



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Youth Leadership

Baldwin-Wallace College

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

Barbara-Byrd Bennett Scholars

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

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

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Youth Leadership

California State University, San Marcos

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

Video in the Community

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

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Youth Leadership

Central College

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

¡Juntos Todos Aprendemos!

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

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Youth Leadership

Central Michigan University

Education, Tutoring, Mentoring, Youth Leadership, Summer Program

King Chavez Parks

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

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Youth Leadership

Georgetown University

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

DC Street Law

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

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

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

Youth Leadership

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

Youth Leadership

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

Youth Leadership

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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