President's Higher Education Community Service Honor Roll Application

Program Purpose: The President's Higher Education **Community Service** Honor Roll recognizes higher education institutions that reflect the values of exemplary community service and achieve meaningful outcomes in their communities. The Honor Roll is part of the Corporation for National and Community Service's strategic commitment to engage millions of college students in service and celebrate the critical role of higher education in strengthening communities.

The President's Interfaith and **Community Service** Campus Challenge is a parallel national initiative that was launched in 2011, based on recommendations from President Obama's inaugural Advisory Council on Faith-based and Neighborhood Partnerships. Administered by The White House Office of Faith-based and Neighborhood Partnerships and the Center for Faith-based and Neighborhood Partnerships within the Department of Education, the President's Challenge invites institutions of higher education to commit to a year of interfaith cooperation and community service programming. Over 400 colleges and universities and nearly 200,000 people to date have been involved in advancing interfaith service in their communities.

Starting this year, the President's Challenge will be integrated with the Honor Roll, creating a new recognition category. This track recognizes higher education institutions that reflect the values of exemplary interfaith community service. Interfaith Community Service involves people from different religious and secular backgrounds tackling community challenges together while building meaningful relationships across lines of difference.

Presidential Awards are made for **General Community Service**, **Education**, **Economic Opportunity**, and **Interfaith Community Service** category.

Uses of information: Information provided in the "exemplary project" descriptions may be published in connection with the Honor Roll on the Corporation for National and **Community Service** (CNCS) website and partner websites. Information provided by this collection will be held solely by CNCS staff and partner agencies/organizations.

Required fields are marked with a red asterisk (*)

Institutional Information

Institution of Higher Education:	Virginia Polytechnic Institute and State University	
Name of chief executive officer	First name:	Timothy
	Last name:	Sands
	Title (President, Chancellor, other):	President
Mailing Address	Street Line 1:	Burruss Hall Ste 210
	Street Line 2:	800 Drillfield Drive
	City:	Blacksburg
	State:	Virginia

	ZIP:	24061
	Phone:	
	Fax:	
	Email Address	engage@vt.edu
Interfaith Community Service Staff Lead (Required only for "Interfaith Community Service")	First name:	
	Last name:	
	Department / Office:	
	Email Address:	
Official Department Contact Information (If different from main contact)	Street Line 1:	New Hall West, Suite 110
	Street Line 2:	190 West Campus Drive
	City:	Blacksburg
	State:	Virginia
	ZIP:	24061
	Phone:	(540) 231-9798
	Fax:	(540) 231-4443
	Email Address:	engage@vt.edu
Media Contact	First Name	Lindsey
	Last Name	Gleason
	Telephone	(540) 231-9798
	Fax	(540) 231-4443
	E-mail Address	engage@vt.edu
Campus Community Service Coordinator	First name:	Gary
	Last name:	Kirk
	Department / Office:	VT Engage
	E-mail address:	garykirk@vt.edu
Institution code	IPEDS (6 digit)	233921
	and 8-digit OPEID number	00375400
Total student enrollment (graduate and undergraduate, full- and part-time)	31224	

Institutional type (check one)

- ○ Two-year public
- ● Four-year public
- ○ Graduate students only, public
- ○ Other (please describe)

- ○ Two-year private
- ○ Four-year private
- ○ Graduate students only, private

Please describe: _____

Minority-serving institution (check as appropriate)

- ☐ Alaska Native Serving Institution
- ☐ Asian American and Pacific Islander Serving Institution
- ☐ Hispanic Serving Institution
- ☐ Historically Black College/ University
- ☐ Native Hawaiian Serving Institution
- ☐ Native-American Serving (Non-Tribal) Institution
- ☐ Predominately Black Institution
- ☐ Predominately Minority Population Community College
- ☐ Tribally Controlled College/University

Have you ever been a member of the Honor Roll?

- ● Yes
- ○ No
- ○ Don't know/ data not available

If yes, have you ever emphasized in your marketing materials (website, brochures, etc.) membership on the Honor Roll?

- ○ Yes
- ○ No
- ○ Don't know/ data not available

How did your institution learn about the Honor Roll

program? (Indicate all that apply):

☐ ACE Annual Meeting

☑ CNCS's letter to higher education chief executives

☐ Media advertisement

☐ Media news story

☐ National Conference on Volunteering and Service

☑ past participant

☑ Outreach (website, newsletter, etc.) by CNCS or its programs

☐ Outreach by another higher education organization

☑ Outreach by Campus Compact

Definitions

Community service means: activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning , co-curricular service-learning (not part of an academic course, but utilizing service-learning elements), and other co-curricular student volunteer activities, as well as Federal Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank).

