only if such a project is submitted. An award of \$5,000 will be given to the year's best environmental project.

If you have any questions, please call my office at (214 or 1-800) 826-9431, ext. 154 or 155. Either Corinne Mayborn, Beth Wills, or I will be happy to assist you.

Sincerely,

Eloise Meadows Rouse Special Projects Coordinator

Enclosures

### SCHOOL VISIT CARD By Meadows Foundation Representative

Please list three alternate dates G times we could schedule a school visit to further explain the program. Visits are made September through February. However, your projects should begin as soon as possible, and, therefore, a visit early in the year is usually the most helpful.

year is assaily the most helpfor.		
DATES & TIMES:		
SCHOOL:		
TELEPHONE NUMBER:	FAX:	
CONTACT PERSON:		
SPONSORING ORGANIZATION:		
BEST TIME TO CALL:		

#### Sample C: Enclosure

## SCHOOL VISIT CARD By Meadows Foundation Representative

We would like to schedule a site visit with you to further explain the program because you are a new teacher/sponsor or your school is new to the program. Please list three alternate dates and times that you and 2-3 of your student volunteer leaders will be available. Visits are made September through February. However, your projects should begin as soon as possible, and, therefore, a visit early in the year is usually the most helpful.

DATES & TIMES:		
SCHOOL:		
TELEPHONE NUMBER:	FAX:	
CONTACT PERSON:		
SPONSORING ORGANIZATION:		
BEST TIME TO CALL:		

#### Ethnic Composition and Socioeconomic Level of Secondary High School Participants 1995-96

Name of School:	
The number of times this school has entered the program is:_	
The number of times this school has completed the program is	£
As of, 1995, the school's student enrollment is:	
	(grades 9 - 12 only)
The ethnic composition is:	
American Indian	
Asian	
Black	
Hispanic	
White	
These students are from families who are:	
mostly affluent	
mostly middle-class	
1110311) 11110010 0103	
mostly low income	

(A sample of one school's documentation procedure for tracking student volunteer hours.)
All students participating in a charitable project were asked to fill out a work registration form (see below).  The figures used in the man-hour rabulations were derived from these forms and volunteer lists submitted by various project chairmen.
STUDENT VOLUNTEER HOURS
Name:
Grade:
Organization:
Work Description & Date:
Total Hours:
TOTAL TIOUS.

February\_\_\_\_\_, 1996

Dear (Teacher/Sponsor name):

Last fall we received notification that your school intended to participate in the Meadows Foundation Awards for Charitable School Projects 1995-96 Program. If for any reason your school does <u>not</u> plan to complete its project, please let us know as we must order the plaques, certificates, and trophies in the near future.

All final project reports must be received by us no later than 6:00 p.m., Monday, April 1. The Meadows Foundation Ethnic Composition Report, the 10-page report form, and optional Environmental Report form must be completed and placed as the first items in your folder. Please also note that we have requested 10-12 slides of your school's project(s) for our presentation at the luncheon. Please label <u>each</u> slide with the full name of your school and the year 1995-96. If you are a new school to our program, a slide of your school building would also be helpful.

The Meadows Awards for Charitable Schools Projects luncheon will be on Thursday, June 6, from 11:30 a.m. until 2:00 p.m. at the Wyndham Anatole Hotel, located at 2201 Stemmons Freeway. At this luncheon we would like to have five representatives from each participating school: one administrator, one faculty member, and three student representatives. The high schools submitting a final project report by April 1 will be receiving formal invitations in early May.

If you have any questions or if we can be of assistance to you, please do not hesitate to contact Corinne Mayborn, Beth Wills, or me at 214-826-9431 or 1-800-826-9431, extensions 154 or 155.

Sincerely,

Eloise Meadows Rouse Special Projects Program Director

#### VERIFICATION & APPROVAL STATEMENT

I hereby verify that I have reviewed the accompanying project descriptions and report forms. To the best of my knowledge, the project conformed to the rules and regulations of the school board, was in accord with the policy for extracurricular activities, and was a beneficial activity for this school. The proposed use of any award money has the support of administrators, teachers, and students.

