

>me: Fostering a Culture of Service and Leadership

Creating “The Zionsville Way”

I’m In CoachingBEST, Inc.

Prepared for
Zionsville Community Schools
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What I believed true about college admissions for Emily, ZHS '10 and Claire ZHS '13, was confirmed again when I started the college admissions process for Anne, ZHS '15. After grades and test scores, a student's community service and passion rank next in importance. This is evident on university admissions department homepages and amplified during prospective student orientations. For the past six years, the focus of I'm In CoachingBEST has been on building men and women for others through service. Building quality people with a cause greater than themselves has been my constant pursuit for the past three decades. Serving others brings out the best in all of us. It also provides opportunity for admissions officers, scholarship committees, and employers to see us at our best.

Today's ZCS students are destined for greatness forged through education and experience. Experience in service to others is perfectly aligned with the Zionsville Community Schools' core mission of student growth.



[Creando Lazos 2009](#)

“Perpetual optimism is a force multiplier”
General Colin Powel

A **force multiplier** in military usage refers to a factor that dramatically increases the effectiveness of an item or group.

Executive Summary

Community Service and College Admissions: Why it Matters

- Community service is consistently considered by college admissions counselors next in order of importance behind SAT/ACT scores and GPA/class rank.
- When assessing applicants' desirability for acceptance and scholarships, university admissions officers consulted for this document indicated a preference for consistent local service over time versus a short term experience abroad; most also valued consistent work with one cause as more significant than a few evidences of advocacy spread all around. Commitment and passion for service are the hallmarks of best in this category among applicants
- Having a "founder" role in innovating a new idea or being a "key leader" were the two most important markers of citizenship.
- When reviewing essays, key words noted by admissions professionals are "commitment," "passion," and "leadership." (Student applicants for college are advised to avoid words like "mandatory" and "required" when describing community service.)
- Admissions officers preferred by 2:1 candidates who worked with animals over politicians.
- Even with the onslaught of social media, the college essay will continue to be the primary subjective evaluation tool used by college admissions officers. Thus, leveraging life experience gained through servant leadership while constructing an admissions or scholarship essay is well-advised.

Colleges and universities are interested in the enrollment of bright, balanced, passionate, and interesting people. They are looking for a high level of engagement and/or leadership in whatever it is that the student cares about most. Students need to be involved in causes about which they are passionate over an extended period of time and be able to reflect/write effectively about the resulting experiences. Writing will continue to be a deal maker and breaker for most students seeking college admissions.

Community Service and Life: Why it Matters

- When we serve, we gain fresh knowledge, perspective, and understanding of self, family, community, and cultures. Numerous study results prove the efficacy of service and service-learning for youth. Service-learning is an instructional approach that leverages the positive aspects of students' commitment and engagement to do well while also doing good. A culture of service in schools would surely aim to include this learning modality. It is referenced here because service learning has a robust research track record substantiating the point of this document—that causing the wonderful smattering of service in ZCS schools and the wider community to be more systematic and culture-bound would be very positive for students and community. (See appendix for links and a deeper dig into these data and reportings.)
- Serving others increases one's capacity to see, sense, and learn about things greater than him or her.
- In serving others we share respect and dignity.
- Service experiences can provide growth through hard work, new skill development, team

- skills, new knowledge, and leadership development
- Service projects bring families, teams, and communities together in pursuit of a greater good through the shared cause.
- Serving others provides opportunity for introspection and personal growth.
- Serving can be great fun: <http://www.youtube.com/watch?v=MNwRH9y5n1Q>

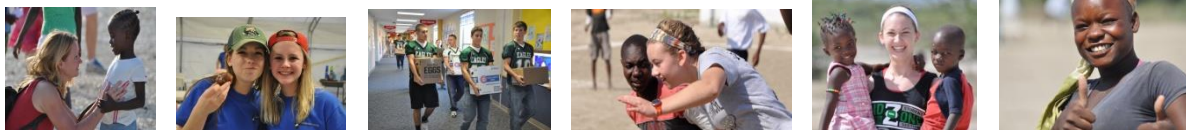
Community service can make us better human beings, if this is what we seek. When we serve with integrity, humility, and respect we grow in confidence. Serving, like athletics, does not build character as much as it reveals character. What we do with what we discover makes all the difference in our world—and in the world.

The following document is compilation, reflection, and prospectus all rolled into one. Our ZCS story of service is rich and wonderfully important in many students' lives. What's more, students' gains in leadership acumen could someday be traced to what happens as ZCS and other community leaders digest this document. This, I believe, is a way that we could build The Zionsville Way—and then build generations of thoughtful, hardy, prepared, grateful, willing, and able young adults.

Let's get started on what is next for building the best possible graduates of ZCS.

David Poindexter
January 2014

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>me: Fostering a Culture of Service

Elements of Successful Service: **Strengths, Preparation, and Resolve**

*If our goal in education is to simply build great students, then we have failed them.
As we build great people, great students emerge.*

Building great people is similar to climbing a mountain. The mountain is a static challenge but the approach to climbing it can vary significantly based on the perspective of the climber and experience of the guide. Regardless of the trailhead or route to the summit, there are elements common to every climb and climber. A climber needs a clear understanding of his or her strengths, the challenge ahead, the right gear and preparation and guidance, and the willingness to attempt something greater than that which has been accomplished before.

In building great people there are elements common to each journey. Extending upon the mountain climbing metaphor, stories abound in which a climber reaches the mountain summit and asks the sage guide, “What is the meaning of life?” In the end, the answer is not about what is found at the top, it is about the journey—the struggle—the learning from discipline, resolve, shared effort, and experience of something larger than one’s self.

Every human enterprise concerned with the growth of learners can gain much by fostering a culture in which serving others is embedded, preparation is exceptional, and growth through the inspiration of service is intentional.

This mountain of developing a culture of service in ZCS is a summit worth achieving. Ours is a fortunate position for starting the journey with a community (schools, churches, clubs, and families) keen on service and already quite active in this regard. When young people look back on their service accomplishments they see new strengths, benefits of preparation, and the fruits of being and staying committed. These common elements of reflection upon service to others take young people beyond their prior limits. Further, it is noteworthy that most successful climbers aspire to climb again—often setting sights on a taller mountain.

Developing in young people the capacity for greatness as contributing citizens and leaders requires assessment and development of individuals’ strengths, assessment and acceptance of worthy challenges that prepare, and the necessary resolve of successful follow-through. Accomplishment and the related positive by-products benefit only to those who have opportunities.

John Yeager’s research and experience with Culver Academies provides convincing evidence that improvement gained by building on strengths is greater than gains made while focused on overcoming weakness. By emphasizing collaboration and networking, strengths expand from working with others whose various talents complement and supplement participating students’ gifts.



"You mean I do the Hokie Pokie and I turn myself around, and that's what it's all about?"

The second essential element in developing students' capacity for greatness is learning to accurately assess and accept challenge(s) on the way to superior preparation. Today's young adults must be prepared to operate in a 21st century global economy and in a web of world-wide relationships, intertwined contexts, and communications at the speed of light. We know that success in meeting the needs of others through service inspires confidence and fortitude. The challenge for us and for our youth comes in the form of facilitating meaningful opportunities to serve such that students recognize and take advantage of the involvement. The "doing" is essential to building superior citizens and well-rounded, prepared adults.

Though rarer than abundant service opportunities possible right here in this region, international exposure and travel by ZCS students are experiences waiting to be leveraged. The concept of "service learning" as an instructional component of the school program is not new. Research has proven that this teaching modality pays positive dividends in student engagement and retention of what is learned. Again, the preparation is in the doing.

