

2008-09

LearnServe
INTERNATIONAL

ANNUAL REPORT

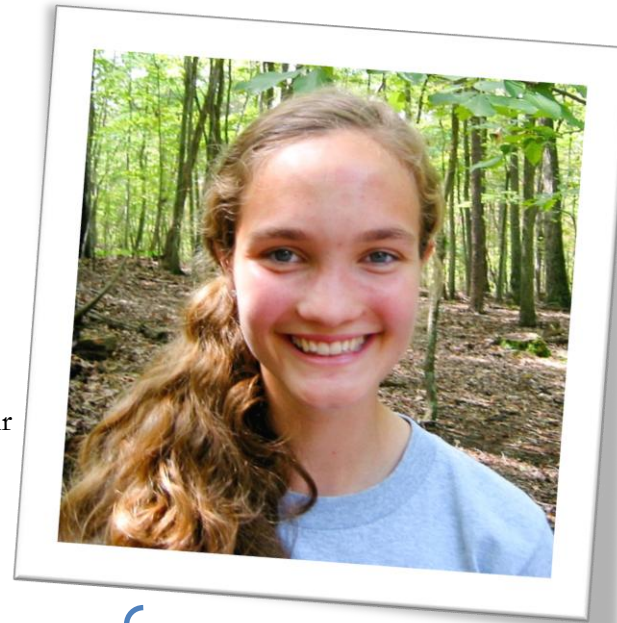
A Vision for the Future of International Education

ABOUT LEARN SERVE INTERNATIONAL (LSI)

MISSION

To train the next generation of social changemakers by:

1. Involving high school students in solutions to real-world problems...
2. Through which they affect the lives of others and...
3. Integrate their experiences and newfound leadership into their schools and communities



Being an LSI Fellow has affected how I perceive the world and what I want to do with my life.

— *Krissy, 2009 Fellow*

GOALS

For the 2008-09 year our goals were to:

- Establish LSI as an independent, non-profit organization
- Train 30 Fellows from 25 schools of which 75% will submit social ventures in their school communities
- Recruit 15 schools to send teams to Paraguay and Zambia, of which 10 student participants are Fellows
- Contribute \$10,000 to programs in Paraguay and Zambia that will contribute to sustainable solutions addressing global problems
- Raise 25% of revenue from program fees and direct contributions while continuing funding at \$100,000, with the goal of eventually raising 50% revenue from fees
- Initiate a measurement of outcomes process that can begin to measure program impact and success

LETTER FROM THE EXECUTIVE DIRECTOR

Dear Friends of LSI:

What a year LearnServe International had in 2008-09! After four years of incubation at the Washington International School (WIS), we realized that to better serve the region and to fulfill our mission, we had to set off on our own. So in July of 2008 we moved out of WIS, changed our name, applied for 501(c)(3) status, accepted a new class of Fellows, formalized our partnership with Youth Venture, and ran two trips to Zambia and Paraguay last summer. At the fiscal year ending June 30, 2009, we had successfully achieved the goals we set for ourselves a year ago by:

1. Gaining 501(c)(3) recognition from the IRS
2. Having 28 of our 32 entering Fellows complete the year and submit social action ventures to a panel, at which 88% earned seed funding (see highlights)
3. Surpassing our enrollment projections for Trips by 4 schools, including the participation of 13 of our Fellows
4. Contributing \$15,000 from teams traveling to Paraguay and Zambia for sustainable programs in those countries
5. Raising \$112,000 in tuition fees (40% of total revenue), \$108,000 in grants (see Foundations and lists), and launching a direct solicitation of “Friends of LSI” raising \$14,590 in our first year
6. Formalizing our data collection and outcomes measurement process to demonstrate the effectiveness of our programs

None of this would have been possible without a terrific staff (*see staff listing and board members*), a supportive and committed board, a great group of students and teachers in our programs, and you.

Thank you.

Looking ahead to this new year our goals are just as ambitious:

- Double the size of the Fellows class and formalize the “curriculum”
- Demonstrate the effectiveness of our programs quantifiably
- Grow our Trips programs
- Formalize partnerships with school systems and individual schools

Specific goals will be formalized at our October 2009 Board meeting, but at the time of this report we are excited about the growth potential of LSI and its future. We need your continued support and we hope you will read this report and see evidence of our progress and success.

Thank you all and may our students prosper and excel as the future global changemakers we hope they will become. May the 2009-10 school year be a successful one for all of you.

Sincerely,



Hugh C. Riddleberger

Executive Director, LearnServe International

FELLOWS PROGRAM

ABOUT

LSI Fellows are specially selected juniors and sophomores who complete a training program in socially and globally responsible leadership. Over the yearlong, after-school program, students develop cross-cultural competencies, learn about global issues through the work of local organizations and international leaders, and develop their leadership skills through the design and launch of their own social “ventures.” These ventures are designed to address needs in the Fellows’ own communities, and involve their schools.