In addition, I verify that to the best of my knowledge the facts and figures presented on the forms pertaining to services rendered, number of volunteer hours given, and money raised, spent, or donated are accurate.

Name of School:	
(Signatures of the following	g persons are <u>required</u> to validate the report.)
Principal/Headmaster:	Date:
Faculty/Sponsor:	Dare:
Project Chairman:	Date:
Name of Sponsoring Organization:	
should be received by the Meadows Founda	e for a \$5,000 award, all <u>10</u> pages of the Project Report Form tion, 3003 Swiss Avenue, Dallas, Texas 75204, no later than d monies, according to the Foundation's charter, must be used the people of Texas.

#### REPORT FORMS

Forms must be completed and received by the Foundation Special Projects office no later than

School:		Enrollment:(Grades 9-12)
Address:		Phone:
City:	Zip:	Fox:
Sponsor	ing Student Organization:	
Student	Project Chairman:	
Name of Project( (More than one p	s): project may be submitted; hov	wever, if multiple projects were accomplished, <b>all</b> should donations, collected goods, etc., <b>totaled on this</b> <u>one</u> set
Name of Project( (More than one p be summarized t of forms.)	s): project may be submitted; hov	wever, if multiple projects were accomplished, <b>all</b> should donations, collected goods, etc., <b>totaled on this</b> <u>one</u> set
Name of Project( (More than one p be summarized t of forms.)	oroject may be submitted; how ogether and volunteer hours, on the submitted in part of the submitted; how one submitted in part of the submitted in part o	wever, if multiple projects were accomplished, <b>all</b> should donations, collected goods, etc., <b>totaled on this</b> <u>one</u> set
Name of Project( (More than one place summarized to forms.)  Number of stude	oroject may be submitted; how ogether and volunteer hours, on the control of the	wever, if multiple projects were accomplished, all should donations, collected goods, etc., totaled on this one set project(s):
Name of Project( (More than one place summarized to forms.)  Number of stude.  In plant In activ  Total nu (Such of	oroject may be submitted; how ogether and volunteer hours, on the submitted in participation:	wever, if multiple projects were accomplished, all should donations, collected goods, etc., totaled on this one set project(s):  g in some manner:  ive, clothing drive, etc. Total number of students should
Name of Project( (More than one ple summarized to forms.)  Number of stude  In plant  In activ  Total number of contract  Total number of (i.e., How many)	oroject may be submitted; how ogether and volunteer hours, on this (grades 9-12) involved in participations.  The participation:  The participation:  The participation of students participating as school-wide canned food drived the student enrollment of the volunteer Hours by your Students participations.	wever, if multiple projects were accomplished, all should donations, collected goods, etc., totaled on this one set project(s):  g in some manner:  ive, clothing drive, etc. Total number of students should

ACTIVITY	DATE & PLACE	NUMBER OF	AMOUNT OF	$\neg$
		STUDENTS	TIME SPENT	_
	The Meadows	Foundation Awards For Charitable  REPORT FORMS	le School Projects	
	nt of canned goods collected	d, pints of blood donated, amou	unt of clothing collected, numb	er and t
any donated go	oods, erc.) ight of Donated Goods	Type of Goods	Estima	ted
(toys	s, clothes, food, nts of blood)	(roys, games, baskets, Easter food, clothing, pints of blo		Value

	REPORT FORMS
1.	If a fund-raising event was held, what was the amount of money raised?
	Amount: \$
2.	How much did your Organization(s) spend in administrative costs that did NOT go directly to the beneficiary? (i.e., You held a fund-raising dance and spent \$200 on decorations, \$300 on refreshments, \$500 on a band, etc. In other words, you spent \$1,000 that did not go directly to benefit the recipient of your charitable cause.)
	Amount: \$
3.	If no fund raiser was held, where did you obtain the administrative monies spent? (i.e., prior MFI award, club funds, or donations & supplies to your project by others.)
4.	How much money did your organization spend to purchase goods for your beneficiary(s)? (i.e., gifts, clothes, toys, etc.)
	Amount: \$
5.	If applicable, what amount of cash money was donated to your beneficiary(s)?
	Amount: \$
6.	<u>Please list for us the difficulties and challenges your school had to overcome during the year in order to complete your project(s).</u> (i.e., transportation, funding, unusual school/community tragedy, physical handicaps, specialized student population.)
j-	