Knowledgeable facilitators of service opportunities larger than self-assert that our students, and students like them in nearby high schools, are not looking for "participation" medals. They are passionately serious about service as an adjunct to learning and connecting with the deeply meaningful greater good. Given ZCS' context of robust school club, scouts, church, adult community organizations, and family affinity for service, organizing for maximum reach to invite interested young people is aided. Many have yet to discover that they can be part of anything truly meaningful. Students desire to be part of something greater than themselves, genuinely making a positive impact in the world.

According to a survey conducted by the Corporation for National and Community Service, over 15.5 million teenagers participated in organized volunteer activities during 2010. Young people thrive when offered direction, support, and permission to explore. We must give them the opportunities to achieve great things in service—just as we do in academics and athletics.

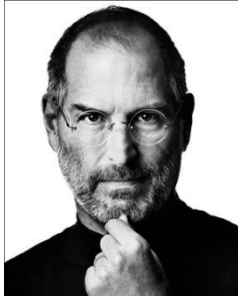
Retired ZCHS Football Coach Larry McWhorter says, "Luck is the place where preparation and opportunity meet." Randy Pausch shared this same belief in his Last Lecture. Regardless of origin, this maxim is well known to be absolutely true.

Acquiring the right gear in our preparation phase requires that anticipate challenges, select the most effective tools and acquire the skills to use them. The Indiana Department of Education created grade level standards and The United States Department of Education created Common Core. Both of these provide direction and structure but are minimum standards, not limits. The Zionsville Community Schools Board of Trustees works within our community and staff to create a vision which exceeds these standards. Well-equipped staff and teachers effectively deliver every day. ZCS is recognized consistently as one of the state's best school corporations and has enjoyed various recognitions for educational excellence and forward thinking.

Our first priority must always be a well-educated community. This prioritization requires that we look beyond the traditional curriculum and minimum standards. Joe Ehrmann, a national leader in youth development, uses the term "co-curricular" to describe athletics as working labs that extend the classroom and school day for personal and leadership development. In three decades of research at Northwestern University, Dr. Gary Fine expands on this to include any club, group or event as a "Tiny Public" which shapes and influences personal growth and in turn shapes culture.

Later in this paper the reader will see a small sampling of the programs and events within the Zionsville schools that serve as foundational and exemplary in fostering a broad and systemic culture of service. In such a culture, students are routinely invited to take on causes greater than themselves. In such a culture, we annually graduate hundreds of young men and women who have a new measure of balance and passionate engagement to add to achievements common to excellent high school programs like ours.

Rounding out these common elements in building great people is utilizing core strength to make a commitment. When faced with a challenging task, success is often reduced to a single factor of



whether or not the participant is all in. Accepting challenges comes with risk. “Nothing ventured, nothing gained,” and “no guts, no glory,” are more than childhood dares. Choosing to do hard things is a fundamental mindset that sets a trajectory for life. Helping young people become aware of and commit to meaningful opportunities for service can grow the capacity to take appropriate risks for the greater good and therefore to foster personal growth.

A young child’s willingness to risk falling while learning to walk or to ride a bicycle involves risk. Learning to read, spell, and do math all risk embarrassment of getting it wrong. The late Steve Jobs knew that there must

be a more intuitive way to operate a personal computer, and he thought the answer was in his garage. Jobs’ motto of “Don’t settle; love what you do” typified the way he lived and ran Apple Computing.

Risk and hard work, small successes along the way, and encouragement after failure, these forge resilience. The critical end result is confidence. Fostering a culture of service to others by taking on a task greater than ourselves is risky. The way our school corporation’s electronic testing is scored reflects our human nature, as one PVE student said, “When you get a question correct, the next question gets little tougher. When the next question is too easy, your gut sinks knowing you probably missed the last one.” It demonstrates how we innately want to take on greater challenges and discover greater confidence in the process. The fear of failure robs us of the willingness to attempt.

Research reported by Time indicates that 60% of people are happier when they reach a goal, more than half of those are happier by just working towards a goal. That same study indicated that 60% of people are more discouraged after they get off of social media. Conclusion: step away from the keyboard with virtual friends and take on a challenge that serves others in real time—and makes them new friends.

Note below that the Roosevelts had some timeless insights on taking risks, discovering greatness and finding happiness through serving others. It makes one curious as to the intergenerational impact this uncle had on his niece. Greatness found in serving others can be a powerful legacy.

“Happiness is not a goal, it is a by-product. Paradoxically, the one sure way not to be happy is deliberately to map out a way of life in which one would please oneself completely and exclusively.”

Eleanor Roosevelt, First Lady of the United States, 1933-45

“The credit belongs to the man in the arena, whose face is marred by dust and sweat and blood, who strives valiantly, who knows the great enthusiasms, the great devotions, who spends himself in a worthy cause, who at best knows in the end the triumph of high achievement, and at the worst, if he fails, at least fails while daring greatly.”

Teddy Roosevelt, President of the United States, 1901-09

Fostering a Culture of Service: Base Camp Question #1

What are my individual strengths?

The necessary starting point is identification of character strengths. We must identify what strengths each person has in order to effectively utilize them to assist in the individual development. In community service, sometimes the greatest strengths are availability and willingness. Culver Academies utilizes the VIA strengths assessment (<http://www.viacharacter.org/www/>) for all incoming freshman. This profile provides the top 5 of 24 identifiable traits. This assessment result becomes an important part of each student’s profile and is available to all teachers. The bottom five traits are not looked upon as weaknesses. Instead, these developed traits become the target strengths of collaborators, thereby providing balance.

Focusing upon individual strengths provides young people confidence in shifting the problem solving paradigm. When faced with a new challenge we seek out the best-qualified person as a resource, not necessarily the person who is the closest social ally or best friend. Fostering a culture focused on utilizing strengths leads to great things.

Fostering a Culture of Service: Base Camp Question #2

What is the challenge?

Serving others preceded the invention of fire and the wheel. Voluntary community service came to the forefront in new ways following President George H.W. Bush’s speech invoking the metaphor of a “thousand points of light” representing the good done by those who serve their communities and the nation.

Communities, churches, organizations and schools responded anew for this era as appreciation grew for the positive impacts of service, not only for the personal character qualities being developed, but also for the impact on communities (Haskins). Colleges also began to take notice.

Susan Ellis, one of the pioneers in creating training material for youth volunteers, laid out a structure for identifying meaningful service opportunities like short-term, one-time projects and long-term, ongoing projects and the benefits of having both options. Ellis highlights the benefit of “intergenerational programming” where three generations of volunteers engage in the same project. In his book, 21st Century Skills, author Bernie Thrilling identifies critical thinking, problem solving, innovation, collaboration, flexibility, adaptability, and social/cross-cultural interaction as being essential skills that are precisely the ones gained in the labs of community service.

An important distinction is college admissions officers’ assessment of candidates based upon high schools that have “mandatory” community service as a graduation requirement. According to dosomething.org, the impact on actual youth development of mandatory service is neutral when compared against voluntary service programs. This suggests that it is the commitment to service over time that pays dividends. However, students who have a distinguished profile of “non-mandated service” are judged more favorably by college admissions counselors.

Businesses have long recognized the need for employees who have acquired skills that go beyond the K-12 and college classrooms. Thus, involvement beyond the classroom is given significant weight in the college and university application process. Leadership and service to others carry special distinction among involvements posted by applicants.

