



**Corporation for National and Community Service**  
**2010 Learn and Serve America Higher Education Grants**

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**1. Embedding Service-Learning in Teacher Training**

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**2. Service-Learning in STEM-focused disciplines**

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**Legal Applicant:** American Association of State Colleges and Universities, Washington, DC

**Approved Funding:** \$433,874 (2-year funding)

**Contact:** Jolanda Westerhof  
(202) 478-4649  
westerhofj@aascu.org

**Program Summary:**

The American Association of State Colleges and Universities (AASCU) will develop a Civic Minor in Urban Education to prepare future inner-city teachers to use service-learning as a basis for increasing K-12 student success and civic involvement. In the first year, five selected campuses will develop this new education program through an interdepartmental partnership and implement it as a university-wide minor available to all students, who will learn through college-level courses and participation in projects with K-12 students from local inner-city communities. These new education programs will serve as a national model for AASCU campuses throughout the country. By the end of the three-year grant period, 800 future teachers will be trained.



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**Legal Applicant:** Board of Regents of the University of Wisconsin System,  
UW-Extension – Wisconsin Campus Compact, Madison, WI

**Approved Funding:** \$565,900

**Contact:** Pamela Proulx-Curry  
(608) 890-3224  
pamela.proulx-curry@uwex.edu

**Program Summary:**

The University of Wisconsin Extension will address community problems such as hunger and provide health training, and nutrition education through a Science, Technology, Engineering and Math (STEM) focused service-learning initiative. University of Wisconsin-Extension has partnered with the Midwest Campus Compact and the Science Education for New Civic Engagement and Responsibilities (SENCER) to provide funds to solve local issues, educate students, engage faculty and increase student interest in STEM disciplines. Communities across five Midwest states will show an improvement in indicators of food security and/or social determinants of healthy nutrition and serve as a national hub for dissemination of best practice.



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**Legal Applicant:** Board of Regents of University of Nebraska, dba University of Nebraska at Omaha

**Approved Funding:** \$99,050

**Contact:** Paul Sather  
(402) 554-3196  
psather@mail.unomaha.edu

**Program Summary:**

The University of Nebraska at Omaha will expand its Service-Learning Academy to include two additional school districts (Ralston Public Schools and Millard Public Schools) by providing training to university and K-12 faculty to develop service-learning projects in those districts. The University will also promote the service-learning teaching method throughout the University and in the community to engage parents and adult volunteers. A week-long Summer Service-Learning Institute will provide an introduction to service-learning concepts, methods and teaching tools to university and K-12 teachers. These educators will determine the community needs; design service activities; and provide service with a specific community partner to integrate service-learning into their classrooms.



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**Legal Applicant:** Burlington County College, Pemberton, NJ

**Approved Funding:** \$85,268

**Contact:** Laura Ritt  
(609) 894-9311 1233  
lritt@bcc.edu

**Program Summary:**

Burlington County College's BurServe Service-Learning program will create a culture of service by engaging middle and high school students in projects such as energy conservation and weatherization. This project will build off existing partnerships with AmeriCorps, 21st Century Community Learning Centers, and NASA STEM. BurServe will help school districts, communities, and homeowners reduce energy consumption through instruction in and establishment of energy efficiency measures. Over the grant period service-learning will be incorporated into courses by 30 of their 57 faculty over three years.



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**Legal Applicant:** California State University, Chancellor's Office, Long Beach, CA

**Approved Funding:** \$500,000

**Contact:** Judy Botelho  
(562) 951-4749  
jbotelho@calstate.edu

**Program Summary:**

The California State University (CSU) system, which has a service-learning center at each of its 23 campuses, will train faculty to use service-learning in the STEM disciplines. Five campuses will implement service-learning activities through skilled departments in the first year, and the other 18 campuses will have the opportunity to compete for the grants in subsequent years. In addition, another set of campuses will support student development in the STEM careers using a model developed at CSU San Bernardino. The Coyote Careers program connects students to STEM fields through tutoring in hard-to-pass courses and provides internship experiences, mentoring, and career counseling.



