



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

American University

Community & Economic Development, Education, ESL, Senior Citizens, Fundraiser, Service Learning

Washington Initiative Program

The Washington Initiative Program allows undergraduate business students at American University to enroll in a 2-credit service learning course. In the fall of 2005, the students worked on a fund-raising event for a local group, Hoop Dreams Scholarship Fund, applying skills in events management. Twelve students took the class, working closely with both the nonprofit staff and H.D. Woodson High School on an online EBay auction which raised \$1,500. In addition to honing their fundraising skills, these twelve students also developed mentoring relationships with students.

During the 2nd semester, a new set of students in the course applied their skills to help low-income, elderly and limited English speaking residents complete their tax forms. The 21 students completed 12 hours of training provided by the IRS's VITA Program. They then provided more than 500 hours of free income tax assistance. The overall program served a total of 1600 taxpayers, who received over a million dollars in returns.

For More Information:

Marcy Fink Campos

Community Service Center

American University

Mary Graydon Center 273

4400 Massachusetts Avenue NW

Washington, DC 20016

(202) 885-7378

mfcampos@american.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Baldwin-Wallace College

At-Risk Youth, Education, Youth Leadership, Summer Program

Barbara-Byrd Bennett Scholars

The Barbara-Byrd Bennett Scholars are male students from the Cleveland Municipal School District enrolled in a four year program involving academic achievement, leadership development, community service and the Summer Academy. The goal of the Scholars program is to equip young urban males with the confidence, skills and knowledge to enter college on a level equal to that of their peers from surrounding high schools by responding to the unique developmental, psychological, social and academic needs of the students. Students are supported throughout the calendar year. The full-time Director, Americorps VISTA and undergraduate Baldwin-Wallace College student mentors have a daily presence during the week in the participants' school. The scholars are required to attend eight hours of leadership development activities during the academic year. Many of the activities occur at Baldwin-Wallace College, which provides them several opportunities to visit a college campus. Prominent African-American men representing education and businesses from Cleveland served as presenters at the second annual Leadership Conference in 2005. Each student has been assigned a mentor who is a professional African-American male working within the school district.

Community service provided by the scholars included coloring Easter eggs with children at the Ronald McDonald House, leading an exercise class for seniors citizens, preparing a meal for the homeless, and helping elementary students with homework at a community center. The highlight of this program is the 5-week intensive Summer Academy. The youth participated in 7 hours of academic coursework each day taught by Baldwin-Wallace faculty, daily study sessions, leadership development activities and recreation, including enrolling in the college course, Introduction to Physics. Despite the dismal statistics on graduation rates of inner-city African American males, the retention rate has been over 90% through the Scholars program.

For More Information:

Mila P. Cooper
Office of Community Outreach
Baldwin-Wallace College
275 Eastland Road
Berea, OH 44017
(440) 826-2403
mcooper@bw.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Blue Ridge Community College

Education, Senior Citizens

Stop Identity Theft Workshop

To help reduce the risk of identity theft among senior citizens in the community, Blue Ridge Community College Students In Free Enterprise (SIFE) team has worked to educate the elderly on identity theft. SIFE created an educational workshop that begins with reviewing forms of identity theft including mail fraud, phone scams and computer 'phishing'. The workshop includes steps to take when approached for donations or gifts, and a packet of information on identity theft, common schemes, and also paperwork to assist them if they feel that they may be victims of identity theft. This packet includes checklists of those to contact and forms to fill out and send to the Virginia State's government to report the incident. This program has already counseled 32 senior citizens.

Education, Day of Service

The Great Ice Cream Caper

To educate the community on cultural diversity and to encourage empathy among different ethnicities, the Blue Ridge Community College Student's In Free Enterprise (SIFE) team works with grade school children teaching them about different ethnic groups and diversity through the Great Ice Cream Caper. The program has children act as different countries, all with their own special product, so they can trade with each other to create the ultimate ice cream sundae. Some students will have a surplus of their ingredient and others will have a scarcity. As students negotiate with other students to obtain the products of the various countries they learn many things, among the most important is that it is critical for countries to get along or be able to communicate with each other so their citizens can obtain what they need through trade. SIFE discusses how countries differ in their religion, environment, language, currency, and other variables. Then the students trade with each other for a period of ten minutes and then gather in a group to judge their efforts and the results of their negotiation. Empathy and consideration of cultural differences are encouraged through group discussion. As a result of the success of this program, The Boys and Girls Clubs in the service area have allowed SIFE to offer this program to over 300 students and many more in the future through this ongoing program. Materials for this project have been sponsored by Food Lion of Harrisonburg, VA as a public service donation. Eighteen student volunteers have worked with these children to create a more culturally accepting society.

For More Information:

Rebecca M. Evans

Students In Free Enterprise

Blue Ridge Community College

One College Lane

Weyers Cave, VA 24486

(540) 453-2366

evansr@brcc.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

California Polytechnic State University

Education, Homelessness, Hunger, Fundraiser

Students in Action

Students in Action is grant program that gives funds to student leaders to be spent on a service project in their community; at Cal Poly Homelessness Awareness Week was created from the Students in Action grant. On Sunday, April 23, 2006, approximately 55 students including students from Greek Life, the Week of Welcome orientation program, and Student Community Services organized a food fundraiser. Over 1000 pounds of food were donated to the Aids Support Network Food Pantry. On Tuesday, April 25, 2006, an open microphone was held from 11:00 am to 12:00 pm wherein students, staff, and community members could speak about homelessness in the community. Following the open microphone, there was an event that involved people eating soup while learning of different community programs they could volunteer with in order to help the hunger and homelessness in San Luis Obispo. That evening, students gathered in the University Union Plaza to discuss homelessness with a gentleman who is homeless and a sleep out followed. The sleep-out garnered about 15 people, including the homeless gentleman who shared stories and songs and gave students an idea of what it was like to be homeless. On Saturday, April 29, 2006, a fundraising walk was held. Over \$1400 was raised and donated to the local day shelter and overnight shelters. Overall, the total participation in Homelessness Awareness Week was about 250 people. The Students in Action program is funded by the CSU Chancellors office and Learn and Serve America.

