

Penny Harvest[®]

a program of **Common Cents**[®]

YEAR-LONG PROGRAM REPORT: Penny Harvest 08/09

DUE: Friday, April 3, 2009

**This complete packet and other resources are online:
www.PennyHarvest.org/NYC**

Penny Harvest[®]

a program of **Common Cents[®]**

January 2009

Dear Penny Harvest Coach,

Congratulations! If you are ready to fill out the Year-long Report, you and your students have just made your final funding decisions. And while you probably have many great Penny Harvest activities planned for the end of the year, this alone is a huge accomplishment.

Please read the following directions and use the “checklist” on the following page to make sure that you have all of your paperwork complete so we can process your grant decisions quickly and correctly. The Common Cents Board of Directors approves all grant decisions and will only review complete decision reports (see below for details on the pieces of a complete report).

FORM A: Process Report

- School Overview — 1 per school
- Gather Pennies — 1 per school
- Make Grants/Take Action/Party and Plan — 1 per roundtable

FORM B: Grant Decision Report — 1 for each grant decision decision

FORM C: Teacher’s Report for Non-Coaches — 3 per school

FORM D: Penny Harvest 09/10 Enrollment — 1 per school

We also ask that you take your time to carefully fill out Form A. We value your report and feedback because as a Penny Harvest Coach, you know best. Your response will be included in a city-wide study about the Penny Harvest and service-learning in NYC schools. Information we gather from **you and at least three other teachers** at your school will enhance our understanding of your experience as educators and help us improve the Penny Harvest and the resources we offer.

We look forward to hearing about the decisions your students make when this report is due to our office on **April 3, 2009**.

Best,

Adam Seidel
NYC Program Director
aseidel@commoncents.org

Joanna Geller
Program Associate
jgeller@commoncents.org

Monique Achu
Education Associate
machu@commoncents.org

NYC/Metro NY Year-Long Report Check-List

Use this check-list to keep track of all of the pieces of a complete report.

FORM A: Process Report

- School Overview — 1 per school
- Gather Pennies — 1 per school
- Make Grants/Take Action/Party and Plan — 1 per roundtable

FORM B: Grant Decision Report

- Grant Decision Report — 1 for each community grant or service project requested

There are two types of grants:

Community Grants fund organizations and programs that address genuine community needs. For example, \$250 for a food pantry for supplies or \$700 for a local clinic to help fund their AIDS outreach program. Community grants may be used by charitable organizations to fund general costs (called “general operating”) or for a specific program or project. Community grants may not be awarded to the school and student groups or for sports and music clubs to buy equipment.

Service Grants are community grants that involve any form of student action. This includes funding ‘hands-on’ service projects that the roundtable, or another student group, implements, or providing a cash grant to an organization or cause that includes a volunteer service project. Not all projects require money. Your students may make a service grant for \$0.

Review page 53 in your curriculum guide for a complete description of community and service grants and to review the grant making guidelines.

FORM C: Teacher’s Report for Non-Coaches — 3 per school

- To be completed by at least 3 teachers whose students were involved in the Penny Harvest. This form asks about all students (non leaders).

FORM D: Penny Harvest 09/10 Enrollment — 1 per school

SCHOOL OVERVIEW

School Information:

Region _____ School # and Name _____

Penny Harvest Coach #1: _____

Penny Harvest Coach #2 _____

GATHER PENNIES

Tell us about your Penny Harvest Leaders.

1. Did you have student leaders during the *Gather Pennies* phase _____ Yes _____ No

2. How many and in what grades were these students? (e.g., 3 from 3rd grade, 6 from 4th, etc)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

3. How were student leaders selected? (Check all that apply.)

- Chosen by their peers (voted in, class representatives, part of existing leadership group, etc.)
- Chosen by you and/or other staff
- Self-selection (applied, wrote an essay, etc)
- Served on the roundtable or were year-round leaders last year

4. What did student leaders do? They: (check all that apply)

- Gathered pennies from their neighbors before the rest of the school to set an example
- Kept the school informed by making class/PA announcements, updating bulletin board, making posters/fliers, etc.
- Helped organize school-wide activities (assemblies, competitions, etc.)
- Supported logistics of gathering pennies by carrying sacks, distributing materials, etc.