Interfaith community service means: the above service activities with intentional interfaith engagement components incorporated including (but not limited to) post-service reflection on interfaith collaboration, service-issue themed interfaith dialogue, religiously diverse and secular service organizers and participants, service partnerships with faith-based and secular community organizations, student enrollment in interfaith curriculum coupled with service hour requirements.

Academic service-learning means: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.

CNCS programs include: AmeriCorps VISTA, AmeriCorps State and National, AmeriCorps NCCC, Senior Corps, and Social Innovation Fund.

Academic term means: quarter, semester or trimester.

****All estimates requested in this application are for the 12-month period ending June 30, 2015 ****

Institutional Commitment to Community Service Statement

Describe your institution's commitment to community service; provide the background and context of this commitment and brief, varied examples of how it is demonstrated on campus and in the institutional culture. This is your opportunity to explain the culture of community service that exists at the institution and the impact that this culture has on the community.

This statement MUST include:

• Detailed discussion of the institutional commitment to community service, including:

  • Explanation of the commitment of institutional resources to support service (for example staffing, budgeting, etc.)

  • Brief examples of this institutional culture of community service as it is integrated into campus activities (for example campus service officer, service-learning courses, or days of service)

- Explanation of how that institutional commitment is implemented in the campus culture, academic programming and extracurricular activities
- Discussion of the impact and effect of this commitment to service in the community
- Description of the conditions in the community that drove your institution to engage in service

If you are applying for the Interfaith Community Service Category, describe your institution's commitment to Interfaith Community Service through intentional interfaith engagement and how this ties into the commitment to service. Please provide all of the above background, context, and examples to explain the culture of interfaith cooperation that exists at the institution and how this enhances the service work of your institutions and its impact on the community.

Please discuss in detail the institutional commitment to interfaith engagement, including:

- Explanation of the commitment of institutional resources to support interfaith engagement
- Brief examples of this institutional culture of interfaith engagement as it is integrated into campus activities

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Dedicated to its motto, Ut Prosim (That I May Serve), Virginia Tech takes a hands-on, engaging approach to education, preparing scholars to be leaders in their fields and communities. Students take a large role in driving campus outreach and community service events. Our service culture is built into many programs, and calls upon students to not only participate, but become active leaders and build programs alongside faculty and staff. Some highlights include:

-VT's two largest service events, the Big Event and Relay for Life, are student-run. The Big Event is the 2nd largest of its kind in the U.S., organized 8,050 volunteers who completed 1,043 home maintenance projects. Over 6,000 students and 394 teams participated in Relay for Life, raising $518,537 to benefit the American Cancer Society. It is the #1 collegiate Relay in the world.

-36 fraternities and sororities served 14,930 hours in the community, including the annual event "Greeks Giving Back", a one-day service event for area residents. More than 800 fraternity and sorority students completed 278 service projects (each project ~four hours.)

-The Corps of Cadets required each of its 1,000+ cadets to perform 10 hours of community service.

-The Virginia Tech Rescue Squad is an entirely student-run volunteer program that responds to 911 emergency calls. 9 student officers are EMT certified.

-3,756 service learning students in 295 courses completed over 56,340 hours of service. Each student completed a minimum of 15 service hours.

-VT Engage facilitated partnerships for and placed more than 300 students in STEM-related curricular service-learning outreach activities.

-Upward Bound and Talent Search provide college-preparedness services to traditionally underrepresented groups. More than 850 high school students in Southwest and Central Virginia participated, with ninety-five percent of Upward Bound seniors and 92 percent of Talent Search seniors enrolling in college.

-Kids' Tech University served 450 children and worked to mentor the future children interested in STEM fields through interactive

sessions, hands-on activities, and virtual labs.

-VT Engage held 96 student-led, co-curricular service events with 708 students participating, including direct service opportunities, social justice and issue-oriented educational events, and student leadership development opportunities. These events engaged 39 community and nonprofit organizations working on local, regional, and global issues.

-Virginia Tech launched the Campus Kitchen pilot initiative, a partnership with VT Engage and VT Dining Services. In six weeks, 22 student volunteers diverted more than 2,000 pounds of food from a campus dining hall to two community partners.