Our United States military academies exemplify service to others, leadership, character, and much more. Excerpts from their academy admissions documents prove this paper's point emphatically and affirm the importance of answering the following question.

When U.S. military academies identify young candidates with potential to become great leaders, they look for men and women passionate about serving others. This fact begs the question, "What is the correlation between great leadership and humble service?"

What's more, excerpts that follow speak clearly to ZCS Superintendent Robison's desire to ensure a culture of leadership opportunity set in tandem with systematic ways of exposing ZCS youth to service bigger than self. Dr. Robison asserts often that "Good people are good for people"—and discussions he has had with this writer have always included the need for the development of leaders as a natural outgrowth of the servant role. The military academies are kindred in this regard—searching for people of preparation to lead—people of character and fortitude with selfless senses of service.

United States Air Force Academy, Colorado Springs, CO, 1954.

"Participation in athletic and non-athletic activities is an asset and a competitive factor in your application. Sustained participation and leadership in a few activities is desirable. Earning leadership positions in select activities is better than being a member of many. Your character will be developed in the course of handling any number of leadership roles. Becoming a leader in an organization you care about tells us a lot about you. It means that you are willing to do more than participate — you are willing to take responsibility for the efforts of yourself and others, and connect those efforts to successful outcomes. Your character attributes may be especially apparent when your activities help others. Proven excellence in any activity strengthens your record."



United States Naval Academy, Annapolis, Maryland, 1845

"The United States Naval Academy strives to develop midshipmen morally, mentally, and physically. Moral development is a fundamental element of all aspects. Officers in the Navy or Marine Corps develop a clearer sense of their own moral beliefs and the ability to articulate them. Honor is emphasized through the [Honor Concept](#) :

"Midshipmen are persons of integrity: They stand for that which is right. They tell the truth and ensure that the full truth is known. They do not lie. They embrace fairness in all actions. They ensure that work submitted as their own is their own, and that assistance received from any source is authorized and properly documented. They do not cheat. They respect the property of others and ensure that others are able to benefit from the use of their own property. They do not steal."



United States Military Academy, West Point, New York, 1802

Participating in school, church, scouting and community activities will help you build a strong foundation in leadership. A well-rounded high school background in academics, athletics and extracurricular activities is a good way to prepare to enter West Point. Participation in student government, clubs, and other community activities provides leadership experiences that also reflect favorably on developing your leadership potential. **DUTY...** is what we do. **HONOR...** is how we do it. **COUNTRY...** is why we do it.



United States Coast Guard Academy, New London, CN, 1876

"The Coast Guard Academy recognizes hard work and dedication necessary to achieve positions in organizations which show a commitment to a leadership-based activity. It is recommended that students seek out leadership positions in their activities, whatever they may be, and speak about them meaningfully and convincingly in their application."

There is an undeniable correlation between service and leadership. Said a ZCHS member of the Class of '15, "Leaders are not chosen, they rise!"

College Admissions at Highly Competitive Universities:

Every highly competitive university sampled has the following top three minimum benchmark requirements:

1. **Academic Rigor**
Is a student taking the most difficult classes available in their school's curriculum?
2. **Academic Performance**
Is student's performance rising along with the level of rigor?
3. **Standardized tests**
Does the student meet the required benchmark SAT and/or ACT scores?

The following excerpts were taken from the admissions information of several top rated universities. With so many students from Zionsville able to post competitive data for the three requisite categories above—and with competitor applicants from other excellent high schools in the mix, following are the "tie-breaker" criteria in most university admissions protocols for choosing to admit students.

University of Notre Dame (admissions homepage 8/8/13, #3 of 3)

Extracurricular Activities: The most competitive of our applicants are very involved dedicating time outside the classroom to various clubs, teams, organizations, community service activities, and part-time employment. All of our admitted students display passion for, commitment to, and leadership in their activities outside of school. Notre Dame students get involved, stay involved, and facilitate the involvement of others. Find activities you love. Dedicate time to them. Take responsibility for them. Then, tell us about them.

University of Virginia (admissions homepage 8/8/13, #4 of 4)

Get involved in your school or community. While we are obviously looking for talented students to enrich life in the classroom at U.Va, we are also looking for students who will add to our community in different ways. With over 700 student organizations, we value variety, so get involved

with whatever activities you find rewarding. Find something you're passionate about and tell us about it, bring it to U.Va if you can't find it here.

University of North Carolina at Chapel Hill (admissions home page 8/8/13)

We seek smart, motivated, and good-hearted students who will enhance our community and the world while at Carolina, and afterwards. Instead of using a formula or evaluating students based on a single number, we look for real people with a variety of qualities—from intellect, curiosity, creativity, leadership, kindness, and courage, diversity of background and experience. We identify all-around excellence in academics, the arts, athletics, leadership, service, citizenship, and character.

Duke University (admissions home page 8/8/13)

Over 430 undergraduates are conducting fully-funded immersive service projects in more than 40 locations worldwide through DukeEngage this summer, fusing their physical action with intellectual activity. A student's education doesn't end at the classroom door. We provide an incredible variety of opportunities for students to enhance and supplement in-class learning with hands-on experiences, service in the community—both locally and globally—and development of leadership skills. That is Duke.

Butler University (two clicks in from admissions home page)

Mission: "Butler's mission is to provide the highest quality of liberal and professional education and to integrate the liberal arts with professional education, by creating and fostering a stimulating intellectual community built upon interactive dialogue and inquiry among students, faculty, and staff."

A first-year student said, "Everyone at Butler is proud to be part of something bigger than themselves."

Part of what makes the Butler campus unique is the school spirit, the traditions, and the genuine care for fellow classmates and neighbors. Butler offers numerous programs for students to lend a helping hand. Examples include:

- **Alternative Spring Break (ASB):** Each year, a work site is chosen and Butler students spend their fall break improving living conditions and impacting the lives of others.
- **Ambassadors of Change (AOC):** "Leading to Serve, Serving to Learn, Learning to Lead." A four-day program that focuses on service and leadership development, AOC introduces new Butler freshmen to the campus and community while actively determining ways they can best serve and lead. Ambassadors serve while strengthening relationships with other students.
- "Bulldogs Clean up a Park" was the first major headline in the 8/28/13 Indy Star about the start of fall classes, and this builds on the narrative of the "Butler Way."

DePauw University

Its mission is to provide students an integrated, multi-disciplinary approach to critical analysis, problem solving, and the leadership skills required to translate what is learned into effective action and success. DePauw students know how to think, speak, and write effectively and within context.

We are looking for high-achieving students who will make significant contributions to the life of our campus.

Indiana University

IU places a great deal of emphasis on high school academic performance. Extracurricular activities, letters of recommendation, community service, and work experience may be considered as evidence of academic motivation and maturity. The incoming freshman class in 2013 is one of the largest in school history and taken from the most selective pool of all time.

Purdue University

Purdue University does not specifically identify character and leadership through service as a criterion for admission evaluation. However, the value of community service, international exposure, and being passionate about a cause greater than one's self is evident in the topic in the essay portion of their application. The essay demonstrates the candidate's ability to write clearly and concisely on a selected topic, and it is designed to help candidates distinguish themselves using their own voices. Given that The Common App (electronic submission device accommodating a students' tendering of multiple applications) won't accept a response shorter than 250 words, applicants should:

- Recount an incident or time when they experienced failure. Tell how it affected you, and what lessons did you learn?
- Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?
- Discuss an accomplishment or event, formal or informal that marked your transition from childhood to adulthood within your culture, community, or family.