For More Information:

Joy Pederson

Student Life and Leadership

California Polytechnic State University

1 Grand Avenue

San Luis Obispo, CA 93407

(805) 756-6749

jmpeders@calpoly.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

California State University, San Marcos

Community & Economic Development, Education, Homelessness, Youth Leadership, Service Learning

Video in the Community

Each semester, students in the Video in the Community service learning course at the California State University, San Marcos collaborate with community partners to identify, develop and produce different media projects relevant to those communities. During 2005-06, 23 students produced videos for several non-profit organizations such as Casa de Amparo, an emergency shelter for abused and neglected children throughout San Diego County. Students produced a promotional video that highlighted the organization's services. The video will be used for marketing, fundraising and support for its new \$2,000,000 shelter facilities. Another organization that benefited from this project is Girls, Inc., a national nonprofit youth organization whose mission is to "inspire all girls to be strong, smart and bold." This video project, "Safe in My World," is a series of PSA's and dramatic shorts about safety and violence prevention for teen girls. The video focuses on abusive boyfriends and where girls can go for help. Students collaborated with the teens to script, produce, and edit the video. "Safe in My World" will be shown at symposia on safety, community fora, and other specialized meetings with girls. The Office of Community Service Learning assisted Prof. Kristine Diekman, the instructor, who was a recipient of Learn and Serve America mini-grant funds during 2005-06.

For More Information:

Dr. Darci L. Strother
Office of Community Service Learning
California State University, San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096
(760) 750-4160
strother@csusm.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Case Western Reserve University

Education, Health/Nutrition, Mentoring, Service Learning

School Partnership for Child Health and Wellness

The collaborative effort of nursing students and faculty from Case Western's Frances Payne Bolton School of Nursing (FPBSN); nurses, nutritionists, teachers and administrators from the Cleveland Municipal School District (CMSD); CMSD students in the 5th, 6th, and 7th grades and their families; this project provides health screening and monitoring to identify children at risk and the implementation of an intervention. Through routine state mandated screening in the CMSD, students at FPBSN found that over 45% of the children screened were overweight or obese, putting them at high risk for the development of diabetes and hypertension. As a result of these findings, a service learning project was developed to reduce the risk of diabetes and hypertension in children in two Cleveland elementary schools by reducing the incidence of obesity. Interventions include health education for students and families related to nutrition, exercise; and education about the signs, risks and complications of diabetes and hypertension; student support groups focusing on the issues of self esteem, self worth and empowerment; and a school physical activity program, developed in collaboration with members of the Case Western Athletic Department and led by nursing students and parent and community outreach. Over 200 CMSD students participated in the first year of this project. Project activities included the development of an exercise video, presentation of multiple educational modules, the implementation of community wide health fairs, parents night educational programs, parent and community newsletters and regular meetings and activities with the children during the school day.

For More Information:

Mayo Bulloch

Center for Civic Engagement

Case Western Reserve University

10900 Euclid Avenue

Sears Building 470

Cleveland, OH 44106

(216) 368-6960

mayo.bulloch@case.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Central College

Community & Economic Development, Education, ESL, Literacy, Youth Leadership, Service Learning

¡Juntos Todos Aprendemos!

During the 2005-2006 academic year, more than 125 students from beginning, intermediate, and advanced Central College Spanish courses volunteered at seven organizations who serve Latinos. The Central College Office of Community-Based Learning collaborates with approximately 35 agencies who serve Latinos in Central Iowa. This work was accomplished with the help of grant funds provided through Learn and Serve America (program administered by the Upper Midwest Consortium of Campus Compact). More than 20 individuals and small groups completed a beginning term of English language instruction and daycare and after school assistance was provided to approximately 100 Latino children. More than 50 families received assistance at income tax preparation clinics and 12 Latino high school students visited Central College and received information about higher education and financial aid. All of these students indicated that the activity resulted in an increased understanding of the college application process and financial assistance; and 75% said that they were "very likely" to apply to an institution of higher education following high school. College students who participated in this project realized increased Spanish language acquisition and enhanced cultural awareness. This is an ongoing effort; the Office of Community-Based Learning continues to promote the growth of existing partnerships while cultivating new ones.

For More Information:

Cheri Doane
Office of Community-Based Learning
Central College
Campus Box 5000
812 University Street
Pella, IA 50219
(641) 628-5332
doanec@central.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Central Michigan University

Education, Tutoring, Mentoring, Youth Leadership, Summer Program

King Chavez Parks

The King Chavez Parks program (KCP) at CMU is an annual summer residential career exploration and college preparation workshop for middle and high school students underrepresented in higher education. There were 210 middle and high school students that participated this past summer through this Central Michigan University (CMU) program. The KCP program has two primary goals: 1) to provide an opportunity for students to discover the potential of a college education and 2) to expose students to the information, knowledge, and skills they need to adequately prepare for college entry and success. Students live on campus for the duration of the program and interact with college mentors whom provide exposure to resources and services that are available to students at CMU. Students also receive information about career interests, the ACT, the college application process, financial aid availability, and effective study habits. Students benefit from increased exposure to opportunities that a college education can provide, increased preparedness for a post-secondary education, increased self-confidence and self-awareness, and the ability to set high standards for both academic and personal behavior. The community benefits from the participants who develop into successful students and citizens. Through the guidance of the KCP program, young people can better prepare themselves for our changing world and become active contributors to both global society and the local economy.