-The SERVE Living-Learning Community is a residential community that fosters personal growth and civic responsibility through community engagement. In 2014-15, 19 students lived together and attended class. In class, students were challenged to critically reflect on and explore leadership, service, and social change. Additionally, students completed 2,500 volunteer hours through 22 service events.

-The VT Engage VISTA Network placed seven full-time members in poverty-focused community organizations. The VT Engage AmeriCorps State Network launched in fall 2014 with 16 members serving two community partners. VT Engage VISTA Network members secured $36,000 in grant funding for the Blacksburg Farmer's Market SNAP Benefits Program, led campus tours for more than 600 students from low-income schools at Virginia Tech's Kindergarten to College initiative, and supported the Virginia Science Festival.

-Services for Students with Disabilities recruited 492 volunteer note-takers who provided approximately 14,600 service hours.

-Career Outfitters, Career Services' service project, collected and distributed gently used or new professional attire and accessories to 658 students who were preparing for career fairs, intervi

Apply for Competition

Indicate which categories your institution is applying for

☑ General Community Service

☐ Education

☐ Economic Opportunity

☐ Interfaith Community Service

Would you like more information about the Presidents Interfaith and Community Service Campus Challenge?

○ Yes

◉ No

Definitions:

Scope assesses the breadth and depth of the project. Factors include: number of students serving (relative to school size), time dedicated to service, institutional staff support, participation and time committed, expertise utilized, collaboration with other organizations, leveraging of college or university, and community resources, and innovative use of creative solutions to address local problems.

Evidence of Project Effectiveness includes the estimated number of individuals served, and measurable effects of service in the community (e.g., number of houses cleaned, renovated, built, etc.).

Impact on Community describes either short - or long - term benefits of the service to the community. The project will be assessed on the evidence provided to demonstrate measurable impacts on the community.

Required fields are marked with a red asterisk (*)

General Community Service Category

Project 1

Project title	VT Engage AmeriCorps State Network

In this category, select one (1) service project that best exemplifies the "Institutional Commitment to Service" statement." This category provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to community service, and the impact of this service in the community.

The project selected for this category should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness, and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
  - Who from your institution participates in the service (faculty, teachers, students, etc.)
  - Who benefits from the service;
  - Detailed   evidence, including quantification, and description of the project's benefits to the population served
- Clear   connection to the Institutional Commitment to Service Statement.

  A strong project description SHOULD also include:
- Program   practices or institutional support elements that were found particularly   helpful or effective
- Indication   of whether student participation was during regular academic sessions or   during summer or other breaks or as part of curricula or extra-curricular   activities (indicate frequency of service)
- Collaborations   with community agencies, including K-12 schools
- Whether   the project was supported by Federal Work-Study, CNCS programs, or other government   programs.

  Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

The VT Engage AmeriCorps State Network in its inaugural year hosted 15 Virginia Tech undergraduate student members and one Virginia Tech alumna member. These members served with two organizations, Smart Beginnings NRV and American Red Cross, focused on early childhood development and disaster preparedness education. Members were also tasked with recruiting volunteers for both organizations to build capacity; in total, members recruited 322 volunteers who served 1,874 hours (~202 served at one-time events and 120 served as recurring volunteers). Details on the projects are outlined below:

The 10 members serving with Smart Beginnings were responsible for running the Reading hour program at various child care centers throughout the region. The Reading Hour program, launched in spring 2014, paired preschool-aged children with adult volunteers to work on literacy skills each week.

Members recruited Reading Hour volunteers (both students and community members), hosted family literacy nights at child care centers, and developed other literacy-related events. Members built the program from serving in 3 childcare centers with 15 students

and 15 volunteers into a program that served 87 children in 11 centers with over 120 volunteers. These volunteers served over 1,250 hours in this capacity.

The program measured the children's literacy gains as well as gains in social/emotional development. This progress was measured through pre- and post-program tests conducted by staff at the childcare centers. Of the 87 children participating, 86 demonstrated gains in literacy skills and all of the children demonstrated in social and/or emotional development.

Five members served with the American Red Cross focusing on disaster outreach and preparedness projects. This focus was developed because efforts to educate communities about disaster preparation and planning is limited in the region due to a lack of volunteers and/or staff at the Red Cross chapters.

