



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

At- Risk Youth

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 senior 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.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

At- Risk Youth

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.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

At-Risk Youth

Hamline University

At-Risk Youth, Hunger, Literacy, Day of Service, Fundraiser

30-Hour Famine

The 30 Hour Famine takes place on Hamline University's campus and in the surrounding communities in February. During the Famine all participants fast for 30 hours while learning about hunger and homelessness and while participating in various local community service projects. Participants also raise money by finding sponsors for their fast. Each year a planning committee organizes and plans the events that will take place during the 30 hours that all participants are together fasting. In 2006 there were about 50 participants including high school students and Hamline students and faculty. Over five thousand dollars was raised and distributed by World Vision to feed hungry children in the US, Africa, and Asia. Some of the community service projects included helping Habitat for Humanity build a set of houses, sorting books for Books for Africa, baking cookies for a senior home, and data entry for Housing Minnesota, among other activities. Some of the other activities that occur during the 30 hours of fasting include a benefit concert open to the public involving Hamline student and faculty groups. All attendees participate in a game that focuses on an aspect of hunger; in 2006, the topic was what homelessness and hunger looked like in Kenya and different things that a young person living in that area of the world might deal with on a daily basis. The goal is for every participant to come away from the 30 hours having a greater understanding of hunger and advocacy.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

At- Risk Youth

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.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

At- Risk Youth

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.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

At- Risk Youth

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.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

At- Risk Youth

Purdue University

At-Risk Youth, Health/Nutrition, Mentoring, Youth Leadership, Service Learning, Summer Program

National Youth Sports Program at Purdue

NYSP at Purdue University is a free, six-week summer day camp designed to give children ages 10-16 the opportunity for academic, health and nutrition, and sports instruction. The program targets low-income students who qualify for either free or reduced lunch programs as defined by federal guidelines. Purdue hosts program participants on campus for seven hours each day, five-days-a-week for six weeks. Participants receive instruction in various sports activities with innovative games used to increase aerobic capacity, strength, and flexibility. In all activities, campers learn self-responsibility, mutual respect, responsibility to others, teamwork, and other hallmarks of good citizenship.

Forty Purdue undergraduate and graduate students are paid a living stipend and are engaged in 200 hours of service learning in Purdue's NYSP. In addition to the leadership and/or teaching skills they bring to the program, the entire NYSP staff undergoes three days of special training on the needs of our campers and their families before camp begins. At the moment, service-learning credit is optional (HK 590N).

For the last two years, NYSP at Purdue has added another level of service learning. Each of the 20 camper teams is expected to give back to the community for three hours and then they learn about the social agency or site function before they leave campus. After the visit, they are asked to reflect on the experience in their computer/writing class. Service-learning sites for NYSP have included the YWCA Women's shelter, Trinity Mission, Community and Family Resource Center, Transitional Housing, Veteran's Home, and a number of assisted living and senior center homes.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

At- Risk Youth

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.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

At- Risk Youth

Syracuse University

At-Risk Youth, Community & Economic Development, Culture/Arts/Performance, Education, Health/Nutrition

South Side Initiatives

South Side Initiatives (SSI), are on going projects which look at an entire range of economic, health, education, and safety issues. In 2005-06, SSI involved more than 200 students from Syracuse University. SSI represents many new partnerships that have been forged on the Syracuse's South Side, an area with untapped potential that has been struggling through a period of economic decline. Activities include: the Genesis Health Project, which works with neighborhood churches to educate congregants about healthier lifestyles in the city's African American community; a campaign that works with local barbershops to educate African American men about prostate cancer and the importance of early screening for the disease; satellite locations for two African American performing and visual arts organizations with ties to the University; a billboard project that partnered SU advertising students with neighborhood teens and a Syracuse University artist to create a series of billboards featuring inspiring messages of hope.

The focus of the projects is on the direct involvement of residents, citizens, and businesses within the identified geographic area and thus they are closely involved with identifying needs, creating strategies, and implementing solutions.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

At- Risk Youth

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

At- Risk Youth

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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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

At-Risk Youth

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.

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