For More Information:

Pamela Barclay
Office of Student Life/Volunteer Center
Central Michigan University
Bovee UC 107
Mount Pleasant, MI 48859
(989) 774-7685
barcl1ps@cmich.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Century College

Community & Economic Development, Education, Service Learning

Criminal Justice Service Learning

Over the course of the 2006 academic year, 150 Juvenile Justice students worked with at-risk or high-risk juveniles in school-based, court, and community diversion programs for a minimum of 40 hours during the semester. Century College students were able to witness first-hand the problems and concerns within a complex system, while directly participating in corrective actions and diversion programs. The Criminal Justice program began requiring service learning in its Juvenile Justice courses as a method in which to meet the needs of the community while exposing students to experiences within the juvenile justice system. Students could choose to: work one on one with referred youth in diversion activities such as exercise and academic goal setting, provide research to a unique program that studies GLBT homicides often involving youth as victims or perpetrators, shadow probation officers and juvenile attorneys, and assist county officers with juveniles involved with curfew violations.

This gave students a hands-on opportunity to see where their interests and skills could be used most effectively with a population that is often overlooked. Agencies that serve youth and the Department of Community Corrections are frequently under budgeted and understaffed. Using the national average value for volunteering of \$18.04 an hour, Century students contributed \$108,240 to the community. In addition, pre-emptive programming often can steer youth in a positive direction, thus avoiding their entry into the world of the adult justice system, which costs taxpayers countless dollars and families much heartache and despair.

For More Information:

Tracey Wyman

Service Learning

Century College

3300 Century Avenue North

White Bear Lake, MN 55110

(651) 748-2602

tracey.wyman@century.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Connecticut College

Education, Health/Nutrition, Literacy, Tutoring, Service Learning

Project Kids, Books and Athletics

Project Kids, Books and Athletics (KBA) at Connecticut College fosters the love of reading, increasing the physical fitness of New London Children and their families and encouraging family literacy and parental involvement in children's learning. Research documents the inter connectedness of mind and body wellness for learning. Statistics document that obesity is a growing problem among children and even toddlers. Poor nutrition and the lack of physical activity are primary cited reasons. Research has also shown that children who have parents who are involved in their learning have a higher success rate in school.

Staff worked with faculty and Athletic Department coaches to recruit and train over 100 students to participate in Project KBA. Teams of students met weekly at seven community sites to lead a half hour of structured, age appropriate physical activities and a half hour of guided reading. Three Connecticut College courses have service-learning components that include student participation in KBA. In addition to leading weekly KBA sessions, students in these courses organized and implemented field trips to Connecticut College to visit the library, Athletic Center, and Arboretum and led special KBA activities on campus. They organized successful KBA family events at the sites and completed other projects including: an age appropriate exercise guide, a nutrition brochure that was distributed to the participants' families, and a multicultural book list. All of these projects have strengthened KBA and our community partnerships. In return, the college students have developed a better understanding of education in urban settings and have increased their teaching and coaching skills. KBA also provides the College students the opportunity to examine public policy related to literacy and child wellness. Over 300 children participate in Project KBA each year.

For More Information:

Rebecca McCue

Office of Volunteers for Community Service

Connecticut College

Box 5323

270 Mohegan Avenue

New London, CT 06320

(860) 439-2457

ramcc@conncoll.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Defiance College

At-Risk Youth, Community & Economic Development, Education, Employment, Mentoring

Service Trip

In late October, 2005, the Defiance College Men's Basketball Team participated in a three-day service/mission trip to an area in southwest Columbus, Ohio, known as "The Bottoms." The Bottoms is the third largest "white ghetto" in America with a majority of residents having family origins in Appalachia. Located in a floodplain, the area is marked by concentrated poverty and a lack of economic development. The neighborhoods consist of many single-parent families. Alcohol and drug abuse is prevalent. The high school dropout rate is nearly 40% leading to an increase in teenage pregnancy and sexually transmitted diseases.

The service trip was made in conjunction with Mercy Missions and the Agora Ministries Youth Shelter of Columbus. Agora created the shelter to work with youth who have dropped out of school. Agora provides employment opportunities and youth mentoring.

The Defiance College Team was involved in demolition, cleanup, and construction work; basketball clinic and open gym for neighborhood youth; delivering cookies to members of the community in a program called "Random Acts of Kindness;" sponsoring a Saturday evening pizza party with youth; and participating in a Saturday evening youth fellowship and a Sunday church service with community members. Defiance College received national recognition for this project. Defiance College received the National Division III Athletic Director's Association Distinguished Service Award for 2005, presented at the 2006 NCAA National Convention. Defiance College students plan to return to The Bottoms each year.

For More Information:

Dr. Gary K. Percesepe

McMaster School for Advancing Humanity

Defiance College

701 N. Clinton Street

Defiance, OH 43512

(419) 783-2553

gpercesepe@defiance.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Georgetown University

Community & Economic Development, Education, Youth Leadership, Service Learning

DC Street Law

Since 1972, the Georgetown University DC Street Law Clinic has been dedicated to educating high school students about the law affecting one's daily life, the legal process, and the legal system. Law students enrolled in the Clinic teach criminal, tort, consumer, housing, family, and individual rights law in the DC public high schools. By teaching high schoolers about the law, the Clinic aims to instill in them critical thinking, citizenship, and communication skills so that they can become more effective legal citizens. In 2005-2006, 21 law students enrolled in the Clinic, and they collectively served approximately 800 high school students. The Clinic is a six-credit, full-year course. Students in the Clinic teach 3-4 classes per week and attend a weekly two-hour seminar designed to expose them to teaching methodology, lesson planning, and a substantive overview of the unit topics. They are also required to submit lesson plans and journals each month as well as meet with clinical faculty.