Much of our members' service focused on presenting disaster preparedness information to elementary and middle-school aged children through the Pillowcase Project. This program is a partnership between the Red Cross and Disney; children learn about disaster-preparedness steps they can take in their own homes, and how to respond when a disaster happens. Children are prompted to use a Disney-themed pillowcase to discuss what items they would need to take with them in case of disaster, and are encouraged to fill their pillowcase with these items and share the information with family members upon returning home.

As a result of their efforts, members reached 1,638 individuals through presentations at elementary and middle schools and community fire-canvassing events. At community fire-canvassing events, members canvassed high-risk (of home fires) neighborhoods in the region and offered to install fire detectors in the homes.

Total Number of Participating Students	Students Participating in Curricular Projects:	
	Students Participating in Extra-Curricular Projects:	15
Number of Student Hours Served		
Number of Participating Faculty/Staff		
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	
	Participating in Extra-Curricular Projects:	
Estimated Number of Individuals Served	1725	

Evidence of Project
Effectiveness

☐ Economic Opportunity

    ☐ Houses built

    ☐ Meals served   _____

    ☐ Hours of job training and support provided   _____

    ☐ Other   _____

☑ Education   _____

    ☑ Students tutored/mentored   1725

    ☐ Students assisted in undertaking service-learning   _____

    ☐ Books read   _____

    ☐ Other   _____

☐ Environment

    ☐ Community gardens built

    ☐ Streams monitored/remediated   _____

    ☐ Bags of garbage collected   _____

    ☐ Cans and bottles recycled   _____

    ☐ Other   _____

☐ Health

    ☐ Number of people provided with health screenings

    ☐ Nutrition/healthy living lessons taught   _____

    ☐ Other   _____

☐ Veterans and Deployed Personnel

    ☐ Veterans assisted with reintegration into the
    community

    ☐ Military families assisted   _____

    ☐ Other   _____

☐ Other

☐ Interfaith Engagement

☐ Number of students who learned something new about a denomination, religion, or secular perspective different than their own _____

☐ Number of students who committed to participating in future interfaith events _____

☐ Number of the above students who were first-time participants of an interfaith event _____

☐ Number of students who met and/or worked with some one of a different denomination, religion, or secular perspective _____

☐ Number of students who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own _____

☐ Interfaith Engagement Story: Share one student participant story that best encapsulates the positive attitude toward diversity on religious matters among your student participants. (250 word limit)

Project 2

Project title   VT Engage Service Learning Program

In this category, select one (1) service project that best exemplifies the "Institutional Commitment to Service" statement." This category provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to community service, and the impact of this service in the community.

The project selected for this category should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness, and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
  - Who from your institution participates in the service (faculty, teachers, students, etc.)
  - Who benefits from the service;
  - Detailed   evidence, including quantification, and description of the project's benefits to the population served
- Clear   connection to the Institutional Commitment to Service Statement.

  A strong project description SHOULD also include:
- Program   practices or institutional support elements that were found particularly   helpful or effective
- Indication   of whether student participation was during regular academic sessions or   during summer or other breaks or as part of curricula or extra-curricular   activities (indicate frequency of service)
- Collaborations   with community agencies, including K-12 schools
- Whether   the project was supported by Federal Work-Study, CNCS programs, or other government   programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

Service-learning is defined by Virginia Tech as "a course or competency based credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content and an enhanced sense of civic responsibility."

VT Engage works with faculty to coordinate service-learning components into classes. VT Engage personnel paired students with 39 community organizations throughout the region, giving students a variety of projects to volunteer with in a meaningful way throughout the semester. Community organizations benefit from having regularly scheduled volunteers who are dedicated to the organization throughout the semester, as opposed to receiving one-time volunteers. During the 2014-15 academic year, 1,977 students in 103 courses participated through VT Engage's service learning program. Each student completed an estimated 10 - 15 hours of service. Four service learning projects in partnership with VT Engage that were particularly successful include the Science Museum of Southwestern Virginia, the Virginia Science Festival, Kindergarten 2 College, and Art Reach.

Students from the Electrical and Computer Engineering department worked with the Science Museum of Western Virginia to install a scanner coupled with a 3D printer in the museum. They also created a rotating stool for the scanner to allow for an entire item to be scanned into the 3D printer. Students researched, designed, and implemented every step of the process. The project ended in a demonstration at the museum, a successful installation of all parts, and the creation of an interactive exhibit. In this partnership, students used their unique strengths to address a need in the community.