St. Louis University (at portion of site referencing choice among student-athlete candidates)

Athletic Scholarship recipients are routinely questioned about their community service experience. College recruiters have a wealth of knowledge about a player's ability on the field, but community service experiences logged become the window to candidates' passions and character. Evidence of community service and related leadership provides great insight into what kind of teammate candidates will be and speaks volumes about their coachability.

Conclusion

Every college and university deliberates over community service in the application process differently and weights experiences uniquely, sometimes from year to year. A savvy guidance counselor knows the trends and how they fluctuate. According to extensive research conducted by dosomething.org of over two million teens, "Passionate commitment to a cause greater than you and matching it with hard work only goes to improve every application, regardless of school."

It would be very difficult to find a college admissions officer who does not value the passion and interest expressed through service toward others. There is no greater reflection of who we are than how we serve others. An entrepreneurial approach to organizing community service in a school corporation would be a "force multiplier" in advancing all our students personally and academically.

Fostering a Culture of Service: Base Camp Question #3

What is the right gear and guidance?

Pursuing BEST – the right gear

The Cam – Excellent programs

One of the most essential pieces of equipment in rock climbing is the cam, carried by the lead climber as he ascends the rock face. As the leader makes progress, he periodically places a cam in a crevice where he attaches a carabineer to the dynamic safety rope. If by chance the lead climber



Underwear for Over There: Union Elementary collects 1,400 pairs of undergarments for the Haiti disaster relief effort

should fall, he would only fall to the height of the last cam. It will hurt, but it is not lethal. Each cam placement becomes a new benchmark towards summiting.

The establishment and recognition of excellent community service programs in our schools can become the cam we place to establish benchmarks of excellence and clarity about our schools' valuing of character and leadership

traits. Sharing these benchmark programs and events via news and social media provides inspiration and confidence for others attempting their own service projects. Over time, this builds a legitimate narrative for the school corporation in supporting genuine needs in our community, area and world. The documentation of these programs and events also becomes a testament to our students' character and leadership for college admissions, scholarship applications, and employers.

Dynamic Rope – Qualified Leadership

Connecting climbers in a group is done with dynamic rope, a specially constructed, stretchable rope. This 'stretch' is in contrast to a static rope that does not flex when under load. By



VIP Elves Sing at Eagle Elementary School

stretching under load, a dynamic rope will soften the impact of extreme stresses on it, such as falls, and lessens the likelihood of failure. An identified leader with clear vision, simple processes, and flexibility are represented by the dynamic rope analogy. This would promote continuity for a whole district approach to defining and shaping a culture of service and leadership effort. Fortunately, the story of community service opportunities for ZCS youth

is rich with positive examples. In 2007, a soccer team of nine-year-olds dressed up as elves and

sang Christmas songs for the **VIP Christmas** party for families with special needs children hosted at the Hussey-Mayfield Library. A unique group of elves has been singing at this party for the past six years. Many of these elves have gone on to be significantly engaged as volunteers and leaders in **Best Buddies at Zionsville High School**. Best Buddies organizes a Prom and VIP Fall Festival Party. The cover story in the 8/27/13 Zionsville Current featured the efforts of ZHS students in support of Best Buddies. The Best Buddies National Committee awarded a \$5k renewable college scholarship to a 2010 ZCHS graduate for her participation and leadership in the ZCHS program.

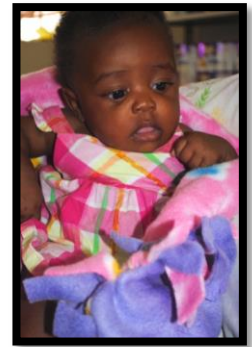


Ten years ago, Coach McWhorter was invited to bring the football team to Pleasant View on the final day of the elementary school's **"Tackle Hunger" food drive**. Football players were asked to help carry out the groceries, play with younger students at recess, and sign autographs. Fall of 2013 found many of the varsity football players carrying on this tradition by visiting their respective elementary schools to carry out the groceries as younger students watched and worked alongside the older role models. Tackle Hunger has collected over 70,000 food items for the Boone County Food Pantry. Tackle Hunger is now in all five ZCS elementary schools.

Relay for Life Tailgate was introduced by the senior class of 2013. This is an ideal annual event that takes qualified passionate mentors and connects them with passionate willing students to create a student led event incorporating hundreds of students and raised over \$7,500. This year's event will be bigger and better with ideas for incorporating all schools in the corporation.

The ZHS Haiti 2013 Team connected almost every building in our corporation in their spring break mission trip:

- **Union Elementary** Kindergartener, Claudia Antcliff and her teacher, Mrs. Townsend, organized an "Underwear for Over There" project collecting over 1,400 pairs of new children's underwear for orphanages around Port-au-Prince. They used this project to build math skills.
- The Philanthropy Club of 80 **Pleasant View Elementary** School students collected over 1,500 pairs of shoes for distribution to families in the tent cities around Port-au-Prince. Mr. Miller used sneakers as the subject of still drawings and teaching about Haitian Culture / art for all art classes in one week. Mrs. Krone's kindergarten class made baby blankets as they learned to tie knots. Their blankets were distributed by ZHS students in the Haitian medical clinic in the area surrounding Port-au-Prince.
- **Stonegate Elementary** collected 300 pairs of gym shoes.
- **Eagle Elementary** provided leftover school supplies for the Haitian school.
- **Zionsville West** collected gym shoes.
- **Zionsville Middle** collected gym shoes and hosted a winter sports camp raising money for the sports complex in the tent city. This event was a team training event for students on the Haiti 2013 team. It provided a needed service for Zionsville children. It raised money for the trip; a real win - win - win.
- **Zionsville High School** sent 28 students and 3 coaches along with 5 additional mentors from our community. The Entrepreneurship class donated \$250 from their new Charitable Foundation to provide paint supplies for a Haiti art project directed by Nancy Noel. The life skills class used Haitian Blue Mountain Coffee for their coffee cart donated by the Haiti team. The Cross Country team made 3,000 Kids Against Hunger meals (7/12) that the Haiti team loaded and shipped to Haiti (10/12) that will be distributed in the tent cities around Port-au-Prince (3/14). The team also loaded an additional 150,000 meals, 15 hospital beds, 4 sets of soccer goals (donated from ZYSA), and 400 sports uniforms donated from the middle schools' athletic departments.





Packing meals
Caring Hands Camp, Lions Park



Shipping meals
Kirkland



Distributing meals in Haiti
Medical Clinic, nutrition program

Each one of these projects was led by ZCS students, mentored by community members.



The 2013 Haiti Team, 28 ZHS students, 3 Coaches, 5 Community Mentors

The Million Meal Marathon at Lucas Oil Stadium benefitted from the service of 250 ZCS students who assisted in packing 3,000,000 meals in fall 2013.

Pleasant Place Playground construction in 1996: This community service event was one of Zionsville's greatest projects. Over \$100,000 was raised with construction being completed in a week by hundreds of volunteers. It received national and local acclaim.

ZHS 12 Days of Giving is a microcosm of a Community Foundation. This annual event in December identifies a number of causes and charitable organizations to support each year. After reviewing grant options and deliberation, projects are selected by student council and the entire school participates in a variety of levels and ways.

One Book One School's Three Cups of Tea project included a variety of components for building great students; student donations were used to provide pencils and school construction, activities centered around team building and leadership development, art projects focused on cultural understanding.

The Jog-a-thon includes all ZCS elementary buildings and is an example of how collaboration on a single project can be done while building great students. These events are both developmentally appropriate and individually challenging.