5. What else did student leaders do to support the Penny Harvest? _____

6. Below are some statements about student leaders at your school – for each, please indicate how strongly you agree or disagree:

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Answer
Being a Penny Harvest Leader increases students' belief that they can make a difference.	1	2	3	4	n/a
Being a Penny Harvest Leader has a positive effect on academic performance.	1	2	3	4	n/a
Penny Harvest Leaders believe that they can do more through working together than by themselves.	1	2	3	4	n/a
Penny Harvest leaders become more likely to be involved in another community or civic activity.	1	2	3	4	n/a
Changes I saw in last year's Penny Harvest leaders did not continue into this year.	1	2	3	4	n/a
Penny Harvest leaders do not have greater empathy for the needs of others than other students.	1	2	3	4	n/a
Being a Penny Harvest leader increases students' willingness to help others.	1	2	3	4	n/a
Penny Harvest leaders develop more responsibility to peers, adults and the community.	1	2	3	4	n/a

Tell us about ALL students who participated in the Penny Harvest - NOT JUST STUDENT LEADERS.

7. Including preparation, how many weeks was your school's Penny Harvest?

Circle one: 1 2 3 4 5 6 If more, please specify _____

8. How many hours a week did the average student spend on the Penny Harvest, both at school and at home? For example, harvesting their neighborhood, lessons in class, assemblies, school competitions, etc.

Circle one: 1 2 3 4 5 6 7 8 If more, please specify _____

9. What percentage of the student body do you think harvested pennies?

___ Less than 25% ___50% ___75% ___ Almost everyone (100%)

10. Enter number of participating students in each grade (non-leaders). (your best guess is OK)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

11. Below are some statements about ALL students at your school that participated in the Penny Harvest. Please indicate how strongly you agree or disagree:

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Answer
Participating in the Penny Harvest increases students' belief that they can make a difference.	1	2	3	4	n/a
Students who Penny Harvest do not have an increased interest and effort in their school work.	1	2	3	4	n/a
Students who Penny Harvest believe that they can do more through working together than by themselves.	1	2	3	4	n/a
Students who Penny Harvest become more likely to be involved in another community or civic activity.	1	2	3	4	n/a
Changes I saw in students who Penny Harvested last year did not continue into this year.	1	2	3	4	n/a
Students who Penny Harvest do not have greater empathy for the needs of others than other students.	1	2	3	4	n/a
Penny Harvesting increases students' willingness to help others.	1	2	3	4	n/a
Students who Penny Harvest develop more responsibility to school, peers, adults and the community.	1	2	3	4	n/a

Tell us about your Gather Pennies process.

12. Our school: (check all that apply)

___ Sent the *Caring Family Calendar* and/or letter home to families to encourage neighbor harvesting.

If yes, which one: ___ Caring Family Calendar ___ Letter ___ Both

___ Used a Wheel of Caring

___ Held a kick-off assembly (or other organized kick off activity)

___ Had students harvest pennies from their neighbors

___ Organized a school-wide competition (Penny Olympics, etc.)

___ Used a Penny Harvest bulletin board and/or advertised with fliers and posters

___ Worked with the parent coordinator/PTA to promote the Penny Harvest

___ Held a "Tally Rally" or other closing assembly/event for the end of the Gather Pennies phase

___ Had community members (local leaders, past grantees, local businesses) penny harvest for our school and/or participate in our gathering of pennies activities

Did you use Penny Harvest Curriculum Connections?

13. Did your school use the Penny Harvest Curriculum Connections or other related lessons? *(Check all that apply)*

PH Curriculum Connections Your own lessons Didn't use any
 From another curriculum: _____ (curriculum name)

14. What percentage of classrooms in the whole school completed the Wheel of Caring Lesson?

Less than 25% 50% 75% Almost everyone (100%)

15. What percentage of classrooms completed one or more of the other Curriculum Connections

Less than 25% 50% 75% Almost everyone (100%)

16. Who taught the lessons?

Wheel of Caring lesson: PH Coach Other teachers Both Other
Other Curriculum Connection lessons: PH Coach Other teachers Both Other

Tell us about why your school enrolled in the Penny Harvest.