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**Legal Applicant:** College of the Canyons, Santa Clarita, CA

**Approved Funding:** \$67,184

**Contact:** Susan Crowther  
(661) 362-3448  
susan.crowther@canyons.edu

**Program Summary:**

College of the Canyons will address the need to improve elementary science for Santa Clarita Valley 5th grade students by providing them with outside of the classroom learning in addition to standard in-school teaching. The Elementary Science Education service-learning program will collaborate with local school districts to provide college students with the resources to create and use science kits to teach students through hands-on discovery. The curriculum will be developed to target science majors enrolled in the Math, Engineering, Science Achievement (MESA) program, which is designed to help underrepresented, educationally and economically disadvantaged students transfer to a four-year colleges and universities. High school students will be given opportunities to explore science in a way that will encourage them to pursue the sciences in college and, to ultimately encourage careers in science and math.



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**Legal Applicant:** Delgado Community College, New Orleans, LA

**Approved Funding:** \$85,676

**Contact:** Warren Punecky  
(504) 915-8012  
wpunek@dcc.edu

**Program Summary:**

Delgado Community College seeks to provide increased access to health care to the residents of New Orleans by creating the innovative Community Care Initiative (CCI) that will restructure the college's Allied Health program clinical rotation format so that all students provide services and education to low-income and uninsured residents, instilling and fostering an awareness of and commitment to service in high-need communities. CCI will provide an effective service-learning experience for future health care practitioners while providing an opportunity for these students to engage in direct patient care through identified partner agencies. The program will also raise awareness among this high-need population of the value of a "medical home." The Community Care Initiative will engage students working towards professions in healthcare practice in over 10,000 hours of service over the course of the three-year grant period.



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**Legal Applicant:** Donnelly College, Kansas City, KS

**Approved Funding:** \$85,008

**Contact:** Emily Buckley  
(913) 621-8731  
ebuckley@donnelly.edu

**Program Summary:**

The Donnelly College ACTS (And Community Together in Service) program incorporates service-learning in the STEM disciplines of mathematics, healthcare and science, to increase student achievement throughout the college. The Donnelly program is built on a foundation of existing partnerships with local leaders in the STEM field that have created long-term reciprocal relationships between the college and its local community partners. Donnelly College students will tutor local middle and high school students in STEM disciplines, and will design middle school science curricula that will be used when the students are brought on campus to promote college awareness. Donnelly ACTS will bring together local leaders, college students, and middle-school students to demonstrate the power that service-learning can have to increase achievement, interest in STEM majors and careers, and capacity to serve the local community.





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**Legal Applicant:** Duke University, Durham, NC

**Approved Funding:** \$558,544

**Contact:** Kathy Sikes  
(919) 684-3030  
kathy.sikes@duke.edu

**Program Summary:**

Duke University will be partnering with the National Council for Accreditation of Teacher Education (NCATE) to advance their Program in Education by increasing the number of teachers in K-12 schools who are able and prepared to use service-learning to increase academic engagement, reduce the achievement gap, and address dropout prevention. The program will meet the needs of K-12 learners by teaching them using service-learning projects designed by pre-service teachers trained in high-quality service-learning. The program will train 1,750 future teachers and teach 7,000 K-12 students over the three-year grant period. It will also serve as a hub nationally for best practices in service-learning in teacher education.



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**Legal Applicant:** El Paso Community College, El Paso, TX

**Approved Funding:** \$113,789

**Contact:** Alfred Lawrence  
(915) 831-4463  
alawren4@epcc.edu

**Program Summary:**

El Paso Community College (EPCC) will implement the “Protect Our Water and Environmental Resources” (POWER) program to contribute to the environmental sustainability in the U.S.-Mexico border region. This project intentionally pairs faculty with underrepresented Hispanic and female science studies students. Together they will work with community partners focused on environmental awareness and stewardship in the El Paso area, specifically in Keystone Heritage Park, International Boundary & Water Commission and El Paso Zoo. These students will integrate service-learning in the sciences as a strategy to increase academic outcomes in higher education. Over the three-year grant period the POWER program will teach over 900 students and engage 30 STEM faculty members.