The Virginia Science Festival's inaugural 2015 event was held on Virginia Tech's campus and brought 6,000 attendees and 200 student volunteers. Service learning students assisted at the event by hosting tables with kids' STEM activities and ushering guests throughout the event space.

The Kindergarten 2 College program is a collaboration between the Virginia Tech School of Education, VT-STEM, and area 5th grade classes from Title I schools. Service learning students hosted STEM activities in science labs across campus for 5th grade students and engaged in tours of campus facilities in an effort to inspire students to begin to explore careers and college options.

Student Engagement and Campus Life (SECL) worked with VT Engage on the outreach program Art Reach, which provides service learning opportunities in the arts for 12 students who received course credit for community outreach through pop up events.

Total Number of Participating Students	Students Participating in Curricular Projects:	
	Students Participating in Extra-Curricular Projects:	1977
Number of Student Hours Served	23724	
Number of Participating Faculty/Staff	103	
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	
	Participating in Extra-Curricular Projects:	
Estimated Number of Individuals Served	3000	
Evidence of Project Effectiveness		

☐ Economic Opportunity

- ☐ Houses built _____
- ☐ Meals served _____
- ☐ Hours of job training and support provided _____
- ☐ Other _____
- ☐ Education

  - ☐ Students tutored/mentored _____
  - ☐ Students assisted in undertaking service-learning _____
  - ☐ Books read _____
  - ☐ Other _____
- ☐ Environment

  - ☐ Community gardens built _____
  - ☐ Streams monitored/remediated _____
  - ☐ Bags of garbage collected _____
  - ☐ Cans and bottles recycled _____
  - ☐ Other _____
- ☐ Health

  - ☐ Number of people provided with health screenings _____
  - ☐ Nutrition/healthy living lessons taught _____
  - ☐ Other _____
- ☐ Veterans and Deployed Personnel

  - ☐ Veterans assisted with reintegration into the community _____
  - ☐ Military families assisted _____
  - ☐ Other _____
- ☑ Other

  - ☑ Community partner organizations involved   39 _____
- ☐ Interfaith Engagement

☐ Number of students who learned something new about a denomination, religion, or secular perspective different than their own   _____

☐ Number of students who committed to participating in future interfaith events   _____

☐ Number of the above students who were first-time participants of an interfaith event   _____

☐ Number of students who met and/or worked with some one of a different denomination, religion, or secular perspective   _____

☐ Number of students who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own   _____

☐ Interfaith Engagement Story: Share one student participant story that best encapsulates the positive attitude toward diversity on religious matters among your student participants. (250 word limit)

Project 3

Project title	VT Engage STEP UP Student Leader Program

In this category, select one (1) service project that best exemplifies the "Institutional Commitment to Service" statement." This category provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to community service, and the impact of this service in the community.

The project selected for this category should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness, and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
  - Who from your institution participates in the service (faculty, teachers, students, etc.)
  - Who benefits from the service;
  - Detailed   evidence, including quantification, and description of the project's benefits to the population served
- Clear   connection to the Institutional Commitment to Service Statement.

  A strong project description SHOULD also include:

- Program   practices or institutional support elements that were found particularly   helpful or effective
- Indication   of whether student participation was during regular academic sessions or   during summer or other breaks or as part of curricula or extra-curricular   activities (indicate frequency of service)
- Collaborations   with community agencies, including K-12 schools
- Whether   the project was supported by Federal Work-Study, CNCS programs, or other government   programs.

  Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

VT Engage's STEP UP (Students Together Engaging in and Practicing Ut Prosim) leadership program consisted of 19 students during the 2014-15 academic year. STEP UP leaders work with VT Engage staff and community partners to plan several types of trips, including weekend and weeklong immersion experiences, recurring weekly trips, and short-term experiences:

-15 day trips (163 participants),

-52 recurring weekly trips with six community partners (438 participants),

-Seven weekend trips (47 participants),

-Four week-long service immersion trips (48 participants), and

-The Week of Engagement with seven service and discussion events (50 participants).

Included in the week-long service immersion trips were two trips to the Dominican Republic that gave over 30 undergraduate and graduate students the opportunity to participate in service in an international context with longtime partner, the Community Service Alliance. These students had the opportunity to work on youth development, water quality, and sustainable food supply projects

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during their service-learning experiences.