17. Why did your school choose to register in the Penny Harvest? *(Check all that apply)*

It aligns with our mission to be involved in our community.
 It offers tangible connections to academic learning.
 It generates student outcomes such as leadership skills, higher self-esteem, and greater self-efficacy.
 It has a reputation of success in over 800 schools citywide.
 It unites our school community around a positive goal.
 Other _____

18. Who decided your school would participate in the Penny Harvest? *(Check all that apply)*

Me (The Penny Harvest Coach)
 My Principal
 Students
 Other _____

MAKE GRANTS / TAKE ACTION / PARTY & PLAN

NOTE: The Penny Harvest Coach must work with at least two Penny Harvest Leaders to complete this form. If your school has more than one roundtable, you must submit a separate application for each roundtable.

Tell us about your roundtable.

Roundtable Name _____

1. How many and in what grades were these students? *Eg., 3 from 3rd grade, 4 from 4th*

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

2. How many boy/girls were on the roundtable? # of boys _____ # of girls _____

3. Estimate the total number of hours that each student leader on the roundtable probably spent on all roundtable related activities, including time spent in school, at home, and in the community. *Circle one.*

0-5 hrs 6-10 hrs 11-15 hrs 16-20 hrs Other: _____

4. How were your student leaders on the roundtable selected? *Check all that apply.*

- Chosen by their peers (voted in, class representatives, etc.)
 Chosen by you and/or other staff
 Self-selection (applied, wrote an essay, etc.)
 Serve as part of last year's roundtable and/or a part of a year-long Penny Harvest leadership team

5. Which community or communities did your roundtable focus on? *Check all that apply.*

- School Neighborhood Local Community/City State/Country World

6. What were the top three community needs that your roundtable identified? *Choose three.*

- | | | |
|---|---|--|
| <input type="checkbox"/> Adults in Need | <input type="checkbox"/> Educational Issues | <input type="checkbox"/> Healthcare/Wellness |
| <input type="checkbox"/> Animal Care | <input type="checkbox"/> Elder Care | <input type="checkbox"/> Hunger/Homelessness |
| <input type="checkbox"/> Conflict Resolution/Crime Prevention | <input type="checkbox"/> Environment/Beautification | <input type="checkbox"/> Infant/Children/Youth in Need |
| <input type="checkbox"/> Disabled Persons' Issues | <input type="checkbox"/> Families in Need | <input type="checkbox"/> Women's Issues |
| <input type="checkbox"/> Diversity/Tolerance Issues | <input type="checkbox"/> Global Issues | <input type="checkbox"/> Other: _____ |

7. How did your roundtable identify and research community needs and organizations? *Check all that apply.*

- Interviewing or talking with others, such as
 Penny Harvest students
 Parents, family members, neighbors, or community members
 Teachers or other school staff
- General research, such as
 Internet, newspaper, television
 Penny Harvest resources, past yearbook
 The Penny Harvest Coach did the research
- Other – please explain: _____

8. What helped you make your decision about how to give away your pennies? *Check all that apply.*

- Worked with potential organizations
 By hosting a presentation
 By meeting an organization on a site visit
 By talking with an organization on the phone
- Reviewed organization/service project partner literature, brochure or other materials
 Used previously determined funding criteria
 Other – please explain: _____

9. How did you tell/involve others about the roundtable’s work and funding decisions? *(Check all that apply.)*
- Held classroom presentations about the roundtable’s work in progress and decisions
 - Updated the Penny Harvest Bulletin Board
 - Hosted a school-wide assembly or check presentation
 - Wrote an article for a school publication or web site
 - Received local press attention, or a visit from a local official
 - Other – please explain: _____
10. How will you reflect, evaluate, and celebrate? *(Check all that apply.)*
- Host a Check Award Ceremony
 - Conduct reflection activities
 - Other – please explain: _____
11. How will you plan for next year’s Penny Harvest, in 08/09? *(Check all that apply.)*
- Create a Penny Harvest Plan
 - Fill out a registration form and set goals
 - Pass on the leadership roles to new students
 - Recruit a new coach, if necessary
 - Other - explain _____

Signatures:

We, _____ and _____, declare that the roundtable
Student leader #1 signature *Student leader #2 signature*
 decisions were made by roundtable students and are consistent with the roundtable grant making guidelines. I,
 _____, declare that the roundtable decisions were made by roundtable students
Penny Harvest Coach signature
 and that I served in a facilitative role.