One of the Clinic's signature projects is the Street Law Mock Trial Tournament, which pits the high schoolers against each other in a test of advocacy. Coached by their law student instructors and lawyers from mentor law firms, the students prepare over a six-week period to be lawyers and witnesses in a hypothetical lawsuit involving a complex scenario composed by the Clinic staff.

For More Information:

Kathleen Maas Weigert

Center for Social Justice Research, Teaching and Service

Georgetown University

Poulton Hall 130

1421 37th St. NW

Washington, DC 20057

(202) 687-2859

kmw22@georgetown.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Hamline University

Community & Economic Development, Education, Homelessness, Service Learning

First Year Student Experience

All first-year undergraduates at Hamline University are involved in service. The breadth of service is wide: as part of the Hamline University Orientation all members of the incoming class participate in "City Serve". During 2005-06 this was 425 students. Each First Year Seminar, FYSEM, spends a half day of orientation at a community organization learning about the organization and providing service to meet some of the organization's needs.

The depth of experience in service continues as some FYSEMs incorporate City Serve as part of the curricular experience. "Living in a Rape Culture: What Are We Going to Do About It?" works closely with Sexual Offense Services, the Rape Crisis Center of Ramsey County. An option for the final project includes the Volunteer Training Program (40 hours of training) and a commitment to work between two and four 12 hour shifts a month as a phone crisis counselor and hospital outreach advocate, 480 hours of service. My Name is not "Those People": Homeless In America worked extensively in the community, requiring twenty hours of service-learning at local homeless shelters. In addition, they participated in the Joint Service-Learning project on Homelessness between Hamline and Hancock Elementary. The impact of City Serve can be seen as community organizations call in the spring to be included, faculty include service-learning in other courses, and students provide informed leadership for the Women's Resource Center.

For More Information:

Sharon Jaffe:

Office of Service-Learning and Volunteerism

Hamline University

1536 Hewitt Avenue

Box 101

St. Paul, MN 55104

(651) 523-2483

sjaffe@hamline.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Hobart & William Smith Colleges

At-Risk Youth, Community & Economic Development, Education, Literacy, Fundraiser

First Book

First Book Geneva is the Hobart & William Smith College campus sponsored chapter of First Book, a Washington, D.C. based non-profit organization that works to establish personal libraries in the homes of America's children living in need. A critical factor in children learning to read and growing up with a love of books is the presence of books in the child's home. First Book's mission is to provide a home library for children from low income homes. First Book Geneva earned an initial grant of 4000 books which it is in the process of granting out to children enrolled in America Reads, Jumpstart Geneva, and other local agencies such as the Child and Family Resource Center that serve children and families.

Additionally, First Book utilizes fundraised dollars to purchase books through First Book for \$2.50 each and buy large cartons of books when they are available on-line. Approximately 10 students serve with community members to decide on granting of books and formulate fundraising strategies. This program has benefited hundreds of children and has the potential to impact hundreds more.

A unique event was a "Speed Read" held at the local comedy club prior to the regular show. Tickets were sold by the group with a percentage going to First Book. Participants, who included the Colleges' President, Director of Athletics, Presbyterian minister, head of the community lunch program, an America Reads partner principal and the director of Literacy Volunteers competed to see how far they could read aloud from a children's book in 15 seconds. It was a positive event for everyone involved, with a crowd of over 150 at the club (double the normal crowd) and raising \$1,000 for books from ticket sales and a donation from the club. The group will continue in the future and partner with the local Rotary Club on the Bright Red Bookshelf Project, which will place bookshelves in areas throughout the city and allow children to take books to keep for their libraries. The shelves are replenished through donations.

For More Information:

W. Averell H. Bauder

Public Service

Hobart & William Smith Colleges

300 Pulteney Street

Box # 1803

Geneva, NY 14456

(315) 781-3825

bauder@hws.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Kalamazoo College

Culture/Arts/Performance, Education, Hunger, Day of Service, Fundraiser, Service Learning

Empty Bowls

On March 4, 2006, over 450 people from Kalamazoo gathered on Kalamazoo College's campus for a common purpose: to raise awareness of local and global hunger and to raise funds to feed the hungry in Kalamazoo and abroad. Twenty-four percent of people in Kalamazoo live in poverty. Our Empty Bowls event was patterned on a national model in which people make clay bowls together, and then hold a simple meal at which they share soup and bread. Afterwards, they take home a bowl as a reminder of the hunger in our world. The guests included our Kalamazoo Public Schools partners (children and families); Kalamazoo College students ("K"), faculty, and staff; many community members. Donations and a silent auction of pottery raised \$5500 for Kalamazoo Loaves and Fishes (a food bank) and Heifer International. Moreover, Empty Bowls demonstrated the power of art and the joy of community building, as the people of Kalamazoo embraced this simple idea and found unique ways to participate.

Art major and service-learning and Americorps scholar Breigh Montgomery coordinated Empty Bowls for her Senior Project. Two service-learning classes participated: the Classics class, "Cool Cities: Carthage and Kalamazoo," researched hunger; 16 students in "Ceramics: Handbuilding I" assisted with 12 ceramics workshops where over 125 homeless people, "K" students and public school kids made over 500 bowls. The community's generosity was apparent in donations from local restaurants and Sodexo Food Services, a kiln supplied by Pfizer, and a grant from the Kalamazoo Community Foundation. In the future Empty Bowls at Kalamazoo College will continue to be an important event.