Andrew, an LSI Fellow '09, created his venture, “Inspiring Green,” a website for student environmental groups to collaborate on proposals for their campuses. He is pictured here on LearnServe Zambia '09.

BY THE NUMBERS

| | |
|-----|---|
| 32 | Fellows accepted (21 girls, 11 boys, ages 15 to 18) |
| 48% | African American, 33% Caucasian, 7% Hispanic, 7% Asian, 3% Middle Eastern |
| 19 | Public and charter and 10 private schools from communities in Fairfax, Montgomery, Prince George’s and the District of Columbia |
| 15 | Schools from DC, 9 from Maryland, 5 from Virginia |
| 28 | Fellows completed the eight month training |
| 23 | Ventures designed and presented to panel, representing all 28 Fellows |
| 16 | Ventures received direct approval and funding, 7 with pending conditions |

Each Fellow has a faculty advisor within his or her school who plays an instrumental role as liaison to LSI, the student, and the school leadership. Advisors nominate Fellows, support their participation in the program, and act as allies during the venture planning process, particularly as Fellows decide how best to influence their school community. Each venture is assessed by an independent panel of volunteers coordinated by LSI’s partner, Youth Venture, which may award seed funds of up to \$1,000.

SAMPLE VENTURES

STUDENTS FOR FAIR TRADE

Salma Mohamed, *Annandale High School*

Mia Salans, *Washington International School*

Salma Mohamed and Mia Salans are bringing the Fair Trade movement to high schools – beginning with their own, Annandale High School and the Washington International School. Fair Trade is a social responsibility movement that provides workers and producers with fair wages, safe working conditions, and respect for child labor and human rights norms. Salma and Mia are working with their schools to ensure school uniforms are purchased from companies that satisfy fair trade standards.



{ Several 2008-09 LSI Fellows at their graduation ceremony }

PAXX

Zora Barclay, *Albert Einstein High School*

How, Zora wondered, could she combine her passion for art with her commitment to end human trafficking? The answer: PAXX, a business started by teens for teens in the Washington, DC area. Zora and her team noticed all the old T-shirts, jeans, and other clothing thrown away without a second glance or (even worse) stored away for “someone else” to wear. PAXX takes these discarded materials and turns them into must-have items; 10% of the profits will be set aside to start a non-profit organization for survivors of trafficking.

LEAN AND GREEN

Harry Sullivan, *Friendship Collegiate Academy*

Observing his school trash bins after lunch, Harry realized that styrofoam lunch trays caused a huge solid waste problem. Harry discovered that the school uses 1,400 trays – approximately 150 lbs – each day! This adds up to more than 8,000 trays per week, or 416,000 trays thrown away each year. Harry is working with the school to convert their cafeteria to biodegradable or reusable trays.

J&J PRODUCTIONS: WATER DOCUMENTARY

Josh Weiner, *Washington International School*

Jamie DeArmon, *Sandy Spring Friends School*

As a participant on a LearnServe Trip to Zambia, Josh caught a glimpse of the sixth of the world population with little access to clean water and sanitation. A dedicated film-maker, Josh is using video to call attention to the problems, and solutions, around water and sanitation. Jamie is similarly concerned that people die each day from preventable diseases, simply because they don’t have clean water. A natural musician – he plays guitar, ukulele, keyboard, drums, and mandolin – Jamie has designed the film’s soundtrack.

Thanks to our partner, Youth Venture, for supporting the Fellows program.

TRIPS PROGRAM

ABOUT

LearnServe Trips bring students and teachers to developing countries to participate in on-going projects addressing the underlying causes of poor health, poverty, and substandard education. Participants experience the day-to-day realities of life in a developing country, engage in youth-to-youth exchanges, and become better global citizens. Upon return, students and teachers collaborate to develop an action plan to raise awareness in their schools and communities and to raise funds for the in-country projects they worked on.



Nina teaches students at Malambo School in Monze, Zambia, about the principles of electricity.

BY THE NUMBERS

| | |
|-----|--|
| 43 | Students and teachers from Washington-area high schools |
| 9 | Public, 4 charter, and 6 private schools represented |
| 50% | Of students received financial aid, totaling \$50,000 from local foundations |
| 4 | Months of training and preparation |
| 18 | Days in the host country |
| 15 | Thousand dollars raised by participants for in-country development projects |
| 87% | Of participants described the trip as, "unlike anything they had done before." |

What is the impact of a Trip on its participants?

- **Awareness:** "I have a greater appreciation for what I have by way of schooling and standard of living."
- **Commitment:** "I have a greater commitment to dedicate my life to help others."
- **Outcomes:** 16 of 19 school teams have created plans to educate their school communities and take action based on what they learned from their experiences.