The foregoing represents a small sampling of programs and events that help foster a culture of service and individual contribution. There is a great opportunity to create a narrative connecting people, projects, and passions. As shown above, a laudable array of service and related leadership activities have been going on in the Zionsville Community Schools in recent years. Corporation-wide coordination and celebration of these student-server/leader accomplishments is in deficit at present, and such direction could drive this important, established climate into these community schools' culture. Without this becoming a fixture that identifies "The Zionsville Way," we risk allowing it to be person-linked rather than system embedded.

Carabineers – The people who make it happen via relationships

They come in every shape, size, and color, but essentially serve the same purpose in skilled hands, connecting important things, so do carabineers.

Pursuing BEST – the right guidance

Between a Rock and a Hard Place

Aron Ralston is a 28 year-old outdoorsman who loves rock climbing and canyoneering. He survived an accident in south-eastern Utah in 2003, during which he amputated his own right hand with a dull multi-tool in order to free himself from a dislodged boulder, which had trapped him there for five days and seven hours. He was alone, taking an unguided route. In building great people through community service, we cannot send them out alone, unguided or ill-equipped.

Quality mentors building strong relationships are the critical connections. If we want to build great people for others, we need to connect them with quality mentors. We want to connect our students with the kinds of people we want them to become. There are a number of outstanding leadership development trainers offering great insight. When we bundle leadership development into service experiences, we not only meet a great human need of those we serve, but we also equip students with valuable, lifelong marketable skills.

Liz Wiseman asks a great question as the premise for her book, "Are you a diminisher or multiplier?" If we want to develop students with a certain skill set through community service, then we need to connect them with mentors who have these skills. It's reverse engineering for people. Here is how a multiplier operates (the kind of community service mentor we need to target):

- Attracts talented people and uses them at their highest point of contribution
- Creates an intense environment that requires people's best thinking and work
- Defines an opportunity that causes people to stretch
- Drives sound decisions through rigorous debate
- Gives other people the ownership for results and invests in their success.

The success of the Haiti team is a case study in this leadership plan and was direct result of the quality mentors accompanying the team. The event was organized and owned by students who were willing to work hard, work together and learn.

Author Patrick Lencioni refers to himself as his company's CRO, the chief reminder officer. The reasons he gives for why people leave their jobs are eerily similar to why students underperform academically and do not engage in community service opportunities:

- **Anonymity** - People cannot be fulfilled in their work if they are not known. All human beings need to be understood and appreciated for their unique qualities by someone in a position of authority.

Students and mentors need to know what their strengths are in order for them to be utilized. Every person benefits from placing a “cam” (in climbing terms) for the kinds of success we want repeated. Often the climbing instructor is below the climber belaying or coaching and literally tethering/spotting them, supporting their progress, always acknowledging benchmarks of success.

- **Irrelevance** - Everyone needs to know that their job matters, to someone, to anyone. Without seeing a connection between the work and the satisfaction of another person or group of people, an employee simply will leave to find lasting fulfillment.

Students and mentors want to be engaged in “legit” projects that “genuinely make a difference.” Not every task will be in the spotlight, but knowing where each task fits into the overall success of the project is important. The work we do when no one is watching becomes the next “cam” we place. We must do an excellent job of identifying impact opportunities. **BRAVO** (Building Relationships and Volunteer Opportunities) is an ideal platform to connect our local community and students in relevant relationships in and out of our buildings.

- **Measurement**- Employees need to be able to gauge their progress and level of contribution for themselves. They cannot be fulfilled in their work if their success depends on the opinions or whims of another person, no matter how benevolent that person may be. Without tangible means of assessing success or failure, motivation eventually deteriorates as people see themselves as unable to control their own fate.

Our school corporation needs an effective means of sharing this narrative in a way that provides positive light on students' service experiences and accomplishments while building community support. This cannot be “spin” or “public relations,” but authentic efforts addressing genuine needs. This integrity of purpose and delivery builds confidence in participants and in community support for the school corporation.

Fostering a Culture of Service: Base Camp Question #4

What is my cause >me?

Current Best Practices among High Schools

High Schools in Indiana that are most like us value student participation in community service. These are some of their best practices.

Brebeuf Jesuit

Each student is required to complete 30 hours of community service with a single organization, documented with pen and paper. Students gain significant benefit by establishing a relationship with their organization.

Cathedral High School

CHS requires 25 service hours per year, 100 total with data managed through PowerSchool (student data management system also used by ZCS). A part-time campus minister coordinates two relief service trips per year for 65 students, an international trip alternating between Africa and Honduras, and an annual all-school service day with 70 projects and 1,200 volunteers.

Culver Academies

Every senior must complete a capstone community service project in their home community before graduation. Annual school fundraising events (Relay for Life) are the primary community service opportunities due to the location of the campus.

Carmel High School

National Honor Society is the focal club for engaging in community service. Pen and paper reporting for projects and hours occurs. They offer a unique program for marginal college bound candidates led by an Assistant Principal. The AVID program builds skill sets to improve the academic application and stresses community service as the signature feature for boosting a student's college application into its most positive light.

Fishers High School

No central staff coordinator could be identified, but service hours for clubs are tracked with pen and paper.

Guerin Catholic High School

GHS has a campus minister with responsibility for coordinating community service and student ministry. Students are required to have 30 hours of community service split evenly between church and community events.

Hamilton Southeastern High School

A staff member collects and enters all student data for all community service hours. The senior class identifies a goal for the number of hours of community service they plan to accomplish.

North Central High School

The International Baccalaureate Diploma emphasizes:

- Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects.
- Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects.

- Service encompasses a host of community and social service activities. Some examples include helping children with special needs, visiting hospitals and working with refugees or homeless people.

Students are expected to be involved in CAS (community, action, service) activities for the equivalent of at least three hours each week during the two years of the program.

University High School

University HS is unique in that they have a committee evaluating service options and sharing opportunities. All projects are student chosen and driven. Community service is not mandatory and most occurs outside of school direction and is unrecognized.

Zionsville Community High School

ZCHS is unique in tracking participation in clubs and money raised. Each athletic team has an identified community service project. Annual events (Relay for Life in Lions Park, 12 Days of Giving) are woven into the fabric of student culture. ZCS is also effective in collaborating efforts (jog-a-thon, One book- One school) with the assistance of strongly engaged PTOs in each building and support of a vibrant education foundation. ZCS does not require community service hours for graduation, but events are student driven, fun, and feedback is favorable with efforts and accomplishments generally well recognized.

All schools have the leadership, coordination, and responsibilities tasks spread over numerous staff members and no schools utilize social media or electronic data collection done by students. No public school corporations were identified with a point person coordinating community service. Most schools and school corporations tell **part** of their community service story well and none were found to have a strategic plan for community service and leadership development.

<p>The opportunity before us to foster a culture of service with related character and leadership development (and important advantages for college admission) is great:</p>

- | |
|--|
| <ul style="list-style-type: none"> • Develop an up-to-date approach to organizing, tracking and telling the stories of service and leadership success. Create digital tools to commemorate and validate participation (graduation slide show) not to “keep score” but to augment the power of the activity through appropriate, public affirmation and reflection. • Develop data capture and mining that would yield metrics like number of volunteers, mentors, hours served, projects, money raised (using care to avoid an “arms race” through the counting). The counting is about telling the story well, consistently, with facts AND feeling, nothing more. • Create a narrative that shares the culture through images and stories in sports and music programs, board reports, school directories, yearbooks, newspapers, e-news, etc. • Finding a point person to coordinate the pieces and to find / fill the gaps (a matching student-focused position complimenting the adult BRAVO position, perhaps) • Incentivize participation for achieving service benchmarks (a braided cord at graduation for 100 hours of service or a capstone service project) |
|--|

Giving Back or Give as we Grow

When we ask individuals or companies to give back from their success, there is sometimes the unspoken assumption that they have taken something and that in all fairness should give some (or a

lot) back. Dr. Sally Brown, founder of Women Like Us Foundation and Ambassadeaire Travel Company, emphasizes “Success is giving back. As you grow, you give.”