These service projects covered a wide range of topics including prison reentry, youth health care, homelessness, and wildlife habitat restoration. Along with each trip, leaders planned reflection activities to create a safe space to discuss social justice issues and service. Reflection allows groups and individuals to process the questions that service experiences bring up. Leaders guide participants through this process using a variety of methods.

To prepare the STEP UP leaders and help them coordinate successful events, the group met weekly. The meetings are highly experiential, including individual and group goal setting, logistical planning, group discussions, and reflection on previous trips and current events. With staff guidance, STEP UP leaders often lead sessions. At the beginning of the semester, leaders were polled to determine which topics will help them create and lead great service-learning experiences for their peers. Then, students develop and lead hour-long topical workshops that draw on their own expertise and experiences.

The topics have included skill building related to trip logistics, from budgeting and advertising to identifying and securing community partners. Other sessions have focused on interpreting quantitative and qualitative evaluations. These sessions provide student leaders with real-world project management experience and professional development. STEP UP meetings also focus heavily on techniques for creating meaningful reflection opportunities for participants. Additionally, student leaders are encouraged to share their service trip experiences at meetings, and time is taken to debrief every trip.

STEP UP program facilitators gain practical skills, knowledge, and confidence, and VT Engage enjoys the additional capacity and unique perspective that comes from a team of well-prepared and energetic student leaders. While it is straightforward to help students develop hard skills (e.g., basic home repair) and identify underlying social justice issues (e.g., housing affordability), students are encouraged to grapple with deeper questions through intentional, meaningful, and impactful conversation.

STEP UP leaders are equipped with the tools and resources to explore 1) the societal drivers of complex issues, 2) the ethical implications of action for individuals and communities, and 3) what it means to be an engaged, active citizen. Often this work challenges long-held assumptions that students bring from their previous experiences. In the short-term, staff have witnessed the development of new attitudes and behaviors among students, but the true outcomes will be seen as these dedicated students enter their careers and communities with the ability to make sustainable, high impact contributions in the public interest.

Total Number of Participating Students	Students Participating in Curricular Projects:	110
	Students Participating in Extra-Curricular Projects:	636
Number of Student Hours Served	3642	
Number of Participating	4	

Faculty/Staff	
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:
	Participating in Extra-Curricular Projects:
Estimated Number of Individuals Served	1119

Evidence of Project Effectiveness

☐ Economic Opportunity

    ☐ Houses built

    ☐ Meals served   _____

    ☐ Hours of job training and support provided   _____

    ☐ Other   _____

☐ Education   _____

    ☐ Students tutored/mentored

    ☐ Students assisted in undertaking service-learning   _____

    ☐ Books read   _____

    ☐ Other   _____

☐ Environment   _____

    ☐ Community gardens built

    ☐ Streams monitored/remediated   _____

    ☐ Bags of garbage collected   _____

    ☐ Cans and bottles recycled   _____

    ☐ Other   _____

☐ Health   _____

    ☐ Number of people provided with health screenings

    ☐ Nutrition/healthy living lessons taught   _____

    ☐ Other   _____

☐ Veterans and Deployed Personnel

    ☐ Veterans assisted with reintegration into the community

    ☐ Military families assisted   _____

    ☐ Other   _____

☐ Other   _____

☐ Interfaith Engagement

    ☐ Number of students who learned something new about a denomination, religion, or secular perspective different than their own   _____

    ☐ Number of students who committed to participating in future interfaith events   _____

    ☐ Number of the above students who were first-time participants of an interfaith event   _____

    ☐ Number of students who met and/or worked with some one of a different denomination, religion, or secular perspective   _____

    ☐ Number of students who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own   _____

☐ Interfaith Engagement Story: Share one student participant story that best encapsulates the positive attitude toward diversity on religious matters among your student participants. (250 word limit)

Definitions:

Community service means activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning, co-curricular service-learning (not part of an academic course, but utilizing service-learning elements) and other co-curricular student volunteer activities, as well as Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank).
Academic service-learning means: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.
CNCS programs include: AmeriCorps*VISTA, AmeriCorps*State and National, AmeriCorps*NCCC, Learn and Serve America, and Senior Corps.
Academic term means quarter, semester or trimester.

Notice: Notice: All estimates requested in this application are for the 12-month period ending June 30 of the Honor Roll year.