LEARN SERVE ZAMBIA '09

During 18 busy days in Zambia, LSZ participants had a chance to learn about the country and the challenges Zambians face in their daily lives. Our students shadowed and befriended their Zambian peers at David Kaunda High School in Lusaka and worked with several NGOs addressing key development issues. At PlayPumps International, an organization that provides clean water to rural communities, LSZ students helped plant trees and gardens. Students and teachers worked together at Chikumbuso, a school for widows and orphans, and Malambo School, in rural Monze, to demonstrate and model educational techniques and impart better health practices. They also visited World Bicycle Relief, where they built and delivered 18 bicycles to communities with families affected by HIV/AIDS.

LSZ '09 Blog Excerpt: [...] I thought about my own school in comparison. What passion and gratefulness the students must show inside the classroom to make the people in the school want to sell vegetables and herbs to help them continue their education even though it's such an effort. What would it take to create this same gratefulness in the students of America and my own school and how would it affect the way the school staff and teachers displayed an interest in our education?

— *Jaleel, a student at César Chávez Charter School, and LearnServe Zambia '09 Participant*



Upon return, the group began to develop action plans for their schools, began educating their communities about the problems of HIV/Aids in Zambia, and began raising funds for the projects they visited. As one teacher wrote, “Working in DCPS it is sometimes easy to focus on the challenge of the school system. I have seen Zambian teachers do extraordinary work with much less than I have. I have a new appreciation for my school and what I can learn from my Zambian counterparts.”

LEARN SERVE PARAGUAY '09

In Paraguay students and teachers experienced the country's starkly different realities. First they visited Carapegua, a small rural town, where they lived with host families and worked in local schools conducting teaching workshops, painting murals, and teaching about recycling, health, computers, and other topics. Meanwhile, our teachers worked with Paraguayan teachers to improve their techniques and strategies. The LSP '09 group then visited Santa Ana, a very poor community at the outskirts of the capital, Asuncion.



I will take advantage of every opportunity I get to help others. Being in Santa Ana it makes me want to help more.

— Nevasha, a student at Central High School

LSP '09 Blog Excerpt: [...]Poverty, in Paraguay at least, is a mindset, a mental barrier – which has affected none of the people I have met. Those who have lacked material possessions are persons of character, strength, determination and people who have experienced pure joy, though their needs surely surpass anything I have seen in the States. In numerous ways I envy their happiness and collectiveness. The children with whom I have been partnered work in cold, wet, seemingly unlivable conditions, right alongside Americans, without complaints or whines. Some of their feet hang outside of their shoes and get dirtied by the mud. As I observe their work I want to swallow my desire to quit and follow in their footsteps. I have come to lead and teach, yet I gain many lessons in humanity.

— Sam, a student at Bell Multicultural High School, and LearnServe Paraguay '09 Participant

There, in partnership with the Centro Cultural Comunitario de Santa Ana, students and teachers engaged in a variety of community-building projects. They planted trees, renovated a playground, cleaned up streets, visited local child care centers, helped with health education, assisted with computer training, and painted murals. The work in Santa Ana culminated in a health day, organized for local children, where LSP '09 participants provided hygiene training, washed hair, and provided snacks and supplies. While working in Santa Ana, the students were hosted by families from a private school in Asuncion, the Colegio San Jose.

PARTICIPATING SCHOOLS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Anacostia Senior High School
Benjamin Banneker Academic Senior High School
Bell Multicultural High School
Luke C. Moore Academy Senior High School
School Without Walls High School
Theodore Roosevelt Senior High School
Woodrow Wilson Senior High School

MONTGOMERY COUNTY PUBLIC SCHOOLS

Albert Einstein High School
Bethesda-Chevy Chase High School
Springbrook High School
Wheaton High School

FAIRFAX COUNTY PUBLIC SCHOOLS

Annandale High School
Thomas Jefferson High School for Science and Technology
W.T. Woodson High School

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Central High School
Northwestern High School

DISTRICT OF COLUMBIA CHARTER SCHOOLS

César Chávez Public Charter School for Public Policy
Friendship Collegiate Academy Charter School
Hyde Leadership Public Charter School
Seed Public Charter School
Thurgood Marshall Academy Public Charter High School

INDEPENDENT SCHOOLS

The Bullis School
Georgetown Day School
Georgetown Preparatory School
Holton-Arms School
Kingsbury Day School
The Landon School
National Cathedral School
The Potomac School
Sandy Springs Friends School
Sidwell Friends School
Washington International School

The school will especially benefit from the venture proposed by our young lady Fellow. She will be helping to make our school courtyard a viable and environmentally friendly gathering place for students, staff and the wider community.

