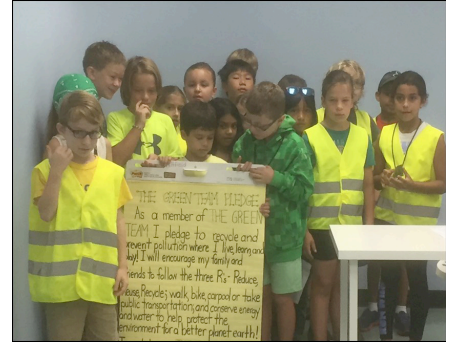


2016 K-12 Service Learning Winners

Dream in Green is a non-profit that develops, implements and oversees educational programs and workshops that promote environmentally sustainable behaviors among all age groups, with emphasis on K-12 students.

Sharon Altfield, Pinecrest Elementary

Working with a team of 200 students, 20 teachers and 18 administrators and staff, Mrs. Altfield's group completed more than 12 initiatives and activities including a school-wide pledge to "go green," "Waste Free Wednesdays" in the cafeteria, a school-wide clean up event, school gardens, water bins to collect rain water and recycle bins in all classrooms and the cafeteria and hosting an Earth Day Eco Summit. Her team spearheaded a fundraising initiative which raised \$1,700 to help Dream in Green continue offering environmental education programs.



Cary Cabrera, Cypress K-8

Mrs. Cabrera led a Green Team of 30 students, 3 teachers and 7 administrators and staff that was able to engage over 300 students, 25 teachers, 10 school staff and families and the community in at least 12 initiatives and activities. Under her leadership, activities included engaging the entire school in switching to LED bulbs, recycling, collecting bottle caps to melt down into park benches, turning off lights and computer monitors to conserve energy, installing a rain barrel in the garden, and holding a school-wide garbage clean up. Her team also sponsored a school-wide event where parents, teachers and students walked or rode bikes or scooters to school.



Hannah Purcell, Air Base K-8

Hannah Purcell's Green Team of over 30 teachers, 40 students and 9 administrative and facility staff shared curriculum materials and led monthly activities and initiatives which reached 1015 students, 90 teachers, 65 school staff, 900 parents/families, 40 community residents and 83 people on the national and international level. Beginning with a school-wide Green Kick-Off Assemblies, over 950 students plus staff made green pledges. Soon their spectrum of environmental advocacy extended to once-in-a-lifetime experiences such as the United Nations World Climate Change Project/White House Initiative and the Recycling Energy Forum/Expo.



Navia Gomez, Dante B. Fascell Elementary

Ms. Gomez led a team of 541 students, 52 teacher and 7 administrators and staff in implementing more than 8 activities and initiatives, reaching not only the entire school, but also over 900 family members and 700 community residents. Programs included daily morning broadcasts reminding the school about water and energy savings, setting up recycling bins, planting wildflowers and building bird feeders. They studied the importance of water and learned about the role of water conservation in the Everglades.



2016 K-12 Change Makers

Myrna Betancourt, South Dade Technical College

Mrs. Betancourt has made service-learning an essential part of her food preparation and culinary arts program. In addition to helping her students complete their training and get a job, she also lifts her students' spirits and encourages them to lift someone else's spirits. She and her students organized events for residents of the Chapman homeless shelter in Homestead which is surrounded by a community of underprivileged individuals, including some of Ms. Betancourt's students. Her students planned and cooked meals for the residents weekly. They organized special events during the holidays and helped with the children's summer camp. In the process they had a positive impact in the lives of homeless children and their families.



Tawana Akins, Holmes Elementary School



Ms. Akins' service-learning work was geared towards bringing peace to communities in five targeted areas: Overtown, Liberty City, Opa Locka, Brownsville, and Miami Gardens. In these areas more than 100 children and teenagers have been killed by guns over the past 3 years. Four of those murdered were Ms. Akins' family members, including her 6 year old great-nephew King Carter. With her students, she developed a message of peace, love and hope. She rallied each Thursday with her students in the neighborhoods with messages of "Break the Silence and Stop the Violence;" "No Gang Gang, No Bang Bang;" " Let our Kids Love, Let Our Kids Play;" and "No More Social Beefs." They made posters, handed out "keep social media positive" bracelets, met

with State Attorney Katherine Rundle and Superintendent Alberto Carvalho. They used news articles, television, radio and the internet to involve the community and spread their message of love and peace.