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**Legal Applicant:** Florida State University, Tallahassee, FL

**Approved Funding:** \$506,352 (2-year funding)

**Contact:** Courtney Geinert  
(850) 488-7782  
courtney@floridacompact.org

**Program Summary:**

Florida State University plans to train faculty at a series of service-learning institutes and then subsequently provide service-learning grants for institute participants. These institutes will train, support, and equip faculty members to modify and develop STEM courses and to integrate service-learning into the curriculum. These institutes will increase the quantity and quality of service-learning instruction in the sciences as well as encourage changes in behavior that will create a more sustainable future in terms of environmental integrity, economic viability, healthy communities, and a just society for present and future generations. Institute participants will work with community partners to address recognized long-term community needs with an emphasis on localized environmental and community health issues. Over the three-year grant period, 500 faculty members will create over 300 new STEM courses that integrate service-learning into 20 colleges and universities, ultimately engaging 6,000 college students.



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**Legal Applicant:** Georgia State University Research Foundation Inc., Atlanta, GA

**Approved Funding:** \$218,000

**Contact:** Caitlin Dooley  
(404) 413-8226  
cdooley@gsu.edu

**Program Summary:**

Georgia State University will create the Community Opportunities that Motivate People and Enhance Learning and Service (COMPELS) project to enhance and expand service-learning programs as part of the established teacher education curriculum. This program will address the academic needs of K-12 schools in six Atlanta metro school systems through a partnership with GSU's College of Education, Hands On Atlanta, Children's Restoration Network, and a consortium of 128 homeless shelters and group homes for children. All departments in GSU's College of Education and teacher education faculty who engage teachers in service-learning through their courses will have on-going mentoring and support from GSU's Center for Teaching & Learning. Over the course of the 3-year grant period, six K-12 school districts and 4,000 K-12 students will be taught using service-learning techniques.



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**Legal Applicant:** Miami-Dade College Center For Community Involvement, Miami, FL

**Approved Funding:** \$186,614

**Contact:** Joshua Young  
(305) 237-7477  
jyoung@mdc.edu

**Program Summary:**

Miami Dade College (MDC) will bolster the struggling service-learning program in the Miami-Dade (MD) County Public School District by implementing “Learn and Serve Legacy,” a teacher training project that will make service-learning a well-supported and widely-used teaching strategy within the public school system. The project will include current teachers, future teachers, school administrators and nonprofit staff. Through teacher and administrator professional development, ongoing support via school-based service-learning committees, and mentoring of MD County future teachers, the program will institute service-learning within the MD County school district. The project will train 50 school administrators, 200 community-based organizations, 2,400 education majors and 300 current teachers, while also teaching 4,500 K-12 students over the three-year grant period.



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The Corporation supports the integration of high-quality service-learning into STEM disciplines (science, technology, engineering, and mathematics) as a strategy to provide real-world context for classroom content. This competition focused on academic engagement as well as the development of essential workforce skills related to critical thinking, teamwork and communication. As a result of this grant, student service-learning activities will address critical community needs such as energy conservation, habitat restoration and mentoring younger students in STEM related K12 coursework to spark early interest in the subject matter.

**Legal Applicant:** NEA Foundation for the Improvement of Education, Washington, DC

**Approved Funding:** \$550,000 (2-year funding)

**Contact:** Harriet Sanford  
(202) 822-7347  
bmdauer@nea.org

**Program Summary:**

The NEA Foundation will create a pilot program to teach K-12 students from an economically disadvantaged area of Columbus, Ohio in service-learning. Through a partnership with Ohio State University's College of Education and Human Ecology, Columbus State Community College, and NEA's Public Engagement Project, this program will introduce current and future teachers to the foundations of service-learning, and promote service-learning activities with K-12 students and community members. The NEA Foundation will elevate the profile of service-learning among its member teachers and increase attendance, graduation rates, and academic achievement among K-12 students. The program will train 180 current and future teachers, and initiate 180 service-learning projects over the grant period.