What if we fostered a culture where success gained through hard work, innovation, risk taking and collaboration is honored and becomes the mechanism for building others? What if we fostered a culture in which we strategically model giving along the way instead of at the end?

**Inspiring Service-Focused Entrepreneurs
by Discovering Current Best Practices**

“We stand on the shoulders of giants” - Isaac Newton

One of the greatest opportunities in community service is in discovering what is already being done well around us and the immense satisfaction found in serving others, not to mention success. Each of the following entities or companies incorporates a vision for addressing a cause greater than the company. These are a few of the giants among us.

United Way Day of Caring: For 22 years volunteers have taken on over 2,300 projects with a financial impact of over \$4.4 million. They utilized 1,500 volunteers this year alone. Youth As Resources is an extraordinary program for student grant writing and project delivery in which ZCS students have engaged for many years.

Eli Lilly’s Global Day of Service: For the past six years Lilly has utilized an effective , tool to foster service to community among its employees: Find / Do / Tell: Find a service project, Do the project, Tell us about it. October 12 and 13, 2013, were the “Do Days.” Projects are organic, meaning they are identified from within the organization. This ownership results in astounding involvement and financial impact, estimated at \$10 million this year. Lilly keeps an effective volunteer opportunity calendar and a running total of trees planted, 36,240. This number grows each year. They also have hundreds of projects throughout the year headed up by employees across the globe.

So, Who Invited These Guys?

In a profound paradigm expansion, this business model weaves the service mission into the fabric of everyday business.

TOMS

http://www.toms.com/toms-us-giving/?utm_source=email&utm_medium=us_usgivingannouncement&utm_campaign=august_16_2013&cid=EM_7600286 Toms employees believe, “We’re in business to help change lives.”

Founded in 2006 by [Blake Mycoskie](#), Toms is a for-profit company based in Santa Monica, CA that operates the non-profit subsidiary, Friends of Toms. When Toms sells a pair of shoes a pair of shoes is given to an impoverished child, and when Toms sells a pair of eyewear, part of the profit is used to save or restore the eyesight for people in developing countries. Author Daniel Pink says Toms utilizes an “...expressly built-for-purpose maximization model into a company living the mission every day.”

(Toms will give away more than a million pairs of shoes in the U.S. alone during 2014.)

Defender Direct, Dave Lindsey (seller of security and air conditioning systems with \$500M+ in annual sales):

DEFENDER approaches leadership development by working on both personal and professional development concurrently and is passionate about the self-managed, self-directed improvement across all dimensions of the individual soul; spiritually, physically, financially, emotionally and intellectually. Our business grows as each person develops and grows. DEFENDER gives away a million dollars to community service organizations in the host city of the Super Bowl each year. They sent 800 employees to build homes in Mexico partnering with YWAM (Youth with a Mission). Employees get 4 paid days off a year to do community service.

Café Patachou, Martha Hoover

<http://www.indystar.com/article/20130709/NEWS08/307090037/Matthew-Tully-From-Cafe-Patachou-plan-tackle-child-hunger>

The Patachou Foundation was created with the sole goal of feeding children in the Indianapolis who face food insecurity. Hoover dedicates her company's usual charitable giving to the foundation and pledged to give ALL profits from her Public Greens restaurant in Broad Ripple to the foundation. Says Martha Hoover, "This is a real-world solution to a big problem. Many such problems require a roll-up-your-sleeves, one-kid-at-a-time solution."

Hoover and her employees make amazing food and they feed hundreds of children every day as a bonus.

MudLOVE

<http://www.mudlove.com/about> Based in Warsaw, IN, MudLOVE was built on the idea of giving as they go. Starting with nothing more than an old stamp set, a box of clay, and an unadvised business plan of giving 20% of all sales to clean drinking water projects in Africa, MudLOVE was born. The hope of MudLOVE is to be an inspiration to people, not just providing Africans with clean water, but also encouraging and loving broken people. Another company emerged from their inspiration, LawnLOVE. This is landscaping business on the same principle of donating a portion of everything they make. MudLove sells clay bracelets and donates about \$8,000 a month for clean water projects)

Singing Rooster Coffee

<http://www.singingrooster.org/projects.html>

Singing Rooster, Inc. is an established social enterprise nonprofit. They work to alleviate rural poverty in Haiti with economic development through agriculture by partnering with farmer-owned coffee cooperatives to provide them direct access to markets. By helping farmers to improve crops, paying premium prices for those crops, and then transforming and marketing those crops on behalf of farmers, they've created a farmer-to-table model for rural communities in Haiti. Singing Rooster Coffee has thus far donated \$86K to Haitian farming families in places where a daily salary is \$2.

One World Futbol

<http://www.oneworldfutbol.com/>

They strive to bring the healing power of play to youth worldwide by making, selling, and distributing nearly indestructible soccer balls that survive the harshest environments.

Collaborating with sponsors, organizations and individuals, they deliver balls to disadvantaged communities where play and sport are used to foster social change. (Chevrolet collaborated to donate 1.5 million of these soccer balls for world-wide distribution in three years)

GreenSneakers

<http://www.greensneakers.org/index.html>

Based in Minnesota, GreenSneakers collects used tennis shoes from all over the U.S. and makes them available as affordable footwear in developing countries. This enhances economic development and sustainability. (This also keeps sneakers out of landfills while creating sustainable small business around the planet.)

Timmy Global Health

<http://www.timmyglobalhealth.org/>

In collaboration with international and U.S. partners, Timmy sends medical service teams to support the work of international partner organizations, and channels financial, medical, and human resources to community based health and development projects. Through this work they seek to strengthen local health systems while promoting a spirit of humanitarianism, global awareness, and a long-term commitment to ending health disparities amongst the program's students and volunteers.

Before **Andrew Luck** joined the Indianapolis **Colts** and became a **National Football League rising star**, Colts VP, and Zionsville resident, Pete Ward was busy connecting him with Riley Hospital for Children. In creating "Change the Play," Ward utilized Luck's service mindset and celebrity to establishing the partnership aimed at improving the health and wellness of Indiana's children. (<http://iuhealth.org/newsroom/detail/riley-hospital-and-andrew-luck-partner-to-improve-the-health-and-wellness-o/>)

In the summer of 2013 **Indiana Pacer's George Hill** backed out of the Team USA's mini-camp to fulfill a commitment in leading a youth camp. Hill leads an annual trip to Haiti with the Indiana Pacers and Kids Against Hunger. They work at the same mission as the ZCHS school teams. (<http://probasketballtalk.nbcsports.com/2013/07/25/george-hill-explains-reason-for-backing-out-of-usa-basketball-mini-camp/>)

Our community is packed with people and organizations who lead with their hearts, putting their passion into action. They are making an impact. These are the multipliers we must challenge students to follow. This paradigm shift demonstrates how a new generation is willing to contribute. Each has found a cause greater than himself or herself.