2016 Higher Education—Winners

Robin Bachin, University of Miami

In the Spring 2016 semester, Dr. Bachin's American Urban History class collaborated with the residents' council of a public housing project (Scott Carver, from which over a thousand people were displaced when it was razed in 2003); the Community Justice Project, a non-profit law firm working with grass-roots organizations in Miami organizing for social justice; and the University of Miami library's Special Collections division to create an Oral History Project, a documentary film, and an archive on the history of public housing in Miami.



Cecile Houry, Florida International University

Dr. Houry has two classes in which service-learning is integral.



1) "Engaged Research in the Community Through Honors" (ENRICH) is a year-long service-learning and research course in which each student, based on major and interests, addresses one of the social, cultural, economic, political, environmental, educational, or health problems in the City of Sweetwater.

2) Cambodia and Vietnam: "Their Place in American History" is a two-semester service-learning class. During the first semester the students focus on a) the history and influence of Vietnam and Cambodia as well as their current conditions b) learning techniques to teach English as a Second Language during their stay in Cambodia and c) research and development of a project to provide a meaningful impact to the Cambodian people. During the 5-week study abroad semester, sites studied are visited, English is taught and the service projects are implemented.



Alejandro Salinas, Miami-Dade College, InterAmerican Campus



Miami-Dade College offers a program called Global Sustainability Earth Literacy Studies (GSELS), which allows students to take a series of courses that weave sustainability themes through the core curriculum. Last year, Professor Salinas completed development of a sequence of "GSELS-Focused" courses: English Composition 1 and 2 (ENC 1101 and 1102). The two courses are linked to a series of thematically related community partnerships, including two community gardens, a public elementary school, an on-campus student organization dedicated to service, and an international non-profit that advocates for education. The overarching learning goal of the GSELS composition sequence is two-fold: to help students

develop a rich definition of sustainability, and to explore possibilities, through writing and service, for engaging in sustainability as an everyday practice.

2016 Higher Education Finalists

Mauricio Almonte, Florida Atlantic University

In SPN 3343: Advanced Spanish for Heritage Learners, students hone their verbal and written Spanish skills while performing a service-learning project at one of these venues: (1) The West Palm Beach Housing Authority, (2) The Louis and Anne Green Memory and Wellness Center, (3) The JC Mitchell Elementary School. The individual projects vary according to the specific needs of these community partners. Immediately following each visit/ interaction, students complete a report and a reflection form in Spanish; towards the end of the semester, students give an oral presentation that contextualizes his or her service-learning project.



Adam Dean, Barry University

COM 603: Visual Storytelling for the Web is meant to provide media products that support and educate on behalf of selected community partner initiatives.



The course does this through photography and video documentaries and educational/instructional pieces. It centers on up to three media pieces proposed by the community partner prior to the start of the semester. In addition to providing instruction on carrying out the productions, the professor collaborates with the selected community partner to ensure that the project serves the goals set by the partner. The end result is a series of documentaries and instructional videos that serve the needs of community partners and are put into use in the real world.

Anna Krift, Lynn University

Human Impact on Florida's Coastal Habitats is a course offered in The Citizenship Project: Commitment to Community, part of Lynn University's first-year experience to provide students with an integrated learning environment centered on citizenship. This course takes place each year in the January Term. In the course, students are asked to be environmental citizen activists for South Florida by engaging in the local community to understand the connections between humans and their impact on the Atlantic coastal environments and species. The course explores the human-caused threats to marine life (in particular sea turtles), the patterns of development in South Florida, local environmental policy trends and cycles, as well as the overall impact of marine debris. Together with community partner organization, Gumbo Limbo Nature Center, students had the opportunity to be change makers and lessen humans' impact on marine life and take a stand for the local environment through ongoing clean-ups, data monitoring, and collection.



Adrienne Lauer, Nova Southeastern University



In Dr. Lauer's Adult Interventions for Persons with Physical Disabilities class, students assist in a free wheel-chair repair and assessment clinic. This monthly clinic meets the need of dealing with a variety of issues/needs that arise following the delivery of a wheelchair to a client, e.g., skin care, pressure relief, minor repairs. The students work with the clients to assess the situation and provide guidance to resolve the problem(s) of the month.