— *Teacher/Advisor at Benjamin Banneker Academic Senior High School*

FINANCIALS

ORGANIZATIONAL BUDGET

REVENUE

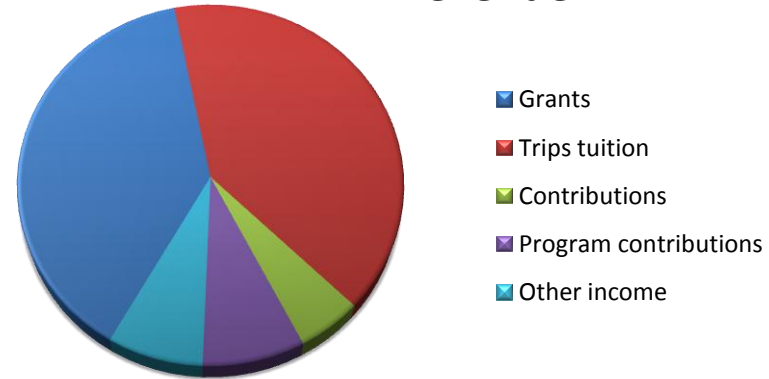
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|------------------------|---------------------|
| Grants: | \$108,000.00 |
| Trips Tuition: | \$112,945.51 |
| Contributions: | \$14,590.00 |
| Program contributions: | \$23,141.63 |
| Other income: | \$21,613.00 |
| TOTAL REVENUE: | \$280,290.14 |

EXPENSE

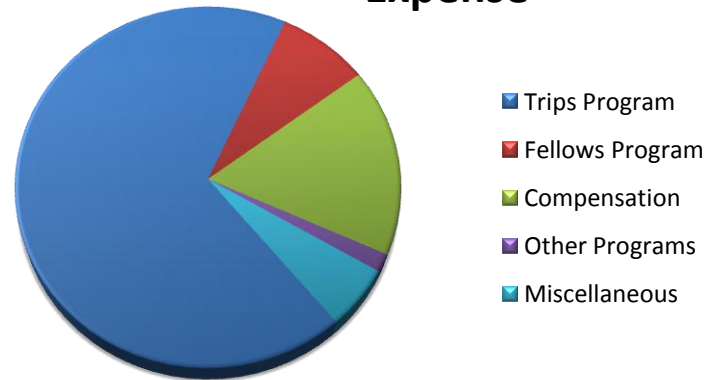
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|-----------------------|---------------------|
| Compensation: | \$35,273.75 |
| Fellows Program: | \$16,713.82 |
| Trips Program: | \$141,977.11 |
| Other Programs: | \$3,348.70 |
| Miscellaneous: | \$11,581.43 |
| TOTAL EXPENSE: | \$208,894.81 |
| NET: | \$71,395.33 |

(applies to first quarter of FY'10)

Revenue



Expense



The LSI Fellows program has totally instilled the “can do” attitude. With the skills and confidence he now has of knowing how to create a business plan, and the true desire of a social entrepreneur... the possibilities in his future are endless. I can't thank you enough. Not to mention his improved public speaking skills!

— Parent of 2008-09 Fellow

GRANTS

FOUNDATIONS AND ORGANIZATIONS

LSI thanks the following foundations and organizations for their financial support of our mission and programs:

Bridgeway Foundation for providing venture grants for the Fellows program

Joe Higdon and Ellen Sudow Fund of The Community Foundation for the National Capital Region for general operating support

The Rocking Moon Foundation for sponsoring the travel of charter school teachers and students to Zambia and Paraguay in 2009

Kimsey Foundation for sponsoring the travel of of District of Columbia teachers and students to Zambia and Paraguay in 2009

Jean T. and Heyward G. Pelham Foundation for sponsoring the travel of students from Prince George's County public schools to travel to Paraguay and Zambia in 2009

Hattie M. Strong Foundation for supporting the Fellows program

Virginia Partners for sponsoring the travel of teacher-student teams from Virginia and Maryland for travel to Zambia and Paraguay in 2009

The Vradenburg Foundation for support of teacher-student teams from public and charter schools for travel to Zambia and Paraguay during the summer 2009.

The following organizations donated time, materials, and/or space:

One World Education
School Without Walls, DCPS
Squire, Sanders & Dempsey L.L.P.
Washington International School
Ashoka/Youth Venture



After spending a week working side by side with youth from Paraguay and the United States I am reminded that these students are the future and I have a new found hope for the future that they will help to build.

—Lindsey, a teacher at Kingsbury Day School,
LearnServe Paraguay '09

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For projects in Zambia (Z) or Paraguay (P)

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LearnServe is the best experience he had in high school!

—Parent of an LSI Fellow '09 and
LearnServe Zambia '08 Participant

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LSI is a 501(c)(3) organization. All contributions are tax deductible.

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