In their book, Do Hard Things, Alex and Bret Harris say, "American culture pulls us towards the path of least resistance; ease and comfort have become the individual reward and measure of success."

Automation and the digital explosion result in us working smarter and more efficiently which results in a larger gap between the U.S. and developing countries. Have we simply moved beyond the willingness to physically work hard, get dirty and sweaty? We desire for our children to have character, but there are no short cuts. We want our children to have confidence, but get wobbly in the knees (thank you, Maggie Thatcher) on the whole challenge/risk of failure lessons. A prominent mentor from the Roman Empire describes this process.

“Suffering, hard work and facing problems head-on result in building endurance and resilience, which in turn builds character. From that process hope, dreams and confidence are forged.”

Paul, Book of Romans

Zorba the Greek, a modern sequel to The Odyssey, is about a Greek workman who accompanies the narrator to Crete. Alexis Zorba is a figure of huge scale who lives all his years with a gusto with which he responds to all that life offers him, whether he is supervising laborers at a mine, coping with mad monks in a mountain monastery or embellishing the tales of his past adventures. Kazantzakis reveals keen insight into not rushing the external rhythm of life.

“The Butterfly”

I remember one morning when I discovered a cocoon in the back of a tree just as a butterfly was making a hole in its case and preparing to come out. I waited awhile, but it was too long appearing and I was impatient.

I bent over it and breathed on it to warm it. I warmed it as quickly as I could and the miracle began to happen before my eyes, faster than life. The case opened; the butterfly started slowly crawling out, and I shall never forget my horror when I saw how its wings were folded back and crumpled; the wretched butterfly tried with its whole trembling body to unfold them.

Bending over it, I tried to help it with my breath, in vain. It needed to be hatched out patiently and the unfolding of the wings should be a gradual process in the sun. Now it was too late. My breath had forced the butterfly to appear all crumpled, before its time. It struggled desperately and, a few seconds later, died in the palm of my hand.

That little body is, I do believe, the greatest weight I have on my conscience. For I realize today that it is a mortal sin to violate the great laws of nature. We should not hurry, we should not be impatient, but we should confidently obey the external rhythm.

Beyond the transcendent message on patience is the profound truth of the necessity of hard work for the butterfly. It can only discover its true potential through the difficult process of overcoming the cocoon.

What Ashton Kutcher learned when he was Chris Kutcher

When Ashton Kutcher makes headlines with sources as diverse as Rush Limbaugh, Glenn Beck, MTV and Entertainment Weekly, something noteworthy is going on. Ashton received the Ultimate Choice Award at the 2013 Teen Choice Awards. His acceptance speech is a salvo across the bow for this generation of teens and their parents. He shared what he has learned—which can be reduced to three things. Following is the transcript of his acceptance speech and a link to the video.

First, opportunity

I believe that opportunity looks a lot like hard work. I never had a job in my life that I was better than. I was always just lucky to have a job. And every job I had was a stepping-stone to my next job. And I never quit my job until I had my next job. And so opportunities look a lot like work.

Number two, being sexy:

The sexiest thing in the entire world is being really smart, and being thoughtful and being generous. Everything else ... is crap, I promise you. It's just crap that people try to sell to you to make you feel like less. So don't buy it. Be smart, be thoughtful, and be generous.

The third thing... is something that I just re-learned when I was making this movie about Steve Jobs:

Steve Jobs said, "When you grow up, you tend to get told that the world is the way that it is, and that your life is to live your life inside the world and try not to get in too much trouble, and maybe get an education, and get a job, and make some money and have a family. But life can be a lot broader than that when you realize one simple thing: and that is that everything around us that we call life was made up by people that are no smarter than you. And you can build your own things; you can build your own life that other people can live in."

So build a life; don't live one, build one. Find your opportunities and always be sexy.

(Video of Kutcher's acceptance speech, Teen Choice Awards, 2013 --

<http://www.youtube.com/watch?v=r3MTLJm9Q9g>

Just as manufacturing plants are retooled to make the making of good things better, retooling our approach to community service in ZCS means building on the great things already being done. It means "standing on the shoulders of giants." For measuring greater cultural saturation of "The Zionsville Way" that must include the ethos arising from systemic, coordinated, reported, and celebrated community service we can look at the following trends and measure future improvement:

- number of unique members of clubs,
- percentage of student participation in at least one club
- student volunteer hours for in-school projects and out-of-school projects
- volunteer hours for projects in Zionsville proper, regionally, nationally, and internationally

It is noteworthy that to the extent reportable from records kept, total student participation stayed about the same at ZCHS from 2011 to 2012, but volunteer hours decreased from about 8,653 hours to 8,049 hours due to a 5% increase in clubs offered, thereby diffusing student interests across more areas covered by clubs. This is nuance to this reporting, and the volunteer hours, still quite impressive, should ebb and flow a bit as students mature the system and express their interests in the roll of club growth and decline. During this same period, money raised through service activities increased from about \$52K to \$74K at ZCHS alone.

Service is alive here with impacts local and well beyond. Zionsville Community Schools has always taken the lead in serving the community and embracing the hearts of those who have lost much through tragedy, disease or disaster. Regardless of the storm, strength is found shoulder-to-shoulder with friends, neighbors, and complete strangers. In the process, as this document has sought to illustrate, important character, preparation for college and life, and leadership skills/dispositions are forged or honed.

A Tough Hill to Climb

Ask a climber why he or she climbs a mountain and the reply is almost uniform, "Because it's there."

Aligning experiences that deliver great people in the education process is a tough hill to climb. It

seems clear that a school corporation really should foster a culture of service that can be an important part of each student's journey. Just as Butler University has parlayed one hundred years of quality educational programming and productive integration of winning athletic endeavor into its ethos they call The Butler Way, ZCS really can make the culture of service and leadership significantly at the heart of The Zionsville Way.

When an educational organization fosters a culture where serving others is innate, preparation is exceptional and inspiration is abounding, thus, greatness thrives. We have 13 amazing years of opportunity to build great citizens who are educated, passionately engaged in the real world, and willing to work hard. When we do our jobs well during school-day academic and non-school day student growth leadership, students gain knowledge, skills, inspiration, and confidence for taking on important next challenges. Not every student will rise to these challenges, but we owe them these opportunities.

Retooling to elegant refinement the ZCS plan to have a culture of service and leadership includes a number of important deliverables.

Prospectus: Deliverables for Zionsville Community Schools

Following is a list of potential component parts in need of leadership vision and coordination for systematizing, and therefore, enculturating service and leadership opportunities in ZCS as an identifiable facet of the Zionsville Way. (The list is not intended as all-inclusive, but illustrative of the sorts of activities necessary to go from good to great in this important area.)