Community & Economic Development, Education, Environmental, Health/Nutrition, Service Learning

Farms2K

Farms2K combines service-learning courses and student-led projects to link Kalamazoo College students ("K"), staff, and faculty with individuals and organizations in the community to promote local agriculture and implement a local foods policy at the College. The program grew from a service-learning course in which students work with the non-profit Fair Food Matters and Tillers International to conduct research, develop marketing materials and design programs promoting sustainable agriculture. Through this grassroots initiative, "K" students have worked directly with over 150 Kalamazoo residents to promote sustainable local agriculture. Farms2K meets regularly with Sodexo (dining service), farmers, nutritionists, economists and others to plan a strategy to buy more local foods at "K". They also work with KPS to improve community nutrition. The program raises awareness of related public health and social justice issues: globalization; immigration and farm labor; child labor; obesity; environmental health; and world and local hunger -- amplifying what many students learn on study abroad programs focusing on sustainable agriculture. Last year students organized local food tastings to build campus-wide commitment to "buying local," attracting over 500 students.



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

For More Information:

Alison Geist

Director, The Mary Jane Underwood Stryker Institute for Service Learning

Kalamazoo College - 108 Dewling Hall

1200 Academy Street

Kalamazoo, MI 49006

(269) 337-7432

ageist@kzoo.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Lake Erie College of Osteopathic Medicine

Education, Health/Nutrition

Operation Prom

The Emergency Medicine Club at the Lake Erie College of Osteopathic Medicine (LECOM) conducted "Operation Prom" that reached 1200 high school students in Lakewood Ranch, Florida, one week before the Junior/Senior Prom. The objective of Operation Prom was to prevent drunk driving incidents.

Ten LECOM Bradenton students played an active role by staging of a mock drunk driving incident causing a fatality. Operation Prom was an intricately timed event using resources from around Manatee County, including the Emergency Medical Services, Bayflite air ambulance, County Sheriff's Department, and a funeral home.

The event took place in the Lakewood Ranch High School stadium before an audience of 1200 juniors and seniors. LECOM Bradenton students played the roles of victims, bystanders and a drunk driver. A LECOM Bradenton second year student coordinated all departments throughout the exercise. This planning of this event began in January, 2006 and the actual event took place on April 27, 2006.

Witnessing the mock accident visibly moved many high school students; others thanked the high school principal for allowing it to take place in their school. Media coverage of the event increased awareness for drunk driving prevention. Most important, there were no drunk driving accidents following the Lakewood Ranch Prom in the spring of 2006. The Emergency Club will conduct a similar staging at a different high school each spring.

For More Information:

Pierre Bellicini

Communications and Marketing

Lake Erie College of Osteopathic Medicine

1858 W. Grandview Blvd.

Erie, PA 16509

(814) 866-8121

pbellicini@iecom.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Louisiana State University

Education, Service Learning

ChemDemo

In ChemDemo, Louisiana State University (LSU) students demonstrate fascinating chemical reactions, allowing K-12 students may make their own Silly Putty using school glue, view the creation of “liquid nitrogen ice cream,” watch the freezing and shattering of a flower to demonstrate components of the atmosphere, and participate in a voice-activated chemical reaction. ChemDemo is the nation’s largest ongoing service-learning science outreach that involves various sections of introductory chemistry as well as upper level chemistry courses. Since its initiation in 1997, more than 5,200 LSU undergraduate students have visited approximately 2,600 East Baton Rouge Parish classrooms, impacting more than 64,000 K-12 students. These demonstrations not only illustrate basic scientific principles but also engage the imagination and creativity of the students, hopefully encouraging them to consider a future career in a field of science. LSU students may choose from a set of tested, safe demonstrations that involve hands-on participation of some or all of the students in the classroom being visited. They work in groups to assemble supplies provided by the LSU Chemistry Department and earn credit for bringing their learned expertise to schools in underserved areas of Baton Rouge.

For More Information:

Roxanne K. Dill

Program Coordinator

Center for Community Engagement, Learning, & Leadership

Louisiana State University

B-31 Coates Hall

Baton Rouge, LA 70803

(225) 578-4245

rdill1@lsu.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Merrimack College

At-Risk Youth, Education, ESL, Summer Program

Accept the Challenge

Merrimack College students mentor, tutor, and guide ESL students with financial need in goal-setting activities as part of the Accept the Challenge program to send them to college. Since 1986, Accept the Challenge (ATC), a program with administrative and program costs that exceed \$95,000 annually has assisted over 400 deserving students - 90% of which have gone on to college. As high school students, the participants attend classes after school and during in the summer while living on campus. In addition to meeting academic challenges, the 35-40 ATC students accomplish 160 community service hours annually. While in high school, ATC students are encouraged to identify the colleges or universities that are best suited for their goals and admission and financial counseling is provided. Students who choose to apply and are accepted into Merrimack College after graduating from the ATC program are guaranteed full scholarships. In 2005- 2006, 10 students were fully supported with tuition, room and board (\$354,000).

The Accept the Challenge program has been recognized nationally for its innovative and successful way of educating today's urban youth.

For More Information:

Linda C. Foote

Merrimack College Department of Biology and Allied Health

Mendel 354

315 Turnpike Street

North Andover, MA 01845

(978) 837-5000

Linda.Foote@merrimack.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Missouri Western State University

Education, Health/Nutrition, Day of Service, Fundraiser

Jump Rope for Heart and Hoops for Heart

The American Heart Association and the Health, Physical Education and Recreation Department at Missouri Western State University have been in partnership for the last 25 years conducting Jump Rope for Heart and the past 10 years with Hoops for Heart to raise awareness to fight the number one killer – heart disease. Jump Rope for Heart involves up to 15 area elementary schools with 500 participants who have raised over 1 million dollars during the twenty-five years; including over \$27,000 for this year. The Hoops event involves eight area middle schools with 250 participants and raised almost \$7,000 this year.

University students are responsible for running the events, with Phi Epsilon Kappa officers as the masters of ceremony. 50-60 students from many classes assist with the events. Public school students either jump rope or play 3-on-3 basketball for two hours and are eligible for prizes that are given throughout the event.

