

Service at Salado, an Urban Environmental Service-Learning Project

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Project Overview

- 3 Credit Service Learning Class – PLB484
- 2 weeks of training
 - Work with facilitators on club planning
 - Nu's and lots of working with students
 - Choose a theme for the semester
- Intersession training
 - Environmental Interpretation
- Mexican Conservation Biology Students
- Bi-weekly meeting with facilitators



Funding

- Spring and Fall 2004
 - Nina Mason Pulliam Charitable Trust
- Spring 2005
 - National Science Foundation Grant
 - University-School Partnership Grant
- Fall 2005 and beyond
 - University-School Partnership (Funding pending)
 - Pulliam Trust (proposed)



Green indicates new for Spring 2005

<http://caplter.asu.edu/explorers/riosalado>



Project Goals and Evaluation Results

Goal 1: The students will be able to implement a scientific protocol, explain the restoration process of the Salt River, create a map to meet the needs of an investigation, use GPS and other E-technologies to conduct investigations, as well as write up, present, and defend their results.

- The students were successful at using the inquiry methods and the new technologies that were introduced.
- One intern noted: "The kids really got into understanding about relationships between plants and animals. Also for the kids who use the computer they really got into researching the animals that interests them. They also demonstrated understanding patterns better."

Goal 2: The students will be able to demonstrate responsibility in a working group and positive attitudes about community service, identify decision makers in their community, and show an awareness of urban ecology issues.

- Students developed an understanding for community service, specifically in understanding were "being part of the community," "making the community a better place," "thinking of ways to help others," and "paying attention to the news."
- Items that specifically showed students gains in teamwork and leadership were "as a leader being able to assign tasks" and "as a leader being effective in resolving conflict"
- One intern noted: "I think the projects really help them in understanding leadership better and to mold their behavior so they would be helping one another. They were really excited that they could do something together and give something to the community."

Goal 3: Learn about ASU and career opportunities: technology, science, and park-service careers.

- When describing the "why this job," students were more likely to state that they were choosing the job as a way to help others and animals than for other reasons.
- Regarding the question, "What will it take for you to get that job?" about a quarter of the students specifically stated going on to college and about half the students implied going to college.

Goal 4: Identify a community need and choose and implement an environmental service-learning project to address this need.

- After visiting the park and learning more about it from the park staff the students decided upon a project to create for the park. All clubs had to propose a project to the City before getting started to make sure it would be a valuable addition to the park.
- One intern concluded: "I think the projects really helped them put into practice what they were learning from the lesson plans. And, the lesson plans really prepared them to put forth their knowledge, team playing, and leadership."

Demographics of the schools involved with Service at Salado

Students	Lowell	Greenfield	Sunland	Valley View
Ethnicity/Race	0%	0%	0%	0%
Asian	0%	13%	0%	7%
African American	91%	83%	90%	89%
Hispanic	2%	1%	1%	1%
Native American	2%	3%	4%	3%
White				
% Free-Reduced Lunch	91%	74%	87%	75%
2004 All Grades MAP Reading*	79%	72%	61%	69%
2004 All Grades MAP Math*	80%	81%	67%	67%

* State average was 71%. % of students making expected progress from spring 2003 to spring 2004. (The goal is 100% MAP scores are based on the norm-referenced Standard 9 test)

CO Greenfield School

Spring 2004
Facilitator: Justin Goering
Teacher Liaison: Maggie Rivage-Seul
5 Interns 25 Students

Project Summary:
Our final projects were concrete stepping stones with tracks from native Arizona animals. The concept of the stepping stones is to increase awareness of the native animals and how restoration ecology can have a positive impact.

Fall 2004
Facilitator: Justin Goering
Teacher Liaison: Maggie Rivage-Seul
2 Interns 16 Students

Project Summary:
Greenfield's service project for the Fall 2004 semester is a mural timeline of the Rio Salado divided up into seven sections and painted on 55-gal. drum trash cans. The mural begins with 200 million years ago and leaps forward to the first human occupation.



Lowell Elementary School

Spring 2004
Facilitator: Kim Michel
Teacher Liaison: Paula Beacom
2 Interns 24 Students

Project Summary:
Trash can murals: To keep the area clean. Animal information display board: to aid visitors in animal and plant identification. Animal print stepping stones: enable public visitors to observe animal tracks.



Sunland Elementary School

Spring 2004
Facilitator: Heather Bush
Teacher Liaison: Lucas Friedman
3 Interns 22 Students

Project Summary:
The students decided to make animal and plant stepping stones that included hand-painted pictures as visual aids to visitors.



Valley View Elementary School

Spring 2004
Facilitator: Heather Bush
Teacher Liaison: Amanda Marchand
2 Interns 8 Students

Project Summary:
Our final projects were informational signs including pictures and drawing about animals found at Rio Salado to be displayed in a kiosk at the park and to be made into signs to be placed throughout park.



Fall 2004
Facilitator: Heather Bush
Teacher Liaison: Deborah Staires
4 Interns 15 Students

Project Summary:
Our two projects include building an interactive spin-a-rama, which features information about Rio Salado. This includes elements such as history, animals, and plants. Our second project consists of designing and painting several trashcans in order to bring colorful and unique aspects to the park.

