

# LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** Maricopa County Community College District  
2411 W. 14<sup>th</sup> Street  
Tempe, AZ 85281-6941

**Contact Person:** Beverly Perry; [beverly.perry@mccmail.maricopa.edu](mailto:beverly.perry@mccmail.maricopa.edu); (480) 461-6124

**Subgrantees:** Arkansas State University-Mountain Home – Mountain Home, AR  
Borough of Manhattan Community College – New York, NY  
Dawson Community College – Glendive, MT  
Delgado Community College – New Orleans, LA  
GateWay Community College – Phoenix, AZ  
Jackson Community College – Jackson, MI  
Kings Borough Community College – Brooklyn, NY  
Mesa Community College – Mesa, AZ  
Tohono O'odham Community College – Sells, AZ  
Tomball Community College – Tomball, Texas  
Turtle Mountain Community College – Belcourt, ND

**Summary:** Accent on Student Success: Engaged Together in Service (ASSETS) The ASSETS project deepens and expands the field of service-learning and civic engagement by 1) developing an intergenerational approach of service through projects that incorporate baby boomers, K-12, and community college students; 2) promoting academic and civic engagement opportunities for disadvantaged youth by engaging middle and high school students in service-learning (SL) projects in their communities; 3) allowing the Community College National Center for Community Engagement to replicate the work that it began as the only CNCS H-E grantee to initiate SL/homeland security projects in the nation; and 4) supporting professional development by providing technical and training assistance to community colleges in the United States and its territories. ASSETS will address each of the 11 sub-grantee's specific areas of community need targeting: baby boomers, disadvantaged youth, homeland security/domestic preparedness, and start-up service-learning with innovative projects such as:

- Combining Global Information Systems-community mapping and college re-entry baby boomers
- Literacy and financial literacy for displaced and disadvantaged youth/adults
- Domestic preparedness utilizing computer gaming
- Diabetes education for tribal communities

At the end of year three, a total of 132 community college faculty and 1,320 college students will have engaged their communities through the ASSETS project.

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**Legal Applicant:** San Francisco State University  
Office of Research and Sponsored Programs  
1600 Holloway Avenue  
San Francisco, CA 94132

**Contact Person:** Elaine Ikeda; [ekikeda@sfsu.edu](mailto:ekikeda@sfsu.edu); (415) 338-3983

**Summary:** The California Campus Compact will establish the Learn and Serve America Youth to College Initiative (Y2C), which is designed to increase college readiness among youth from disadvantaged situations. One out of every eight children in the U.S. is enrolled in a California public school, and between 2000-2015, 40% of the total national increase in 18-24 year-olds will occur in California. There is a considerable gap in educational attainment levels among racial and ethnic groups. For example, high school graduation rates are 15-20 percent higher for non-Hispanic whites than for Hispanic or Black Californians. To address these issues, the Y2C Initiative will involve a minimum of 900 faculty and 15,000 college students and youth in service-learning projects and trainings over three years.

**Web Address:** [www.cacampuscompact.org](http://www.cacampuscompact.org)

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**Legal Applicant:** American Association of Community Colleges  
One Dupont Circle, NW, Suite 410  
Washington, DC 20036-1176

**Contact Person:** Gail Robinson; [grobinson@acc.nche.edu](mailto:grobinson@acc.nche.edu); (202) 728-0200 ext. 254

**Summary:** The American Association of Community Colleges (AACC), through its consortia grant “Community Colleges Broadening Horizons through Service-Learning,” will provide three-year subgrants to 12 community colleges in its national network to implement service-learning programs engaging 1,800 student participants. Service-learning courses and activities in several disciplines will address language needs of non-English-speaking populations in the colleges’ communities. Participant development will emphasize increased academic engagement and improved attitudes toward learning, leading to higher retention rates. AACC will use focused institutionalization strategies including chief academic officer summits, subgrantee service-learning advisory committees, mentor-mentee relationships between new and experienced subgrantees, a dedicated website, and a strong evaluation component. Extensive training and technical assistance will include service-learning workshops for more than 500 subgrantee and nonsubgrantee faculty; civic engagement training for 565 community college leaders; and national dissemination of model programs and outcomes to all 1,200 community colleges in the U.S. AACC expects subgrantees to recruit at least 240 adult volunteers to support these efforts.