In conjunction with those programs, the Health, Physical Education and Recreation Department at the University sponsors a pizza-swim party for the elementary school that raises the most money. The university students provide education for the children and parents on preventive measures and statistics relating to heart disease.

For More Information:

Jeanne Daffron

Assistant Vice President for Academic and Student Affairs

Missouri Western State University

Popplewell Hall, Room 214

4525 Downs Drive

St. Joseph, MO 64507

(816) 271-4364

daffron@missouriwestern.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Occidental College

At-Risk Youth, Culture/Arts/Performance, Education

Arts for Appreciation and Achievement

Created and run by students, the goal of Occidental College's Arts for Appreciation and Achievement (AAA) is to instill in elementary school children an appreciation and life-long affinity for the performing arts, as well as to increase their academic achievement and desire to continue their education beyond high school. Now in its third year, AAA introduces nearly 150 Garvanza students to ballet, Afro-Haitian, hula, and jazz dance, theater, and music by creating curriculums containing elements of history, technique, audio/visual reinforcements, memory and critical thinking games, creative expression, and opportunities to see professional performances. Courses are taught by 20 Occidental College students each year, and are offered through the after-school program provided by LA's Best (a public-private school enrichment program) for one hour per week each semester.

Occidental students volunteered approximately 100 hours last year. The program's operation through Occidental's Center for Community Based Learning, and collaboration with the college's Education, Music and Theatre departments, Afro-Haitian Dance Company, and student performing arts clubs in addition to contacts with Pasadena Dance Theatre and the Francisco Martinez Dance Company, have made it possible for the program to experience continued growth and expansion with each year. AAA's contributions have been credited by Garvanza for helping to nearly double the amount of children participating in LA's Best.

For More Information:

Maria Avila
Center for Community Based Learning
Occidental College
1600 Campus Road
7200 York Road
Los Angeles, CA 90041
(323) 259-1496
mavila@oxy.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Portland State University

Education, Environmental, Mentoring

Lewis Elementary Community Service Project

In Academic Year 2005-06, over 200 Portland State University (PSU) students and alumni utilized their expertise in construction, project management, sustainable systems, and education to implement service projects at Lewis Elementary School in Southeast Portland. As a result, 325 elementary students and hundreds of college students have benefited from a new outdoor classroom.

The \$15,000 greenhouse and outdoor classroom were constructed and developed by students from PSU and funded by a grant from the FEED project. Currently, the project activities include maintaining the school's greenhouse and garden for planting and ecology projects for the students, weeding and cleaning up around the fence that surrounds the school, and helping the students install their art projects on the fence.

As an ongoing project, supported by PSU's institutional commitment to Community-Based Learning curricula, PSU students will continue to work with students from Lewis Elementary to clean up the school grounds, make the school more attractive and artistically inviting, improve the school's library system, and manage the outdoor classroom and greenhouse.

For More Information:

Kevin Kecskes

Center for Academic Excellence

Portland State University

1721 SW Broadway

Portland, OR 97207

(503) 725-5642

kecskesk@pdx.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Saint Anselm College

Community & Economic Development, Education, Senior Citizens, Tutoring, Service Learning

Digital Divide

In the 2005-06 academic year Digital Divide sent over 50 service-learners, from six different majors (supported by 3 faculty) to assist elementary school students and senior citizens to acquire basic computer and internet skills. This service-learning option at Saint Anselm has become firmly established in the Computer Science Department.

The original design of Digital Divide places donated computers into the hands of seniors who reside in a local public nursing home, a senior apartment complex, and in individual homes. With service-learners teaching basic skills, and the College's IT department providing tech support, dozens of elderly have crossed the digital divide. These seniors then use their newly acquired skills to support a local 3rd grade class and their teacher.

In the 2005-2006 academic year the Computer Science Department received a new Learn and Serve grant to allow service-learners from higher level computer courses to focus their assistance on under-resourced elementary schools and after-school programs. As with all of Saint Anselm's community partnerships, the Digital Divide is largely managed by Federal Work Study student coordinators.

For More Information:
Marie A. George, Ph.D.
Executive Vice President
Saint Anselm College
100 Saint Anselm's Drive
Manchester, NH 03102
(603) 641-7150
mageorge@anselm.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Saint Joseph's University

Community & Economic Development, Education, Senior Citizens, Special Needs, Day of Service

Hand-in-Hand

Hand-in-Hand is a student-run organization which unites the Saint Joseph's University community, regional high school students and people with special needs, in a carnival to celebrate the ideal that one day a person will be recognized not by their disability but by the person they are inside. Following the University's initiatives to promote diversity, Hand-in-Hand works with the local community to promote awareness of disabilities and help others to accept and embrace the differences that come between those with and those without disabilities. Hand-in-Hand works to promote student awareness through student involvement by recruiting students to serve as a committee member or to be a friend for the day.

On April 1st, Hand-in-Hand celebrated 30 years of changing lives. Every April, a student-run committee takes on the momentous task of putting together a carnival- complete with games, prizes, and lunch for all who attend to honor Hand-in-Hand's anniversary. 2,000 people, comprised of students, faculty, high school volunteers, and individuals with special needs, come together to celebrate Hand-in-Hand's ideals.

For More Information:

Ann Marie Jursca, MSW
The Faith-Justice Institute
Saint Joseph's University
5600 City Avenue
Wolflington Center
Philadelphia, PA 19131
(610) 660-1337
ajursca@sju.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Simmons College

At-Risk Youth, Community & Economic Development, Education, Health/Nutrition, Senior Citizens, Service Learning

Graduate Service Learning

Five graduate level courses, three in Communication Management and two in the St. Olaf College doctoral program in Physical Therapy, engaged eighty-one students in service learning and volunteering to help the larger community. The Graduate Education Grant taught teachers K -12 how to incorporate service-learning into their classrooms and provided financial support to implement them.

