

Subgrantee Memorandum of Understanding

Engaging All in Learners through Service-Learning (EASL)

The International Center for Service-Learning in Teacher Education (ICSLTE)
at Duke University

Project Overview: The International Center for Service-Learning in Teacher Education (ICSLTE) at Duke University, with funding from the Corporation for National and Community Service, Learn and Serve America Higher Education, will develop the “EASL” project - a consortium of teacher education programs promoting service-learning pedagogy. The EASL consortium will increase the number of pre-service teachers prepared to implement service-learning as a strategy for increased academic engagement, dropout prevention, and reducing the achievement gap. The EASL project will engage 14 institutions of higher education train 1,750 future teachers and reach 7,000 K-12 students over the three-year grant period.

First year subgrantees will receive awards of up to \$40,000 (see note below) to conduct program and research activities related to teacher education and service-learning. For the purposes of this agreement, service-learning is defined as an engaged pedagogy that takes place in a “credit-bearing” course in which students participate in an organized service activity that meets identified community needs that is connected to course academic objectives and offers regular opportunities for critical reflection.

Required Subgrantee Activities: Each campus agrees to conduct and/or participate in the following activities:

- (1) develop a team of participants (faculty, staff, students, and partners) who will conduct a self-assessment to document current practice;
- (2) Identify areas for growth or enhancement (below) and create and implement an action plan to address said areas;
 - (a) increasing the number of teacher education courses, faculty, and students involved in service-learning;
 - (b) developing and/or enhancing a required course specifically related to service-learning pedagogy;
 - (c) integrating and scaffolding service-learning across a series of teacher education courses;
 - (d) creating a service-learning pedagogy model that could be integrated across teacher education courses;
 - (e) increasing the depth and reciprocity of local community and school partnerships;
 - (f) developing models for assessing strategies a-e above.
- (3) Participate in research and evaluation activities that assess the impact(s) of their service-learning program;
- (4) Develop, document, and disseminate a model that can be replicated by other teacher education programs.

Note: Contingent on funds available and satisfactory performance in Y1, first year subgrantees will be eligible to apply for additional grants of \$20,000 in Y2 and Y3.

- (5) All programs will engage at least 50 preservice teachers who will implement high quality service-learning projects with 200 K-12 children in each grant year.
- (6) Work on two collaborative, consortium-wide projects:
- (a) Collect and synthesize service-learning training materials developed for K-12 teachers. Much work exists in this area, but no central collection, review of the existing work, or recommendations for model practice have been established.
 - (b) Subgrantees will also update existing literature reviews on teacher education and service-learning, compare to NYLC K-12 standards, and make recommendations to the field for best practices.
- (7) Participate in consortium annual meetings, webinars, dissemination activities, and product development.
- (8) Share syllabi, trainings, or any other product developed or supported with grant funds with ICSLTE and the National Service-Learning Clearinghouse.
- (9) Prepare and submit project proposals and budgets on an annual basis and progress reports by June 30th of each grant year. Late reports may result in delayed payment of quarterly invoices.
- (10) Produce accurate and timely financial reports. Invoice ICSLTE/Duke quarterly for reimbursement. Costshare documentation should also be submitted on a quarterly basis. Invoices and financial reports (including costshare) should be detailed and aligned with grant budget categories. Late reports may result in delayed payment of quarterly invoices.
- (11) Participate fully in all evaluation activities, including administering project surveys, local data collection, and other evaluation strategies designed to capture data for required reports.
- (12) Participate in the EASL online dissemination activities by maintaining a project wiki site. Training will be provided by EASL staff and the site will be hosted by Duke University's Program in Education.
- (13) Host site visits by ICSLTE and NCATE staff and evaluators.

Legal Applicant:

Date

_____/ Date _____

(Dean, Chair, or other Teacher Education Program Authorized Signatory)

Print/Name and Title:

Address:

Note: Contingent on funds available and satisfactory performance in Y1, first year subgrantees will be eligible to apply for additional grants of \$20,000 in Y2 and Y3.

Phone, FAX, email:

Principal Investigator or Project Contact:

Program Address, Phone, FAX, email (if different from above):

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