**Web Address:** [www.aacc.nche.edu/servicelearning](http://www.aacc.nche.edu/servicelearning)

## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** Morehouse School of Medicine  
720 Westview Drive, SW  
Atlanta, GA 30310

**Contact Person:** Meryl McNeal, Ph.D.; [mmcneal@msm.edu](mailto:mmcneal@msm.edu); (404) 752-1638

**Summary:** Working with a variety of community- and faith-based organizations, the Morehouse School of Medicine (MSM) Learn and Serve America project will expand its consortium of Historically Black Colleges and Universities to address the health education needs of underserved communities in Georgia, Kentucky, Mississippi, New Jersey, New York, and Virginia. By integrating service into the educational experience of health care professionals, MSM will engage 3,000 professional students in a life-long commitment to service to their communities. MSM will use a proven strategy that includes developing service-learning courses at campuses through training and technical assistance for interested faculty. The consortium will also support student-led projects and research by offering mini-grants and mobilizing campus volunteers to take part in national service day activities.

# LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** University of Hawaii at Manoa  
2600 Campus Road, Room 209  
Honolulu, HI 96822

**Contact Person/Email/Phone number:** Atina T. Pascua; [atina@hawaii.edu](mailto:atina@hawaii.edu); (808) 956-9257

**Summary:** Intergenerational Solutions In Island Societies (ISIS): In this new three year funding period Hawaii Pacific Islands Campus Compact (HIPICC) proposes to continue building a statewide and regional infrastructure for service-learning and civic responsibility that connects and engages 15-20 college and university subgrantees in Hawaii, American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands (CNMI). Through an assessment and planning process, we have committed to going beyond service projects to developing strong service-learning and civic responsibility pathways that will address the following performance areas: Community Revitalization (sustained, multidimensional, and positive impacts in low income communities ); Education (integration of our P-20 initiative resulting in improvement in graduation and college going rates); Wildlife, Land, and Vegetation Protection and Restoration (improved bird habitats, coastal ecologies, and recycling); Health (improvements on a range of problematic health indicators); Disaster Preparedness and Response (increases in blood supply and preparation for new infectious diseases); and Human Need: Long-term Care (strong sustainable support systems for respected elders). HIPICC's primary new strategy will be to develop multi-semester, interdisciplinary service-learning pathways that align with the achievement of performance area goals. New activities include: 1) establishing Project RESPECT (Respected Elders Serving in Partnerships for Educational and Community Transformation) at all HIPICC campuses and communities; 2) developing a Comprehensive Technology System; 3) presenting Annual Island Solutions conferences that will bring together one faculty and two students from each participating institution to discuss their grant-funded service-learning activities. Our work is projected to increase the number of participants to 15,000.

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**Legal Applicant:** Northern Kentucky University Research Foundation  
(Kentucky Campus Compact)  
Nunn Drive, AC 616  
Highland Heights, KY 41099

**Contact Person:** Gayle Hilleke; [hillekeg1@nku.edu](mailto:hillekeg1@nku.edu); (859) 572-7614

**Summary:** The Learn and Serve Ready Response Team is a collaboration between the Louisiana Campus Compact and the newly formed Kentucky Campus Compact. The consortia grant will provide 8 to 12 subgrants to colleges and universities in the two states to conduct service-learning activities centered on pre-disaster preparation and post-disaster rebuilding and relief efforts. Over 1,200 college student participants and 1,000 K-12 students will improve their academic engagement, civic engagement, and disaster preparation skills. The Campus Compacts will build service-learning at their member campuses and at other institutions as well as help them build partnerships with local K-12 schools and community organizations. An additional 500 adult volunteers will be recruited to support these efforts.

# LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** University of Louisiana System  
1201 North Third Street, Suite 7-300  
Baton Rouge, LA 70802

**Contact Person:** Edwin Litolff; [elitolff@uls.state.la.us](mailto:elitolff@uls.state.la.us); (225) 342-6950

**Summary:** The University of Louisiana System (UL System) will expand the service-learning efforts of its eight universities and their students while addressing hurricane recovery needs. The UL System will focus its Learn and Serve program on three issues: disaster response and recovery, expanding and institutionalizing service-learning, and strengthening communities through community partnerships. The program will focus on increasing the civic knowledge and skills of 3,500 college student participants throughout the State of Louisiana. Over the three year life of the grant the statewide governing council estimates over 4,500 volunteers will participate in the program.

## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** ConnectMichigan Alliance  
1048 Pierport, Suite 3  
Lansing, MI 48911

**Contact Person:** Amy Smitter; [smitter@micampuscompact.org](mailto:smitter@micampuscompact.org); (517) 492-2424

**Summary:** Michigan Campus Compact proposes to support service-learning through their statewide program, Investing in College Futures. Through college-community partnerships, local programs will engage over 2,000 disadvantaged youth ages 0-18 years old, 1,500 college undergraduates, and 100 faculty and baby boomers in over 125 service-learning projects to meet community needs. College students will serve with and mentor disadvantaged youth to reinforce the benefits of higher education. Subgrants will be made to campuses and community partnerships to address the needs of disadvantaged youth in Michigan. The thirty-two sub grantees yearly are focused on creating service opportunities that building bridges between higher education for disadvantaged youth. Some key partners include the Mentor Michigan, the Michigan Community Service Commission, community agencies, higher education, and the Governor's and First Gentleman's office in Michigan.



## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** University of North Carolina at Chapel Hill  
104 Airport Drive, Suite 2200  
CB 1350  
Chapel Hill, NC 27516

**Contact Person:** Kathy Sikes; [ksikes@email.unc.edu](mailto:ksikes@email.unc.edu); (919) 962-1542

**Subgrantees:** Appalachian State University – Boone, NC.  
Duke University – Durham, NC  
Eastern Carolina University – Greenville, NC  
Livingstone College – Salisbury, NC  
Meredith College – Raleigh, NC  
Montreat College - Montreat, NC  
North Carolina A&T University – Greensboro, NC  
University of North Carolina – Asheville, NC  
University of North Carolina - Chapel Hill, NC  
University of North Carolina – Charlotte, NC  
University of North Carolina – Greensboro, NC  
Warren Wilson College - Swannanoa, NC  
Western Carolina University - Cullowhee, NC

**Summary:** The University of North Carolina, Chapel Hill will bring together 14 NC higher education institutions to create Learning to Teach, Learning to Serve (LTLS), a statewide Learn and Serve teacher education consortium dedicated to increasing academic achievement for children at risk of school failure. Working with teacher education programs from a variety of campuses, including historically black colleges and faith-based institutions, LTLS will mobilize 1,050 pre-service teachers in service-learning activities that will engage 2,100 K-12 students in service-learning activities in their schools. In addition, LTLS will train current teachers in exemplary service-learning practices and fund service-learning research for teacher education.

**Web Address:** [www.readwriteact.org](http://www.readwriteact.org)

## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** Board of Regents, University of Nebraska  
Midwest Consortium for Service-Learning in Higher Education  
Office of Research Management  
303 Canfield Administration Building  
Lincoln, NE 68588

**Contact Person:** Gary Heusel; [gheusel@unlnotes.unl.edu](mailto:gheusel@unlnotes.unl.edu); (402) 472-9638

**Summary:** The University of Nebraska, Lincoln will continue to lead and expand the Learn and Serve Midwest Consortium for Service-Learning in Higher Education, composed of higher education institutions throughout Nebraska, South Dakota, and Western Iowa. Projects will be designed and implemented as a result of intergenerational dialogues that engage a broad range of partners in assessing community assets and needs to plan and implement service-learning projects. It is expected that in the first year 4,000 college students will lead thousands of pre-K-12 students in youth development and disaster preparedness activities.

## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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- Legal Applicant:** Princeton University  
33 Frist Campus Center, Room 201M  
Princeton, NJ 08544
- Contact Persons:** Peter Quimby, [pquimby@princeton.edu](mailto:pquimby@princeton.edu), (609) 258-3040  
Trisha Thorme, [tthorme@princeton.edu](mailto:tthorme@princeton.edu), (609) 258-6986
- Subgrantees:** Allegheny College-Meadville, PA  
Dickinson College-Carlisle, PA  
Duke University-Durham, NC  
Hamilton College-Clinton, NY  
Lynchburg College-Lynchburg, VA  
Rice University-Houston, TX  
St. Mary's College of California-Moraga, CA  
Stetson University-DeLand, FL  
The University of New Mexico-Albuquerque, NM  
The University of Notre Dame-Notre Dame, IN  
Washburn University; Topeka, KS  
Washington and Lee University-Lexington, VA  
Whitworth College-Spokane, WA  
Yale University-New Haven, CT