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**Legal Applicant:** Northwest Indian College, Bellingham, WA

**Approved Funding:** \$160,000

**Contact:** Justin Guillory  
(360) 392-4338  
jguillory@nwic.edu

**Program Summary:**

The Northwest Indian College's (NWIC) Center for Indigenous Service-Learning will implement three year-long service-learning projects that addresses topics in the science, technology, engineering, and mathematics (STEM) fields. One project will promote healthy food behaviors and tribal food sovereignty by installing and maintaining perennial native plant gardens that include fruit and nut trees and other edible plants at both their Lummi and Swinomish campuses. Students will also distribute harvested senior center lunch programs in each community. A second project will increase environmental awareness within the Lummi community by assisting with the habitat restoration project of Smuggler's Slough, an important wetland habitat for juvenile salmon. A third project will partner with the Nez Perce Water Resources Department to develop a recycling project and an environmental education program for adults and elementary school students.



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**Legal Applicant:** Saint Paul's College, Lawrenceville, VA

**Approved Funding:** \$90,653

**Contact:** Tim Heilman  
(804) 291-6961  
theilman@saintpauls.edu

**Program Summary:**

Saint Paul's College, a small Historically Black College & University, will tackle illiteracy and poverty-related issues in the economically depressed, rural community of Brunswick County, Virginia. With service-learning already instituted in the curriculum, Saint Paul's College will enrich the service-learning on campus, while providing training and implementation support for school district teachers to incorporate service-learning into K-12 curriculum. Saint Paul's also plans to increase the number of teacher certification-seeking students. Through partnerships with Believers Center of the Future Academy, Inc. and the Brunswick County Schools, the College will train current teachers while mobilizing college students as aides to teachers and civic coaches to K-12 students.





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**Legal Applicant:** The College of Saint Rose, Albany, NY

**Approved Funding:** \$432,652

**Contact:** Margaret Kirwin  
(518) 458-5388  
kirwinm@strose.edu

**Program Summary:**

The College of Saint Rose will lead a consortium in the greater Albany area to infuse service-learning into the teacher development program at partner campuses. College faculty, adjuncts, and field supervisors will receive professional development to aligning service-learning activities with teaching standards and instruction within education programs. Exemplary service-learning projects and assignments for future teachers will be developed, and future teachers will be required to implement service-learning projects within and for neighboring schools and communities. Future teachers will participate by teaching K-12 students during culminating field internships, clinical experiences, or teaching residencies. Over the course of the grant period, the consortium will train 3,300 future teachers.



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**Legal Applicant:** The University of Vermont and State Agricultural College, Burlington, VT

**Approved Funding:** \$80,811

**Contact:** Alan Tinkler  
(802) 656-1424  
alan.tinkler@uvm.edu

**Program Summary:**

The University of Vermont and State Agricultural College will embed service-learning into the teacher preparation curriculum, training educators to work with immigrant and refugee families and helping local K-12 schools to meet the social and academic needs of this incoming population. Working through a partnership with the Vermont Refugee Resettlement Program, the O'Brien Community Center, and local schools, the project will systematically identify ways to use effective service-learning methods to address the needs of English Language Learners and build stronger home/school connections for the families of immigrant and refugee students. Future teachers will participate in service-learning projects and leadership development opportunities, and will work in diverse classrooms of ELL students. Over the three-year grant period, 440 future teachers will be trained and 300 K-12 students will be engaged.



