



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Tutoring

Central Michigan University

Education, Mentoring, Tutoring, 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.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Tutoring

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.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Tutoring

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.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Tutoring

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.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Tutoring

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.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Tutoring

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.

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