1. Produce an annual video for the Zionsville Education Foundation Fall fundraising event to highlight community service and leadership accomplishments of the past year.
2. Devise a roadmap/plan to offer every student in our corporation the opportunity to participate in the five concentric circles of service: Zionsville, Boone County, Indianapolis area, Country, and International over 13 grades. Identify single events, ongoing projects, and repeating events.
3. Create a database of partnering foundations and organizations to foster opportunities.
4. Maintain a web-based and displayed calendar of service opportunities.
5. Create a cloud narrative to build and then sustain the Zionsville Way's service and leadership story utilizing social media with thoughtful security, privacy, limited characters, and disclaimers. Students, parents, club leaders, coaches, and volunteers build the narrative.
4. Develop an individual mobile application focusing on community service that:
 - a. Links to each student's digital file/portfolio at school (using, say, his/her lunch code or other unique identifier)
 - b. Communicates the student's "cause greater than self" with links to social media at age appropriate levels
 - c. Carries each student's "narrative of positive impact" on the world (a unique piece of writing fostered first in picture and invented spelling writing of early grades—and built upon through the years—and at the student's disposal as he or she applies for college or whatever is next after high school. (This particular possibility connects productively with research on concepts such as "future focus" and eradication of bullying and ostracism in school cultures.)
 - d. Identifies their individual character strengths from assessment (VIA or otherwise)

- e. Functions as a log for activities, written blog, pictures, and video
 - f. Identifies the skills acquired / utilized with each project (Running record/VITA/portfolio)
 - g. Links students to the school group, club, or team organizing the project. (Again, this has an intentional prong into the current of “inclusive culture” in schooling. This is an essential aspect of mitigating the ill-effects known to manifest when students are disenfranchised, excluded, and otherwise angered by peers in a school system.)
 - h. Allows for “out of school” service projects to be included (The Zionsville Way fosters any and every positive impact, anytime, anywhere by everyone.)
 - i. Networking with partnering 501c3 organizations.
5. Establish a center for positive impact (like a college quad: announcements, opportunities, and successes – student driven). This passive presence could become a focal point in student life.
 6. Home page link to ZCS community and world impact, story and images in just one click. Posts here could be pulled from the input parents give us permission to use. It is a constant stream of good news.
 7. Find a point person to coordinate all the parts and find / fill the gaps; absorb work from athletics and club management. This person combines the job of Chief of Staff - knowing all the moving pieces and the Butler - supporting and catering to a variety needs. (Perhaps this sits in parallel organizationally as a student-focused position complementing the adult BRAVO position.)
 8. Incentivize participation for achieving service benchmarks(braided hemp cord at graduation for 100 hours of service or a capstone service project)
 9. Create the platform and encouragement for every staff person, employee, teacher, and parent to identify their >me (Read: “Great than me!”) cause and share it. If we want our students to serve, we show them how their role models do it.
 10. By year five, self-produce a network quality documentary showcasing the many ways that proactive development of a culture of service and leadership transforms this community’s schools from very good to great in ways that we cannot now even articulate. We must capture it for the storytelling value as we are creating The Zionsville Way.

The Most Important Deliverable

Our most important deliverable as a community is graduates whose educational growth curve is peaking in the spring of grade twelve. These promising young adults have causes greater than self about which they know much, have done much for, and can share much about. This is accomplished through strategic fostering of a culture of service and leadership. This is a force multiplier for every person, every college application, and every future opportunity for students.

As shown above, a laudable array of service and related leadership activities have been going on in the Zionsville Community Schools in recent years. Corporation-wide coordination and celebration of these student-server/leader accomplishments is in deficit at present, and such direction could drive this important, established climate into these community schools’ culture. Without this becoming a fixture that identifies “The Zionsville Way,” we risk allowing it to be person-linked rather than system embedded.

“The Zionsville Way” is so much of an unsubstantiated brand that it still needs quotation marks. Building a deep and broad culture of service and leadership opportunity, volunteerism, challenge, and celebration, will grow this brand. It can and should perpetuate in the form of best prepared humans who graduate from ZCHS as resilient, confident, caring, and contributing servant leaders.

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APPENDIX ITEM ON SERVICE LEARNING FOLLOWS

What Are the Benefits of Service Learning?

Service learning benefits numerous parties, from the schools to the agencies to the communities and society (Civic Literacy Project 2002), but overall, it is the students who need and receive the most gain. Service learning was introduced into schools on the premise that students would evince academic gains from their volunteering efforts. Indeed, current research indicates that much can be derived from using volunteer work for educational purposes.

Researcher Diane Hedin indicates that the biggest problem students must overcome in school is a lack of motivation (Hedin 1989). She asserts that "[b]oredom is probably a function of what seems to many students an unfathomable gap between the curriculum and their everyday lives...

Community service [learning] provides the critical missing link for many students, an opportunity to apply academic learning to real human needs and to make the knowledge gained usable in one's thinking beyond the situation in which the learning occurred." (Hedin 1989) Service learning, therefore, provides students with the motivation necessary to put forth effort in academics, it gives them more opportunities to integrate and elaborate on their knowledge, and it increases the likelihood of transferring theoretical knowledge to actual practice.

In an article written by Shelley Billig (2000) of RMC Research Corporation, as part of the W.K. Kellogg Foundation's Learning In Deed Initiative, the gains of service learning are described in detail.

Although I have listed some of the basics and highlights from the report, please follow the link to <http://www.learningindeed.org/research/slresearch/slrsrchsy.html> to read the full article. Briefly, recent research indicates that service learning can:

- increase students' personal, interpersonal and social development (Billig 2000)
- increase motivation, student engagement, and school attendance (Billig 2000)
- and, lead to new perspectives and more "positive lifestyle choices and behavior." (Civic Literacy Project 2005)

The following information comes directly from LearningIndeed.org (2005).

Service-learning has a positive effect on the personal development of public school youth.

- Middle and high school students who engaged in quality service-learning programs showed increases in measures of personal and social responsibility, communication and sense of educational competence (Weiler, et. al., 1998).
- Students who engaged in service-learning ranked responsibility as a more important value and reported a higher sense of responsibility to their school than comparison groups (Leming, 1998).
- Students perceive themselves to be more socially competent after engaging in service-learning (Scales and Blyth, 1997; O'Bannon, 1999; Morgan and Streb, 1999).
- Students who engaged in service-learning were more likely to treat each other kindly, help each other and care about doing their best (Berkas, 1997).
- Students who engaged in service-learning were more likely to increase their sense of self-esteem and self-efficacy (Shaffer, 1993).
- Middle school male students reported increased self-esteem and fewer behavioral problems after

engaging in service-learning (Switzer, et. al., 1995).

Service-learning provides opportunities for students to become active, positive contributors to society.

- High school students who participated in service-learning and service are more likely to be engaged in a community organization and to vote 15 years after their participation in the program than those who did not participate (Youniss, et. al., 1997; Yates and Youniss, 1998).
- High school students from five states who participated in high quality service-learning programs increased their political attentiveness, political knowledge and desire to become more politically active (Morgan and Streb, 1999).
- Students who engage in service-learning feel that they can “make a difference” (O’Bannon, 1999; Cairn, 1999).
- Over 80 percent of participants in high quality service-learning programs felt that they had made a positive contribution to the community (Melchior, 1999; Billig and Conrad, 1997; Scales and Blyth, 1997).

Service-learning helps students acquire academic skills and knowledge.

- Students in over half of the high quality service-learning schools studied showed moderate to strong positive gains on student achievement tests in language arts and/or reading, engagement in school, sense of educational accomplishment and homework completion (Weiler, et. al., 1998).
- Service-learning participation was associated with higher scores on the state test of basic skills (Anderson, et. al., 1991) and higher grades (Shumer, 1994; Shaffer, 1993; Dean and Murdock, 1992; O’Bannon, 1999).
- Eighty-three percent of schools with service-learning programs reported that grade point averages of participating service-learning students improved 76 percent of the time (Follman, 1999).
- Middle and high school students who participated in service-learning tutoring programs increased their grade point averages and test scores in reading/language arts and math and were less likely to drop out of school (Supik, 1996; Rolzinski, 1990).
- Elementary and middle school students who participated in service-learning had improved problem-solving skills and increased interest in academics (Stephens, 1995).