Required fields are marked with a red asterisk (*)

General Community Service: Student Service Estimates

Estimate:

a.   The number of students who engaged in academic service-learning.   3756

b.   The number of students who engaged in forms of community service not including the students counted in determining a)
     (unduplicated count).   12000

c.   The total number of students who engaged in community service of any kind (sum of a and b).   15756

d.   The number of students who engaged in at least 20 hours of any kind of community service per academic term.   1500

e.   The number of students whose service was supported by one or more CNCS programs.   15

f.   The total number of all community service hours engaged in by the institutions students.   100000

Definitions:

The Promise Neighborhoods model is designed to improve the educational and developmental outcomes of all children in our most distressed communities, and transform those communities by improving education outcomes.

Innovation in Early Childhood Education is intended improve educational outcomes for young children (birth through 3rd grade) by enhancing the quality of early learning programs for high-need students.

Summer Learning helps reduce the academic achievement gap between lower - and higher - income youth during the critical summer months. Effective summer learning opportunities improve academic outcomes for youth, can lead to higher graduation rates and can lead to better preparation for college.

Required fields are marked with a red asterisk (*)

Special Focus Area: Exemplary Project Descriptions

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
  - Who from your institution participates in the service (faculty, teachers, students, etc.);
  - Who benefits from the service;
  - Detailed evidence, including quantification, and description of the project's benefits to the population served; and
- Clear connection to the Institutional Commitment to Service Statement.
  A strong project description SHOULD also include:
- Program practices or institutional support elements that were found particularly helpful or effective;
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service);
- Collaborations with community agencies, including K-12 schools; and
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Project 1

Project title _____

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
  - Who from your institution participates in the service (faculty, teachers, students, etc.);
  - Who benefits from the service;
  - Detailed evidence, including quantification, and description of the project's benefits to the population served; and
- Clear connection to the Institutional Commitment to Service Statement.

  A strong project description SHOULD also include:
- Program practices or institutional support elements that were found particularly helpful or effective;
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service);
- Collaborations with community agencies, including K-12 schools; and
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

_____

_____

_____

_____

_____

_____

Students Participating in Curricular Projects:	0	
Students Participating in Extra-Curricular Projects:	0	
0		
0		
Participating in	0	

Curricular Projects:

Participating in Extra-Curricular Projects: 0

0

☐ Education

☐ Economic Opportunity

Project 2

Project title _____

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
  - Who from your institution participates in the service (faculty, teachers, students, etc.);
  - Who benefits from the service;
  - Detailed evidence, including quantification, and description of the project's benefits to the population served; and
- Clear connection to the Institutional Commitment to Service Statement.

  A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective;
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service);
- Collaborations with community agencies, including K-12 schools; and
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

_____

_____

_____

_____

_____

_____

Students Participating in Curricular Projects:	0
Students Participating in Extra-Curricular Projects:	0
0	
0	
Participating in	0

Curricular Projects:

Participating in Extra-Curricular Projects: 0

0

☐ Education

☐ Economic Opportunity

Project 3

Project title _____

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
  - Who from your institution participates in the service (faculty, teachers, students, etc.);
  - Who benefits from the service;
  - Detailed evidence, including quantification, and description of the project's benefits to the population served; and
- Clear connection to the Institutional Commitment to Service Statement.

  A strong project description SHOULD also include:
- Program practices or institutional support elements that were found particularly helpful or effective;
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service);
- Collaborations with community agencies, including K-12 schools; and
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

_____

_____

_____

_____

_____

_____

Students Participating in Curricular Projects:	0
Students Participating in Extra-Curricular Projects:	0
0	
0	
Participating in	0

Curricular Projects:

Participating in Extra-Curricular Projects: 0

0

☐ Education

☐ Economic Opportunity

Definitions:

Community service means activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning, co-curricular service-learning (not part of an academic course, but utilizing service-learning elements), and other co-curricular student volunteer activities, as well as Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank).

Academic service-learning means: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.

CNCS programs include: AmeriCorps*VISTA, AmeriCorps*State and National, AmeriCorps*NCCC, Learn and Serve America, and Senior Corps.

Academic term means quarter, semester or trimester.

Notice: Notice: All estimates requested in this application are for the 12-month period ending June 30 of the Honor Roll year.

