

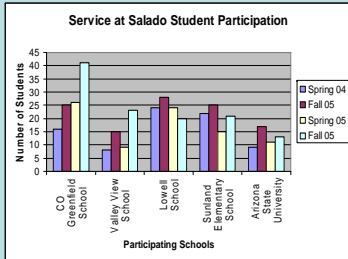
Service at Salado, an Urban Environmental Service-Learning Project

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ASU - Global Institute of Sustainability, ASU - University College, and City of Phoenix

The overarching goal of **Service at Salado** is to create after-school clubs that engage children in a local environmental project while performing a valuable community service.



Participating Schools
Valley View Elementary School
Sunland Elementary School
CO Greenfield Elementary School
Lowell Elementary School



Semester Overview

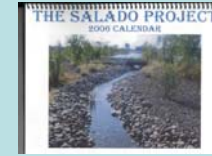
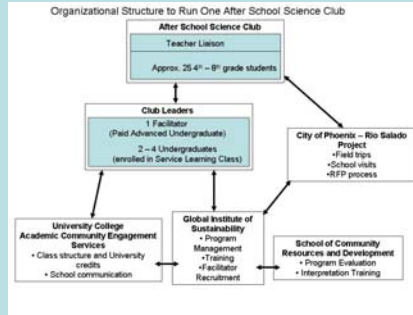
- Develop a service-project for the Rio Salado
- Teach students about their urban ecosystem
- Encourage students to stay in school and maybe even to go to ASU!

First Half of the Semester

- Brainstorm ideas for service project
- Write a proposal to City of Phoenix
- Learn about Rio Salado/Phoenix urban ecosystem
- Field trip to Rio Salado

Second Half of the Semester

- Build/Create/Implement service project
- Learn about Rio Salado/Phoenix urban ecosystem
- Field trip top Rio Salado
- End of semester Celebration



Before



After

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 worked 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 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."

Student	Lowell	Greenfield	Sunland	Valley View
Ethnicity/Race				
Asian	0%	0%	0%	0%
African American	5%	13%	5%	7%
Hispanic	91%	83%	90%	89%
Native American	2%	1%	1%	1%
White	2%	3%	4%	3%
% Free/Reduced Lunch	91%	74%	87%	75%
2004 All Grades MAP Reading*	79%	72%	61%	66%
2004 All Grades MAP Math*	80%	81%	63%	63%

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

Funding

Semester	Grant	Amount
Spring and Fall 2004	Nina Mason Pulliam Charitable Trust	\$100,000
Spring and Fall 2005	NSF-EdEnLTER	\$52,290
Spring 2005	University School Partnership	\$12,000
Fall 2005 and Spring 2006	Nina Mason Pulliam Charitable Trust (3 clubs/semester)	\$74,000
Spring 2006	21 st Century with Greenfield School	

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