The students in the courses assisted a number of community partners. One student assisted Mass Mentoring Partnership to establish and implement a branding campaign. Students in another communication course worked closely with four designated community partners that produced a communications analysis of each organization and a social marketing plan. Graduate students also participated in an Alternate Spring Break project to assist a Boston Public Elementary School to reestablish their library. In order to do so, students held a children's book drive, which yielded over 600 books, and they processed, shelved and weeded the collection.

In the two physical therapy courses students worked in small teams to serve several different community partners. These teams developed a physical fitness program for eighth grade students, a running and exercise skills program for high school age women, exercise and strength training for elderly residents of a nursing home, a program event for the Special Olympics for athletes who are severely disabled and a pilot project to promote physical activity of fifth graders who attend school on a Navajo reservation in Arizona.

Finally, another team developed a series of workshops on nutrition, exercise, and stress management for female offenders, and another team provided academic assistance and stretching exercise classes to underserved middle school students in an after school program.

For More Information:

Stephen London
Scott/Ross Center for Community Service
Simmons College
300 The Fenway
Boston, MA 02115
(617) 521-2590
stephen.london@simmons.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Swarthmore College

Disaster/Emergency Prevention and Mitigation, Education, International Service

Swarthmore Sudan

Swarthmore Sudan is an anti-genocide student coalition at Swarthmore College working to stop the genocide in Darfur, Sudan. The group's primary goal is to advocate for civilian protection, and is pursued primarily in two ways: fundraising for the Genocide Intervention Network and other advocacy techniques such as lobbying, call-in days and divestment.

Swarthmore's continuing campus advocacy brings notable policy makers, activists and scholars to campus, and sponsors weekly sessions of letter writing to elected officials. This year they are pursuing several initiatives such as Pennsylvania State divestment, fundraising, and using Congressional elections to call attention to Darfur and push for further action. Additionally, on December 2 and 3, 2006, Swarthmore Sudan hosted the Regional Conference for STAND: A Student Anti-Genocide Coalition.

For More Information:

Patricia James

Lang Center for Civic and Social Responsibility

Swarthmore College

500 College Avenue

Swarthmore, PA 19081

(610) 328-7320

pjames1@swarthmore.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Technical Career Institutes – The College of Technology

Community & Economic Development, Education, Senior Citizens, Special Needs Support for Disabled, Tutoring

Free Computer Training Classes for Veterans, Seniors, & Disabled Individuals

Free Computer Training Classes for Veterans, Seniors, and Disabled Individuals began during Desert Storm when volunteer students recognized the need of disabled veterans at the Veteran's Hospital in midtown New York City to be reintegrated into civilian life. The project expanded from one computer class a week at the hospital to three weekly classes at Technical Career Institutes (TCI), including beginner, intermediate, and advanced classes serving an average of 100 students a semester. All classes are taught by committed volunteer students for 13 weeks every semester. To create a greater sense of community, the registrants in these classes are invited to an out of class celebration at least three times during each semester. A Certificate of Accomplishment is awarded to everyone who completes Level I, II, or III of the training. In addition, through the Dare 2 Repair program, a complimentary refurbished computer is awarded to those who successfully complete two training levels. Last year, two hundred such computers were awarded.

In response to the Iraq conflict, Operation Pen-Pal, which pairs student veterans with a selected soldier stationed in Iraq, became part of the veteran's computer classroom training. The older combat veterans felt good about sharing their experiences with young soldiers presently on the front lines and they simultaneously were able to dramatically increase their computer skills.

For More Information:

Arthur Goldberg
President's Office
Technical Career Institutes – The College of Technology
320 West 31st Street
New York City, NY 10001
(212) 594-4000
agoldberg@tcicollege.edu

Community & Economic Development, Education, Service Learning

Nonprofit Enrichment Team

The Nonprofit Enrichment Team (NET) brings together a multidisciplinary team of students to provide a variety of critical services to new and developing non-profit agencies and community organizations that are committed to improving the quality of life in Alabama's disadvantaged communities. The goal of NET is to ensure that practical, operational challenges, such as funding and limited staff, do not hinder these critical organizations in their work to shape the future of Alabama's communities.

NET began its work in the spring 2006 semester, with fourteen undergraduate and graduate students enrolled in the course through independent study or fieldwork credit and is now an ongoing program. With students drawing on discipline-specific skills gained in their field of study, NET is able to offer interested nonprofit organizations comprehensive, pro bono assistance on a multitude of administrative and operational tasks, including the following: strategic business plans and marketing (Commerce &



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

Business Administration); federal and state 501©3 filings, endowment establishment, and other legal contracts and licensing (Law); website development and other graphic design needs (Computer-Based Honors Program; Computer Science); advertising and communication (Mass Communication, Public Relations); grant proposals and other technical writing (English); and advocacy, community development, and resource gathering and the development of materials for constituents (Social Work).

The organizations and agencies of the Spring 2006 team provided support for: Studio By the Tracks, an award-winning group of artists working with at-risk children in residential treatment and adults with Autism; RUSH, a visionary organization providing medical care and therapy to children and their families in impoverished rural Alabama; and Cornerstone Housing, a project of Alethia House creating safe and affordable housing options in low-income Birmingham neighborhoods.

For More Information:

Stephen F. Black

Center for Ethics and Social Responsibility

The University of Alabama

Box 870168

Tuscaloosa, AL 35487

(205) 348-6490

stephen.black@ua.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

The University of Alabama

Education, Environmental, Service Learning

Alabama Environmental Council

Students from New College and Biological Sciences, local parents and University of Alabama Arboretum's staff and volunteers share their commitment to the environment through the Alabama Environmental Council. The Arboretum's environmental program has grown from a single person attempting to teach forty-five elementary students along a woodland trail into a well-coordinated program led by almost twenty-five student docents highlighting Alabama's biodiversity.