To be completed by Penny Harvest Coach:

How do you think students changed as a result of participating in the roundtable process as compared to students who do not participate in the roundtable? *(check all that apply)*

	Strongly Agree	Agree	Disagree	Strongly Disagree
Being on the roundtable increases students’ belief that they can make a difference.	1	2	3	4
Roundtable students believe that they can do more by working together than by themselves.	1	2	3	4
Students who participate in the roundtable do not have greater empathy for the needs of others than those students who do not participate in the roundtable.	1	2	3	4
Roundtable students become more likely to be involved in another community or civic activity.	1	2	3	4
By participating in the roundtable, students develop stronger research and observation skills.	1	2	3	4
Students on the roundtable are likely to feel more comfortable in taking on a leadership role in the future.	1	2	3	4
Roundtable students do not have an increased interest and effort in their school work.	1	2	3	4
Being on the roundtable increases students’ abilities to make decisions and solve problems.	1	2	3	4
For experienced Penny Harvest Coaches ONLY: Changes I saw in students who participated in the roundtable last year <u>did not</u> continue into this year.	1	2	3	4

Penny Harvest[®]

a program of **Common Cents[®]**

TEACHER'S REPORT (for Non-Coaches)

TEACHERS: Tell us about your students that were involved in the Penny Harvest. Your responses are tallied with thousands of teachers and used as part of an ongoing study on the outcomes of the Penny Harvest. Your name will not be associated with any of the responses. Please hand this completed form to the Penny Harvest Coach .

School Information:

Region _____ School # and Name _____

Your Name _____

Are you the Penny Harvest Coach _____ Yes _____ No

Tell us about your Penny Harvest students.

Below are some statements about ALL students at your school that participated in the Penny Harvest. Please indicate how strongly you agree or disagree:

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Answer
Participating in the Penny Harvest increases students' belief that they can make a difference.	1	2	3	4	n/a
Students who Penny Harvest do not have an increased interest and effort in their school work.	1	2	3	4	n/a
Students who Penny Harvest believe that they can do more through working together than by themselves.	1	2	3	4	n/a
Students who Penny Harvest become more likely to be involved in another community or civic activity.	1	2	3	4	n/a
Changes I saw in students who Penny Harvested last year did not continue into this year.	1	2	3	4	n/a
Students who Penny Harvest do not have greater empathy for the needs of others than other students.	1	2	3	4	n/a
Penny Harvesting increases students' willingness to help others.	1	2	3	4	n/a
Students who Penny Harvest develop more responsibility to school, peers, adults and the community.	1	2	3	4	n/a

Please share any other comments about the impact of Penny Harvest activities on your students.

Penny Harvest[®]

a program of **Common Cents[®]**

FORM D
1 of 1

Sign up TODAY for Penny Harvest 09/10!

Get Ready for next year — transition student leader responsibilities (pg. 115 of the Penny Harvest Guide).

Will you be the Penny Harvest Coach next year? If not, please work with your principal now to identify a new coach. Coach turnover is the primary reason schools discontinue the program.
DON'T LET THIS HAPPEN TO YOUR SCHOOL—assign a new coach now!

School Information

Region: _____ School # / Name: _____

Grades in your school: _____ Estimate # of students at your school (important): _____

Address: _____

City: _____ State: _____ Zip: _____

Principal Information

Name: _____ Email (important!): _____

Phone #: _____ ext. _____ Fax: _____

Rank preferred method of contact: _____ Phone _____ Fax _____ Email

Penny Harvest Coach & Assistant Coach Information

Coach: _____ Email (important!): _____

Phone #: _____ ext. _____ Fax: _____

Home/Cell Phone #: _____ Is this your cell #, home #, other (specify): _____

Rank preferred method of contact: _____ Phone _____ Fax _____ Email

Title (*6th grade teacher, Guidance Counselor*): _____

Have you/this person been a Penny Harvest Coach before? ____ Yes ____ No

Assistant Coach: _____ Email (important!): _____

Phone #: _____ ext. _____ Home/Cell #: _____

PHC's Title (*6th grade teacher, Guidance Counselor*): _____

Have you/this person been a Penny Harvest Coach before? ____ Yes ____ No

I hereby verify that my school will participate in the 09/10 Penny Harvest. I will provide the coach and student leaders with the necessary support and resources, including adequate space and time to hold meetings. I understand that by enrolling my school in the Penny Harvest I am empowering my students to decide for themselves how to best improve their community and I am joining a national movement of principals helping students to demonstrate their power in the community through service and philanthropy.

Principal Signature: _____ Date: _____

Principal Name: _____

RT FORMS