



2026 Champions for Character: Celebrating Service Learning
Application Form

Applications must be emailed by the end of day on March 16th, 2026.

School Name: _____ District: _____
Contact Person: _____ Title: _____
Phone/ Ext.: _____ Email: _____

Instructions:

*Answer the following in no more than two (2) 8-1/2"x11" pages (typed):

1. Briefly summarize *one* of your school's service learning projects.
2. What leadership opportunities do students have in the 5 components of service learning (investigation, preparation, implementation, reflection, and demonstration)?
3. Describe how the curriculum is integrated into your service learning project.
4. How is reflection an ongoing part of the project?
5. How has your service learning project met the needs of the community?

*Include up to five (5) pages of supporting materials that show the impact of service learning at your school. You may include photos of the program in action, sample projects, reflection piece(s), responses from the community, news articles, etc.

I/we attest to the statements in this application and submit it for award consideration.

Contact Person: _____ Signature: _____

Principal: _____ Signature: _____

Please submit application along with this cover sheet to
Debbie Rusert @ drusert@characterplus.org

Champions of Character Service Learning Rubric

Criteria	4	3	2	1
Curriculum Integration	Comprehensive curricular integration across one or more disciplines with clear, intentional connections to learning objectives	Partial curricular integration	Minimal curricular integration	No intentional curricular integration
Authentic Service Learning	Project includes all 5 components of service learning (investigation, preparation, implementation, reflection, demonstration)	Project includes 3 or 4 components	Project includes 2 components	Project includes 1 component
Student Leadership	Vast majority of students are actively leading the project	Majority of students are substantially involved in leadership	Students have limited leadership opportunities	Students are passive recipients with minimal involvement
Reflection Process	All students involved in full reflection of the project, the impact on the community, and the impact on self	Many students involved in full reflection <u>or</u> evidence of only 2 of the 3 components of full reflection	Some students involved in full reflection <u>or</u> evidence of only 1 of the components of full reflection	No evidence of reflection
Community Needs Alignment	Transformative project fully addresses community needs with collaborative solutions	Project is clearly responsive to identified community needs	Project is somewhat aligned with community needs	Project is disconnected from genuine community needs