The Meadows Foundation Awards for Charitable School Projects REPORT FORMS Please give a brief description of each of your project(s). (Use reverse side, if necessary.) The Meadows Foundation Awards For Charitable School Projects REPORT FORMS 1995-96 BENEFICIARIES LIST (Please list below every agency or nonprofit organization your school assisted during this year. Be sure to include the names of any schools where your students did peer tutoring.) NAME OF AGENCY/SCHOOL LOCATION The Meadows Foundation Awards for Charitable School Projects REPORT FORMS List the Benefits to both beneficiary(s) and students: 1. To the Beneficiary(s): 2. To the Students:

	REPORT FORMS
	AWARDS MONIES STATEMENT 1995-96
SCHOOL	
5011001	**
Teacher	/Sponsor Name & Phone Number:
	(use reverse side, if necessary)
	If we receive a \$500 Award it will be used as follows:
	V
	If we receive a \$5,000 Award, it will be used as follows:
	The Meadows Foundation Awards for Charitable School Projects
	The medal of political of the medal of the m
	REPORT FORMS
	List of 25 Student Names or Organizations for Receipt of Participation Certificates
	(Please Print or Type)
1	SCHOOL:
	(Commendation Certificates will be made to students or student organizations and will be mailed to each
	school before the end of the semester.)
	SOCIAL CARDO SANTO DE CARDO DE PARTO DE SOCIAL POR CARDO DE CARDO
	1,
1	2
1	3
	4
1	5
	6
1	7
	8
	9
	10
-1	11
	12
1	13 14
1	15
	16
	17
	18
	10

(No more than 25 names per school)

(Special Instruction Page)

No more than <u>20 additional pages</u> may be used to further describe your project(s) and the development, purposes, and benefits. You may want to include an expanded description of the beneficiary(s) and how they were chosen. These pages may also include letters, testimonials, news clippings, pictures, pamphlets, etc. <u>Student ideas or quotes are extremely helpful</u>. All materials will be returned to each school after the Awards Luncheon in June. We recommend that you place them in your school library under a Community Service section for reference in future years.

All environmental projects should be reported separately from other projects on the enclosed Environmental Report Forms to be eligible for the special award of \$5,000 for the year's best environmental project. See cover page of Environmental Report Forms for further details.

(THIS PAGE SHOULD NOT BE TURNED IN WITH YOUR REPORT.)

(Special Instruction Page)

Important Instructions for Completing Page 9 1995-96 Award Money Statement Form

When completing the Award Money Statement Form, be certain to include the following:

- · All award money uses should be determined with the students.
- All proposed expenditures should be pre-checked and known to be doable before they are included on the following form.
- Specific itemized details as to how award monies will be spent. Remember:
   All award monies must be used in Texas to benefit the people of Texas as stated in the MFI charter.
- All award monies must be spent exactly as stated on the following form.
   Each school is also evaluated on the merits of the proposed uses of its award money. (Any unforeseen changes must be approved by the Special Project's Director of the Meadows Foundation to ensure that all IRS requirements under which the Foundation must operate are met.)
- All award monies will be sent, along with a copy of each school's Award Money Statement, to the appropriate school district superintendent's/ headmaster's office. Your superintendent or headmaster will disperse these funds to your school for the uses you have stated.

(THIS PAGE SHOULD NOT BE TURNED IN WITH YOUR REPORT.)

#### VERIFICATION & APPROVAL STATEMENT Environmental Report Forms

I hereby verify that I have reviewed the accompanying project descriptions and Environmental Report Forms. To the best of my knowledge, the project conformed to the rules and regulations of the school board, was in accord with the policy for extracurricular activities, and was a beneficial activity for this school. The proposed use of any environmental award money has the support of administrators, reachers, and students.