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**Legal Applicant:** University of California, Santa Cruz, Santa Cruz, CA

**Approved Funding:** \$160,000

**Contact:** Michael Isaacson  
(831) 459-4877  
msi@soe.ucsc.edu

**Program Summary:**

The University of California, Santa Cruz, in partnership with the City and County of Santa Cruz, will develop a science, technology, engineering and math (STEM) service-learning program (IDEASS) that will bring together students and faculty with local government and community professionals to develop technology-based solutions for reducing greenhouse gas emissions in the community. There are three major components of the program. The first is the development of numerous long-duration (30 to 45+ week-long) senior design projects that bridge social sciences and engineering. The second is the development of a "Sustainability Clinic" devoted to STEM-based service-learning. The third is a project clearinghouse that will disseminate the results of the projects and act as corporate memory to ensure the continuity of service-learning projects. The projects will engage 120 college students, 30 university staff, and 20 faculty members over the grant period.



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**Legal Applicant:** University of Hawaii-HIPICC, Honolulu, HI

**Approved Funding:** \$714,589 (3-year funding)

**Contact:** Atina Pascua  
(808) 956-9257  
atina@hawaii.edu

**Program Summary:**

The University of Hawaii and the Hawaii and Pacific Islands Campus Compact partnership has been leading the development of STEM career and academic pathways to deepen student's understanding of environmental, energy, and health challenges, and science, engineering, and technology opportunities so they can redesign their communities and their futures. This program will have high school seniors and college students participating in cumulative courses and readiness training in STEM disciplines. Through faculty training, research, analysis, and service-learning coursework and initiatives, the Pacific Islands will make progress toward environmental sustainability. Over the course of the three-year grant period, 300 college students and an additional 1,000 high school students will work with 50 community partners across 5 islands to increase realize this goal.



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**Legal Applicant:** University of Southern Indiana, Evansville, IN

**Approved Funding:** \$197,111

**Contact:** Paul Parkison  
(812) 467-5416  
pparkison@usi.edu

**Program Summary:**

The University of Southern Indiana will train teacher education candidates in intentional service-learning field experiences to support regional schools and community organizations in a 5-county area in southwest Indiana. The Office of Service Learning and the Department of Teacher Education will revise curricula to embed service-learning methods, and will hire clinical staff to support and supervise teacher candidates throughout their field experiences. Resources will be targeted toward improving the improved academic achievement of students in area public schools that are on academic watch or academic probation. The program will train 800 future teachers over the three-year grant period, and involve them in projects such as creating afterschool programs, or health and wellness initiatives.



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**Legal Applicant:** University of Southern Mississippi, Hattiesburg, MS

**Approved Funding:** \$441,606

**Contact:** Jennifer Brewington  
(601) 266-5208  
jennifer.brewington@usm.edu

**Program Summary:**

The Mississippi Service Learning Program (MSSLP) will broaden service-learning and civic engagement across partner campuses and throughout the state. Through a STEM service-learning initiative, the program will create a network of colleges, K-12 schools, and community-based organizations that address local needs through service-learning in the STEM disciplines, provide professional development training for faculty, and develop college student leaders through the LeaderShape program. With a special focus on African American students and students with disabilities, MSSLP will teach 1,080 college students and create 39 courses over the course of the grant period.



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**Legal Applicant:** Washington Campus Compact, Bellingham, WA

**Approved Funding:** \$500,000

**Contact:** Jennifer Dorr  
(360) 650-7984  
Jennifer.Dorr@wwu.edu

**Program Summary:**

The Washington Campus Compact will create the Northwest Sustainability Initiative (NWSI) to restore natural habitats and to increase green energy practices. Over three years NWSI will teach and coordinate the service of 1,530 disadvantaged youth, 5,760 college students and 240 faculty through 81 habitat restoration and 54 green energy service-learning projects. These students and teachers will incorporate K-12 tutoring/mentoring in natural resources, watershed restoration and green energy demonstration projects to address the environmental needs of the community. Faculty will establish regional Faculty Fellows program to assess and evaluate the program, and broaden its reach to ensure continued sustainability. The various elements of this project will demonstrate how service-learning projects can have dynamic impacts on the environment.