**Summary:** Princeton University will support a Learn and Serve America National Community-Based Research (CBR) Networking Initiative based upon their experience in CBR and ability to institutionalize service-learning within university programs. Princeton will provide subgrants to rural, urban, public, private, liberal arts, and research higher education institutions throughout the country to support the development of high-quality CBR. This Initiative will spread the practice of CBR by providing subgrants to 14 preselected sites in California, Connecticut, Florida, Indiana, Kansas, New Mexico, New York, North Carolina, Pennsylvania, Texas, Virginia, and Washington as well as an additional 6 sites. As part of the CBR partnership strategy, each higher education subgrantee will identify community information and research needs and establish CBR service-learning courses. Tools and resources to ensure quality and collaboration at the local, state, and national levels will be developed. Five subgrants recognizing innovation in CBR will support the development of new CBR models that can be shared with and replicated by additional colleges and universities.

**Web Address:** [www.princeton.edu/~cbli](http://www.princeton.edu/~cbli)

## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** Albuquerque Technical Vocational Institute  
525 Buena Vista Southeast  
Albuquerque, NM 87106

**Contact Person:** Rudy M. Garcia; [rudyg@cnm.edu](mailto:rudyg@cnm.edu); (505)-224-306

**Summary:** Central New Mexico Community College (CNMCC) will provide four subgrants to New Mexico colleges to support 800 participants in service-learning projects. The Learn and Serve projects will focus on developing mentoring opportunities between college and high school students, reducing juvenile delinquency rates of disadvantaged youth, improving reading and math literacy, and improving opportunities for citizens in rural areas to enroll in college. Partnerships will be created with 125 community groups. The following colleges have been pre-identified as Learn and Serve subgrantees: The Santa Fe Community College, Santa Fe; New Mexico State University, Las Cruces; New Mexico State University, Grants; and Southwest Indian Polytechnic Institute, Albuquerque.

## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** Foundation for Long Term Care  
150 State Street  
Albany, NY 12207

**Contact Person:** Carol Hegeman; [chegeman@nyahsa.org](mailto:chegeman@nyahsa.org); (518) 449-7873, ext. 125

**Summary:** The Foundation for Long Term Care will provide subgrants to Cornell University, Ithaca College, Molloy College, Stony Brook University, and the SUNY at Brockport to develop and deliver intergenerational service-learning programs (involving college students, boomers, and older retirees, including some already living in an supportive environment) aimed at specific needs of the low-income and frail elderly. Needs include: improvements in residential environments (nursing home and low-income assisted living facilities), reduction of relocation stress, improvements in health through exercise programs and safety and injury prevention. Over the three year grant period, the project expects to engage about 395 college students, 260 retirees, and 40 community partner participants. The project will improve participants' civic engagement and the volunteer management skills of the elder care agencies hosting the participants.

# LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** Otterbein College  
One Otterbein College  
Westerville, OH 43081

**Contact Person:** Melissa Gilbert; [mgilbert@otterbein.edu](mailto:mgilbert@otterbein.edu); (614) 823-1251

**Subgrantees:** **University of Cincinnati**  
Kathleen Dick, Program Director  
Center for Community Engagement  
P.O. Box 210138  
Cincinnati, OH 45221-0138  
(513) 556-6109 Office Phone  
[www.uc.edu/cce](http://www.uc.edu/cce) <<http://www.uc.edu/cce>>

**Ohio Campus Compact**  
Richard Kinsley, Director  
615 North Pearl Street  
Granville, OH 43023  
(740) 587-7682  
<http://www.ohio-16service.org/>

**Summary:** Otterbein College, Ohio Campus Compact and University of Cincinnati unite to form the Learn and Serve Great Cities Great Service (GCGS) statewide consortium to address the crisis facing urban youth in Ohio. This program replicates Otterbein's current successful program and expands it to at least ten urban universities and nine communities in Ohio. An estimated 8,000 participants will engage with 12,000 urban youth, 300 community partners, and 450 baby boomers to enhance academic engagement, increase college aspirations and readiness, and prepare young citizens for adult responsibilities. The YouthLEAD Project (Learn, Engage, Act, Decide) will mobilize college students and urban youth volunteers in civic service through service-learning initiative. GCGS will train college students, baby-boomers, and seniors in the civic and cultural competences necessary to serve as mentors to disadvantaged youth as they work side-by-side as capacity builders in solving community problems, serving those living in poverty, and strengthening urban wellness. Higher education institutions, school systems, and other local partners will enhance their ability to sustain a culture of community engagement in their neighborhoods by creating a core partner service infrastructure to strengthen both internal and external partnerships.