In addition, I verify that to the best of my knowledge the facts and figures presented on the forms pertaining to services rendered, number of volunteer hours given, and money raised, spent, or donated are accurate.

Name of School:				
(Signatures of the following persons are <u>required</u> to valid	date the environmental report.)			
Principal/Headmaster:	Date:			
Faculty/Sponsor:	Date:			
Project Chairman:	Date:			
Name of Sponsoring Organization:				
To qualify for the \$5,000 award, all <u>8</u> pages of the Environmental received by the Meadows Foundation, 3003 Swiss Avenue, Dallas, 6:00 p.m., Monday, April 1, 1996. All environmental award monicharter, must be used for a charitable purpose in Texas to benefit the	Texas 75204, no later than ies, according to the Foundation's			

#### ENVIRONMENTAL REPORT FORMS

Forms must be completed and received by the Foundation Special Projects office no later than

MONDAY, APRIL 1, 1996, AT 6:00 P.M.

School:		Enrollment:
		(Grades 9-12)
Address:	a a	Phone:
City:	Zip:	Fax:
Sponsoring	Student Organization:	
Student Pro	nject Chairman:	
Faculty Spo	onsor:	
	i):	
(More than one e accomplished, al etc., totaled on the	nvironmental project may b	pe submitted; however, if multiple projects were sether and volunteer hours, donations, collected goods,
(More than one e accomplished, al etc., totaled on the Number of studen	environmental project may be should be summarized togonis one set of forms.)  arts (grades 9-12) involved in	pe submitted; however, if multiple projects were sether and volunteer hours, donations, collected goods,
(More than one e accomplished, al etc., totaled on the Number of studential	should be summarized tog should be summarized tog nis one set of forms.) nts (grades 9-12) involved in g and leadership:	ne environmental project(s):
(More than one e accomplished, al etc., totaled on the Number of studen In planning In active p	environmental project may be should be summarized togen is one set of forms.)  Ints (grades 9-12) involved in and leadership:  Carticipation:  Deer of students participating	the submitted; however, if multiple projects were sether and volunteer hours, donations, collected goods, an environmental project(s):  in some manner:  g trees & shrubs, etc. Total number of students should no
(More than one e accomplished, al etc., totaled on the Number of student In planning In active p Total number (Such as so exceed the Total number of 1) (i.e., How many	environmental project may be should be summarized togonis one set of forms.)  Ints (grades 9-12) involved in and leadership:  Dearticipation:  Deer of students participating the hool-wide recycling, planting estudent enrollment of grad students worked how many	the submitted; however, if multiple projects were sether and volunteer hours, donations, collected goods, an environmental project(s):  in some manner:  g trees & shrubs, etc. Total number of students should no

#### REPORT FORMS

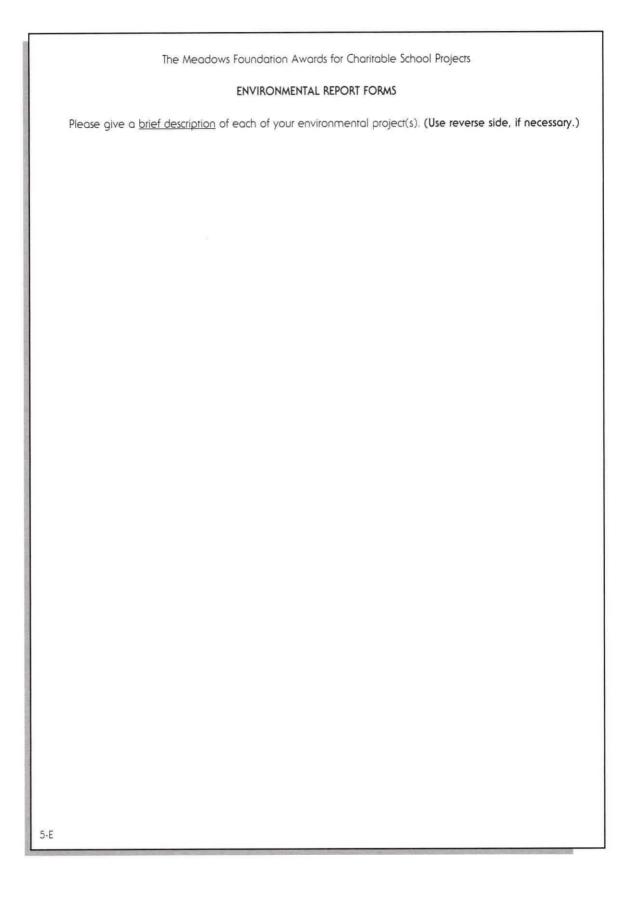
Schedule of Environmental Project Activities:

ACTIVITY	DATE & PLACE	NUMBER OF STUDENTS	AMOUNT OF TIME SPENT
		510021113	THAT SEEM

TOTAL	NUMBER	OF VOIL	INTEED	HOLIRS

3-E

	ENVIRONMENTAL REPORT FORMS
1. <u>If a</u>	fund-raising event was held, what was the amount of money raised?
Am	nount: \$
<u>env</u> me	w much did your Organization(s) spend in administrative costs that did not go directly to the vironment? (i.e., You held a fund-raising dance and spent \$200 on decorations, \$300 on refreshints, \$500 on a band, etc. In other words, you spent \$1,000 that did not go directly to benefit the ipient of your environmental cause(s).)
Am	nount: \$
	o fund raiser was held, where did you obtain the administrative monies spent? (i.e., prior MFI award, o funds, or donations & supplies to your environmental project by others.)
-	
-	
3	
(i.e	www.much money did your organization spend to purchase goods for your environmental cause(s)?  playground equipment, paint, trees, shrubs, grass, etc.)
	pplicable, what amount of cash money of the total funds available was actually donated to ur beneficiary(s)?
Am	nount: \$
con	ase list for us the difficulties and challenges your school had to overcome during the year in order to applete your project(s). (i.e., transportation, funding, unusual school/community tragedy, physical adicaps, specialized student population.)
_	



#### **ENVIRONMENTAL REPORT FORMS**

#### 1995-96 BENEFICIARIES LIST

(Please list below every agency or nonprofit organization your school worked with for the environment.)

List the Benefits to both the environment and to the students:

- 1. To the Environment:
- 2. To the Students:

6-E

#### ENVIRONMENTAL REPORT FORMS

3. List the Results: (If applicable)

(i.e., the amount of recycled goods, trees planted, trash collected, etc.)

Number or Weight of Donated Goods (paper, trees, recycling, etc.)	Type of Goods (paper, cans, recycling, trees, shrubs)	Estimated  Monetary Value
Ababatt need techning, etc.)	(paper, said, respense)	manarary raise

(use reverse side, if necessary)

7-E

#### ENVIRONMENTAL REPORT FORMS

#### ENVIRONMENTAL AWARD MONIES STATEMENT 1995-96

Number:	sor Name & Ph	oric					
			(use reverse	side, if nece	ssary)		
		91					
	If we re	ceive a \$5,	000 Awar	rd, it will be	e used as fo	ollows:	
(If your schoo Please itemize		vironmental Re	eport only, p	lease state w	hat you would	d do with th	e \$500 award

#### PROCEDURES FOR COMPLETING THE REPORT FORMS

Report evaluations will be made on how well objectives of the Guidelines/Criteria were accomplished. Therefore, each school's statement of activities attached to the report forms should address the following items:

- 1. <u>Community's and recipients' need for the activity</u>: How important was the activity to the overall welfare of the community or its citizens?
- 2. <u>Achievement</u>: The actual accomplishments of the students' voluntary activity or service should be reported in terms of both the beneficiary(s) and the students rendering the service.
- Unusual challenges overcome: Such challenges might include public apathy, a critically limited supply of resources, or a handicap on the part of the students doing the volunteer work—such as transportation, time, and physical capabilities.
- Method: This should include the vigor, efficiency, and overall organization of the effort and the extent to which the original group recruited other volunteers and resources in support of their effort.
- Innovation: This takes into consideration the degree to which the service or activity represents
  a new or expanded use of volunteers in a certain capacity and/or a significantly new approach
  to solving a pressing problem or area of community need.
- 6. <u>Curriculum</u>: In what ways was this integrated into any of your classroom studies to further enhance the service learning?