During the 2005 field trip season (March – May and August –September), the team served as environmental educators for an estimated 800 elementary school students, teachers, and chaperones. With customized lesson plans on topics ranging from "Biodiversity" to "Soil: the Dirty Facts," the program consistently engages the imaginations and curiosity of a whole spectrum of students. This is an ongoing project and an estimated number of volunteer hours by student docents are 3,600.

For More Information:

Stephen F. Black

Center for Ethics and Social Responsibility

The University of Alabama

Box 870168

Tuscaloosa, AL 35487

(205) 348-6490

stephen.black@ua.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

The University of Texas at Arlington

At-Risk Youth, Education, Literacy, Senior Citizens, Tutoring, Service Learning

Novel Connections

104 University of Texas at Arlington students mentored a student ages 11 to 15, who is at risk of failing reading. Students read one of four selected novels utilizing the triple entry journal strategy to facilitate comprehension, discussion and incorporation of vicarious experiences aimed at adolescent development. The young adult novel was the tool for getting the student interested in reading and the mentor provided the instruction and affirmation. Adolescents were at risk students from local school districts, displaced hurricane survivors, neighbors, church members, and homeless shelter inhabitants. Due to their transient situations test score comparisons are impossible; however, measures on informal reading assessments demonstrated an improvement in reading comprehension with all students.

In addition to this literacy event, we have included a writing component, which focused on young adolescent interactions with the elderly, possibly grand parents and other extended family members, neighbors, or assisted family living participants. The purpose of this is four-fold, to raise the awareness of adolescents to the rich life stories of the seniors, to add to the relevance of being literate, to increase effective communication between all age levels, and to help in preparing these adolescents for high school learning experiences. All students completed 10 required field hours, plus additional five to forty-five hours, completing over 5,000 hours.

For More Information:
Dr. Shirley Therior
Center for Community Service Learning
University of Texas at Arlington
701 S. Nedderman Dr.
Box 19124
Arlington, TX 76019
(817) 272-2124
theriot@uta.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

The University of Texas – Pan American

Community & Economic Development, Education, Day of Service

Women Together

In conjunction with National Student Leadership Week and The University of Texas System's United to Serve Initiative, students, faculty, and staff members at The University of Texas-Pan American gathered on April 22 to provide an outdoor activities space for the families of the Mujeres Unidas Nueva Vida Housing Program. Women Together/Mujeres Unidas is a private nonprofit 501 (c) 3 organization that assists women and children of domestic violence and sexual assault in the Rio Grande Valley. This organization's Nueva Vida Housing Program includes a 16-unit apartment complex which provides a transitional living space for families of domestic violence. The purpose of United to Serve is to unite all system institutions to provide a direct service to our communities and the state of Texas (UT System). Over 50 students, 10 faculty/staff members, and numerous residents of the housing program participated in the event. Project volunteers painted, planted grass, resurfaced the playground and built picnic tables. In addition to the work done on that day, this project provided the UTPA campus with awareness on issues related to domestic violence.

For More Information:

Dr. Jerry Price

Dean of Students

The University of Texas – Pan American

1201 W. University

UC 104

Edinburg, TX 78541

(956) 381-2262

jmprice@utpa.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

University of California, Berkeley

At-Risk Youth, Education, Mentoring, Tutoring, Youth Leadership

Destination: College

Destination: College, an AmeriCorps Program, was founded four years ago to address the critical need to support and enhance efforts to promote college eligibility of Bay Area youth, by placing members throughout the Bay Area in academic support positions. The program promotes college awareness among elementary, middle and high school aged youth by supporting the educational outreach efforts of nine partner agencies. This year the Center placed 78 part-time AmeriCorps Members to provide tutoring, mentoring and college prep courses to low-income K-12 youth. Approximately 700 youth were impacted directly by the program, and whole schools benefited with support in creating “college-going culture”, and the AmeriCorps members provided 35,100 hours of service to the community and will be continuing the program next year with 36 students.

For More Information:

Megan Voorhees

Director, Cal Corps Public Service Center

University of California, Berkeley

505 Eshleman Hall #4550

Bent Hall, Garden Level room 5

Berkeley, CA 94720

(510) 642-1081

voorhees@berkeley.edu



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Education

University of Notre Dame

At-Risk Youth, Education, Youth Leadership, Service Learning

Take Ten

For the last five years, Take Ten, a skills-based violence prevention program that encourages youth to think before they act and view conflict as an opportunity for constructive dialogue and positive change has operated out of the Robinson Community Learning Center, an outreach project of The University of Notre Dame. Take Ten trains and organizes teams of volunteers, primarily Notre Dame students, including those who are federal work-study eligible, to teach non-violent conflict resolution skills to youth, grades K-12, in sixteen local schools and two community centers.

Volunteers work with an age-appropriate curriculum, meeting as a team to plan a lesson that they implement later in the week. The volunteers not only teach and demonstrate conflict resolution skills; they are also positive role models who often build mentoring relationships with their students. Through these volunteers, Take Ten ultimately aims to create safer learning environments for youth.

In the 2005-2006 academic year, 200 Notre Dame students volunteered with the program, working directly with over 600 youth and faculty members incorporate Take Ten into coursework for three academic classes at Notre Dame.

The program is ongoing and expects to work with approximately 1,100 children in its next school year. Take Ten will also be recruiting student volunteers for specific projects such as the Take Ten comic book and program evaluation.

For More Information:
Rev. William M. Lies, C.S.C.
Center for Social Concerns
University of Notre Dame
117 Center for Social Concerns
Notre Dame, IN 46556
(574) 631-3002
lies.7@nd.edu