Required fields are marked with a red asterisk (*)

Student Service Estimates

Estimate:

a. The number of students who engaged in academic service-learning. _____

b. The number of students who engaged in forms of community service not including the students counted in determining a) (unduplicated count). _____

c. The total number of students who engaged in community service of any kind (sum of a and b). _____

d. The number of students who engaged in at least 20 hours of any kind of community service per academic term. _____

e. The number of students whose service was supported by one or more CNCS programs. _____

f. The total number of all community service hours engaged in by the institutions students. _____

Required fields are marked with a red asterisk (*)

Institutional Supports for Service

1. Is community service or service-learning explicitly cited in your institutions mission statement or strategic plan?

   ◉ Yes   ○ No   ○ Don't know/ data not available

2. Is interfaith community service explicitly cited in your institutions mission statement, or strategic plan, or other key institutional materials?

   ○ Yes   ○ No   ○ Don't know/ data not available   ◉ Not applying for interfaith

3. Does the institution make internal budgetary allocations to support service?

   ◉ Yes   ○ No   ○ Don't know/ data not available

4. Does the institution make internal budgetary allocations to support interfaith community service?

   ○ Yes   ○ No   ○ Don't know/ data not available   ◉ Not applying for interfaith

5. Does the applicant institution have at least one full-time staff member responsible for coordinating student community service or service-learning activities?

   ◉ Yes   ○ No   ○ Don't know/ data not available

   How many? 6

6. Does the applicant institution have at least one full-time staff member responsible for coordinating student interfaith community service?

   ○ Yes   ○ No   ○ Don't know/ data not available   ◉ Not applying for interfaith

7. Does the applicant institution provide scholarships or other financial rewards to students for community service?

   ○ Yes   ◉ No   ○ Don't know/ data not available

8. Does the applicant institution provide a match award for the Segal AmeriCorps Education Award?

   ○ Yes   ○ No   ◉ Don't know/ data not available

9. Does the applicant institution offer academic courses that integrate community service with academic content, i.e., academic service-learning courses, as defined above?

   ⦿ Yes   ○ No   ○ Don't know/ data not available

   Approximately how many? 295

10. Does the applicant institution offer academic courses that integrate interfaith community service with academic content?

   ○ Yes   ○ No   ○ Don't know/ data not available   ⦿ Not applying for interfaith

11. Does the applicant institution require academic service-learning courses as part of the core curriculum of at least one major or disciplinary area?

   ○ Yes   ○ No   ⦿ Don't know/ data not available

12. Does the applicant institution require academic interfaith engagement courses as part of the core curriculum of at least one major or disciplinary area?

   ○ Yes   ○ No   ○ Don't know/ data not available   ⦿ Not applying for interfaith

13. Does the applicant institution reward the use of academic service-learning through faculty promotion and tenure decisions, or by providing awards or professional development opportunities?

   ○ Yes   ⦿ No   ○ Don't know/ data not available

14. Is the applicant institution recognized under one of the Carnegie Foundations Community Engagement classifications?

   ⦿ Curricular Engagement
   ○ Outreach and Partnerships
   ○ Curricular Engagement and Outreach and Partnerships

Government Supports for Service

1. Does the applicant institution utilize AmeriCorps, including VISTA, members in recruiting student volunteers or coordinating student service projects?

   ⦿ Yes   ○ No   ○ Don't know/ data not available

2. Does the applicant institution have an ongoing grantee, sub-grantee or other supportive relationship with any of the following CNCS programs?

☐ Learn and Serve America

☑ Americorps*State and National

☑ AmeriCorps*VISTA

☐ AmeriCorps*NCCC

☐ Senior Corps

3. Please identify any ongoing relationship the applicant institution has with other Federal, State, or local government agencies in support of student community service activities:

Yes

The Paperwork Reduction Act Statement

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS APPLICATION.
WE APPRECIATE ALL THE WORK THAT YOU DO!

The Paperwork Reduction Act Statement

Public Burden Statement: The Paperwork Reduction Act of 1995 requires the Corporation to inform all potential persons who are to respond to this collection of information that such persons are not required to respond unless it displays a currently valid OMD control number (See 5 CFR 1320.5(b)(2)(i)).
This information collection instrument expires 12/4/2016.
Time Burden: The time required to compete collection of information is estimated to average 1 hour per applicant.
Use of Information: The information collected constitutes an application to the Corporation for recognition. The Corporation evaluates the application and makes decisions through the review and selection process.
Effects of Non-Disclosure: Providing this information is voluntary; however, failure to provide the information is would not allow the Corporation to assess the applicant's request for recognition. In this case, it will not be possible to consider the applicant for inclusion on the President's Higher Education Community Service Honor Roll.