#### Accompanying Materials

No more that 20 pages of supplementary material may be submitted along with the Report Forms. Accompanying materials can include letters, testimonials, news clippings, pamphlets, etc. Please do not submit tapes, cassettes, display materials, films, etc., for consideration in evaluating the project. Reports will be displayed at the Awards Luncheon and returned upon its conclusion.

#### The Environmental Report

Please report all environmental projects on the enclosed environmental forms. These project(s) will be evaluated separately. One school's project(s) will be chosen as the best of the year and will be given a \$5,000 award.

If the environmental project(s) is the school's only community service project to be entered in the MFI Awards for Charitable School Projects program for 1995-96, you will also need to complete the Ethnic Composition Report and Student Certificate List.

#### TIPS FOR BETTER SLIDES

Slides are a very important part of the awards presentation at the annual luncheon held each June to honor the community service work accomplished by the students. We need your help in order to show just what you and your students have done to benefit the community.

#### Print your school's full name on each slide (do not abbreviate)

- Select one person as photographer (maybe yearbook staff)
- → If available, use a 35mm camera with Kodak Ektachrome 100

  HC film
- → Please send at least 10-12 slides
- Put the school & year 1995-96 on each slide

It is very encouraging to get photographs of students actually serving the community. For example: If the project is with a nursing home, take pictures of students working with the elderly residents. If the project is peer tutoring, take pictures of the students working with the children. Remember, your slides should show the actual project as it happens. This is an excellent form of documentation. We want everyone watching the slide show to see the great work your students have done to help others. Photographs of these slides can also be used in your report.

#### FOR NEW SCHOOLS ONLY

If this is the first time your school has participated in the Awards for Charitable School Projects program, please send us a picture (slide) of your school. If you are not certain your school has ever submitted such a slide, please check with the Foundation's Special Projects Department. We will be happy to answer any questions you may have regarding the program.

#### **EVALUATION FORM**

The Meadows Foundation Awards for Charitable School Projects

After reviewing the Guidelines/Criteria, please rate the project report as provided below. Rate on a scale of 4-0, with 4 being the highest and 0 the lowest.

		4 EXCELLENT	3 GOOD	2 AVERAGE	1 POOR	0 NOT STATED
1.	Student involvement in planning and executing the project.					
2.	Creativity of the project.					
3.	Economy of the project. (Did they spend more than they gave away?)					
4.	Number of students involved in relation to school enrollment.					
5.	Volunteer involvement of students with beneficiary.					
6.	Total volunteer hours in relation to school enrollment.					
7.	How does the time, effort, and/or funds expended compare to the benefits derived by the recipients; i.e., was it of <u>notable</u> benefit to needy <u>person(s)</u> or some <u>civic</u> or charitable organization and/or group?					
8.	Overall benefit derived from the project by the students; i.e., was there knowledge gained about the problems and needs of those they attempted to help, did it foster concern for others, were there real life experiences such as organization and working with others for common good, or were there possible job-related experiences?					
9.	Was there any classroom curriculum involvement with their projects?					
10.	How well would the use of the award money enhance, perpetuate, or reinforce the purposes of the MFl program; i.e., for a charitable purpose within the state of Texas, the community, and/or charitable purposes within the school.					
11.	How do the achievements compare to the students' and school's capabilities?					
12.	How well is the project documented and presented?					
	Sub Totals					

FOUNDATION OFFICER'S NAME:\_

"Everybody can be great because everybody can serve."

Martin Luther King, Jr.

Please direct inquiries regarding the Meadows Foundation Awards for Charitable School Projects program to:

Eloise Meadows Rouse
Vice President and Director
The Meadows Foundation
3003 Swiss Avenue
Dallas, TX 75204-6090
or
1-800-826-9431