**Web Address:** <http://www.otterbein.edu/academics/CCE/index.asp>

## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** Pennsylvania Campus Compact  
One College Avenue  
P.O. Box 5408  
Grantham, PA 17027

**Contact Person:** Charlene Gray; [cgray@paccompact.org](mailto:cgray@paccompact.org); (717) 796-5072, ext. 2

**Summary:** The Pennsylvania Campus Compact (PCC) will join forces with the New York Campus Compact to initiate and support service-learning programs in urban and rural areas of both states. PCC will make eleven subgrants in support of a strategy that has two goals: building regional networks of universities and community organizations, and promoting service-learning through discipline-based associations to which professors belong.

## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** Rhode Island School of Design (for RI Campus Compact)  
2 College Street  
Providence, RI 02903

**Contact Person:** Maggie Grove; [mgrove@risd.edu](mailto:mgrove@risd.edu); (401) 427-6957

**Summary:** The Rhode Island Campus Compact will partner with the Massachusetts Campus Compact to implement the Learn and Serve Active Citizenship: School to College to Public Leadership program in the two states. The program will impact the lives of youth in low-income communities through targeted service-learning, community-based research, and civic engagement activities while addressing the challenges of college access, student success, and community involvement. College student activities may include mentoring, tutoring, and engaging in community-based research projects to support the educational and civic development of local youth. College-community partnerships will involve both school and college students as leaders and public problem solvers, generating models for engagement across the educational continuum. The Compacts will support these partnerships through subgrants, technical assistance, training, and professional development. During the first year of the three year grant, approximately 750 college students, 250 faculty, administrators and community partners and 1,000 disadvantaged youth will participate.

**Web Address:** [www.compact.org/ricompact](http://www.compact.org/ricompact) (RI)  
[www.compact.org](http://www.compact.org) (national)



## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** Community-Campus Partnerships for Health  
1107 NE 45<sup>th</sup> Street, Suite 345  
Seattle, WA 98105

**Contact Person:** Sarena Seifer; [sarena@u.washington.edu](mailto:sarena@u.washington.edu); (206) 616-4305

**Summary:** Despite major advances in health care and health status in the 21st century, disparities persist between whites and people of color—creating one of the most pressing social justice issues facing America today. Not only are most racial and ethnic groups less healthy, but they also tend to have shorter life expectancies, higher rates of infant mortality and chronic diseases, worse outcomes once diagnosed with illnesses, and less access to health care than their white counterparts. These disparities persist even when socio-economic status and insurance coverage are taken into account, due to a complex combination of factors. The Health Disparities Service-Learning Collaborative aims to reduce health disparities by engaging schools and graduate programs of public health from across the U.S. in service-learning (SL) partnerships with communities. The Collaborative will:

- engage students in sustained, longitudinal SL experiences that make substantial contributions to reducing health disparities and equip them with core public health competencies;
- engage faculty in sustained, longitudinal SL and participatory research partnerships that make substantial contributions to reducing health disparities and allow them to meet expectations for promotion and tenure; and
- build the capacity of campus and community to engage each other as authentic partners and collaboratively implement effective SL programs.

## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** Western Washington University - Washington Campus Compact  
516 High Street, MS 9038  
Bellingham, WA 98225

**Contact Person:** Jennifer Dorr; [Jennifer.Dorr@wwu.edu](mailto:Jennifer.Dorr@wwu.edu); (360) 650-7984

**Summary:** With funding from Learn and Serve America, Washington Campus Compact will develop Count Me In: Learning and Serving for School Success as an approach to systematically and strategically addressing the barriers to school success for youth. Count Me In will work directly with 37 higher education institutions and their school, community, and faith-based partners to build collaborative partnerships to respond to local community needs. The program intends to reach half of all higher education institutions in Washington and Idaho with subgrants and other support. Over 4,000 college students will participate in service-learning programs that engage disadvantaged youth in tutoring, mentoring, and service-learning activities.

## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** The University Corporation  
18111 Nordhoff Street  
Northridge, CA 91330

**Contact Person:** Jennifer Roman; [Jennifer.roman@csun.edu](mailto:Jennifer.roman@csun.edu); (818) 677-7395

**Summary:** Mentoring to Overcome Struggles and Inspire Courage (MOSAIC) is a gang prevention partnership between California State University, Northridge and ten community intervention programs run by police officers, schools, and community-based organizations in the San Fernando Valley. MOSAIC involves college work-study and service-learning students, professors to teach them evidence-based theory, and community experts to act as co-educators who instruct them in how to apply evidenced-based theory in practical ways to connect with youth from disadvantaged circumstances. Federal work-study students and other undergraduate and graduate students in service-learning courses provide tutoring, mentoring, counseling, and other enrichment activities. With this second round of Learn and Serve America funding, they will expand to five additional schools and community groups that have requested MOSAIC programs for their youth. In addition, MOSAIC will expand to California State University, Fresno where 40 students will implement the MOSAIC model with incarcerated youth.

## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** Xavier University of Louisiana  
1 Drexel Drive, Box 29A  
New Orleans, LA 70125

**Contact Person:** Kimberly Reese; [kreese@xula.edu](mailto:kreese@xula.edu); (504) 520-5133

**Summary:** Xavier University will focus on a rebuilding effort in New Orleans that engages faculty and students from higher education institutions with teachers and students from K-12 institutions. The program partners teacher education students with K-12 students in the Greater New Orleans area to help rebuild Katrina affected communities. Xavier University partnered with the Common Ground Collective (a local relief/rebuilding agency) to expand on alternative break projects for both college and K-12 students. All youth participants will be trained in leadership development in order to coordinate and mobilize others in rebuilding efforts. Approximately 650 students and 30 faculty/teachers will contribute to the project.

## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** Wagner College  
Center for Career Development & Experiential Learning  
One Campus Road  
Staten Island, NY 10301

**Contact Person:** Cass Freedland; [cassia.freedland@wagner.edu](mailto:cassia.freedland@wagner.edu); (718) 420-4485

**Summary:** Civic Innovations (CI), a strategic initiative, addresses needs of disadvantaged youth and is a collaboration between Wagner College and youth serving agencies on Staten Island (SI), one of five NYC boroughs. CI promotes two program strategies: Community-Connected Departments (CCDs) and a Youth Advocacy Consortium (YAC). The model transforms college and community by implementing institutional and curricular changes that integrate service-learning pedagogy and civic engagement values, while utilizing college student and faculty expertise to enhance lives of disadvantaged youth. The model coordinates services and provides a means for community-based organizations to share resources and collaborate. In the CCD model, six academic departments revise courses addressing needs of partnering organizations and disadvantaged youth. CCD courses are developed with community youth-serving organizations and involve 1,200 Wagner College students in related SL activities. The academic, social, and leadership needs of 8,000 disadvantaged youth are addressed by college students, who serve as role models, mentors, and tutors. Wagner will develop and facilitate a Youth Advocacy Consortium (YAC) that links youth agencies to resources, encourages collaborations, and improves access to colleges. The YAC will be a hub of information that fosters increased SL opportunities, volunteering, and community engagement. It is a means to build alliances across agencies and to direct volunteers to appropriate programmatic needs.

## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** Southern Oregon University  
1250 Siskiyou Boulevard  
Ashland, OR 97520

**Contact Person:** Barbara Scott; [scott@sou.edu](mailto:scott@sou.edu); (541) 552-6517

**Summary:** Through this Learn and Serve America grant, Southern Oregon University (SOU) students will serve as tutors and mentors to the Hispanic Academic Outreach program. They will assist 300 high-risk Hispanic students to achieve outcomes of increased rates of retention, high school graduation, enrollment in college-track coursework, and participation in higher education. Hispanic students at SOU experience the highest drop-out rates, with almost half failing to continue to their second year of college. Through this grant, 300 high-risk youth will be tutored and mentored, 50 new service-learning courses will be developed at SOU and Rogue Community College, and 2,500 participants will engage in service-learning

## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** Oglala Lakota College  
101 Piya Wiconi Road  
P.O. Box 490  
Kyle, SD 57752

**Contact Person:** Paul M. Robertson, Ph.D.; [probertson@olc.edu](mailto:probertson@olc.edu); (605) 455-6000

**Summary:** Wolakolkiciyapi (Living Lakota Ways of Life in Community), Oglala Lakota College's Service Learning Initiative, will build on the strong desire of students to help their communities address pressing needs among the diverse Native American community in Rapid City and across the 4,500 square mile Pine Ridge Indian Reservation in southwestern South Dakota, home of the Oglala Lakota. The project will serve over 600 participants in one of the most economically disadvantaged regions of the United States. A robust planning process will bring college staff, students, and faculty together with community partners in order to create spaces that will afford students with meaningful opportunities to serve. College students will provide mentoring for K-12 students in reservation schools, will engage with early childhood programs, and will address identified needs including environmental protection, institution building, and human services. An ambitious assessment component, including process, outcome, and fidelity evaluations, carried out by students and faculty, will provide feedback to the process. Community partners include the Oglala Nation Education Consortium of K-12 schools; Rural America Initiatives; the Mennonite Central Committee; a variety of Oglala Sioux Tribal programs; and Children First, Inc., a local NGO that provides culturally appropriate mental health interventions for children and families.

**Website:** [www.olc.edu](http://www.olc.edu)

## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** Vanderbilt University  
1207 18<sup>th</sup> Avenue South  
Nashville, TN 37212

**Contact Person:** Deborah Miller; [debbie.miller@vanderbilt.edu](mailto:debbie.miller@vanderbilt.edu); (615) 343-9905

**Summary:** Vanderbilt's Center for Child and Family Policy proposes a Learn and Serve program using Vanderbilt students and students from four other local Nashville colleges to mentor and tutor at-risk youth at three high-need public high schools in a very low-income area of Nashville. The goals are to reduce high school drop out rates, to improve opportunities for college enrollment, and to expand service-learning via technical assistance to six identified community colleges in rural areas of Tennessee. Proposed activities include academic support, financial aid and test preparation, and career guidance. Approximately 310 Vanderbilt students and 600 community college students will participate in the program.



## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** San Antonio College  
1300 San Pedro Avenue  
San Antonio, TX 78212

**Contact Person:** Audrey Grams; [agrams@accd.edu](mailto:agrams@accd.edu); (210) 785-6044

**Summary:** San Antonio College plans to address the following issues: hunger, homelessness, Homeland Security, mentoring/tutoring, domestic violence prevention, informing the public about health issues, and the hearing impaired, among others. Our projects will address not only the San Antonio College community but the whole community of San Antonio. We will be working with the San Antonio Food Bank, school districts, after school programs, day care centers, Family Violence Prevention services, and many others. We will have approximately 2,500 students and 45 faculty practicing service-learning each calendar year. We plan to train both our faculty and the community partners on the service-learning pedagogy.

**Web Address:** [www.accd.edu/sac/service](http://www.accd.edu/sac/service)

## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** Virginia Polytechnic Institute and State University  
460 Turner Street, Suite 306  
Blacksburg, VA 24060

**Contact Person:** Michele James-Deramo; [deramo@vt.edu](mailto:deramo@vt.edu); (540) 231-6947

**Summary:** Through its service-learning center, Virginia Tech proposes to engage 400 undergraduates per year in family literacy projects benefiting local Latino and East African residents. Students will provide English language instruction in convenient and familiar locations for immigrant families, such as apartment complexes and community centers.

**Web Address:** <http://www.vtserve.vt.edu>

## LEARN AND SERVE AMERICA HIGHER EDUCATION PROGRAM EXAMPLES

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**Legal Applicant:** Northwest Indian College  
2522 Kwina Road  
Bellingham, WA 98226

**Contact Person:** Michelle Vendiola; [mvendiola@nwic.edu](mailto:mvendiola@nwic.edu); (360) 392-4300

**Summary:** Northwest Indian College (NWIC) will involve all 150 of its students in service-learning projects focusing on literacy, environmental stewardship, and health and wellness. Through its service-learning program, NWIC will develop leadership in the community to address the problems of poverty and lack of education; intergenerational partnerships to stem the loss of traditional values; and service-learning and civic engagement to overcome education deficits.