

The 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. Presidential Awards are made for General Community Service and for service in the Special Focus area identified in this year's Application Guidance.

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. Information provided by this collection will be held solely by CNCS staff.

REGISTRATION INFORMATION

Account Information

Username: _____

Password: _____

Email Address: _____

Name of Person Contact Person

First _____ Last: _____

Department/ Office: _____

Email Address: _____

APPLICANT INFORMATION

Institution of Higher Education: _____

(Official institutional name, as it will appear on the Honor Roll)

Name of chief executive officer: First: _____ Last: _____

Title (President, Chancellor, other): _____

Mailing Address:

Street Line 1: _____

Street Line 2: _____

City: _____ State: _____

ZIP: _____

Phone: _____ Fax: _____

Email address: _____

Campus Service Coordinator:

First: _____ Last: _____

Department/ Office: _____

Email Address: _____

Name of Person Contact Person First _____ Last: _____
Department/ Office: _____
Email Address: _____

Official Department Contact Information: Street Line 1: _____
Street Line 2: _____
City: _____ State: ____
ZIP: _____
Phone: _____ Fax: _____
Email address: _____

Institution's 6-digit IPEDS code _____ and 8-digit OPEID number _____

Both are listed on COOL, at <http://nces.ed.gov/ipeds/cool>)

Total student enrollment (graduate and undergraduate, full and part-time): _____

Institutional type (Check one):

Two-year public: _____ Two-year private: _____
Four-year public: _____ Four-year private: _____
Graduate students only, public _____ Graduate students only, private _____
Other (please describe) _____

Minority-serving institution (Check as appropriate):

Historically Black College or University: _____
Hispanic-Serving Institution: _____
Tribally Controlled Institution: _____

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):

Media advertisement _____
Media news story _____
CEO's letter to higher education chief executives _____
Outreach by CNCS or its programs _____
Outreach by Campus Compact _____

Outreach by another higher education organization _____
 ACE Annual Meeting _____
 National Conference on Volunteering and Service _____
 Other _____

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.

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

Institutional Commitment to Service Statement

Describe your institution’s commitment to 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 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 service, including:
 - Explanation of the commitment of institutional resources to support service
 - Brief examples of this institutional culture of service as it is integrated into campus activities;
- 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; and
- Description of the conditions in the community that drove your institution to engage in service.

Max: 4000 characters

- 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.

Max. 2000 characters

Project Scope:

Number of Participating Students	
Number of Student Hours Served	
Number of Participating Faculty/Staff	
Number of Faculty/Staff Hours Served	
Estimated Number of Individuals Served	

Evidence of Project Effectiveness:

Quantity

- 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
 - o Number of people provided with health screenings
 - o Nutrition/healthy living lessons taught
 - o Other

- Veterans and Deployed Personnel
 - o Veterans assisted with reintegration into the community
 - o Military families assisted
 - o Other

- Other

General Community Service: Brief Project Description 2

Project 2 Title: _____

In this section, select one (1) service project that exemplifies your institutional commitment to service. This section provides the opportunity to briefly describe another facet of your institution’s commitment to service, through the variety of projects in which the institution is engaged.

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:
 - o Who from your institution participates in the service (faculty, teachers, students, etc.);
 - o Who benefits from the service;
 - o 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.

Max: 1500 characters

- o Other
- Veterans and Deployed Personnel
 - o Veterans assisted with reintegration into community
 - o Military families assisted
 - o Other
- Other

General Community Service: Brief Project Description 3

Project 3 Title: _____

In this section, select one (1) service project that exemplifies your institutional commitment to service. This section provides the opportunity to briefly describe another facet of your institution’s commitment to service, through the variety of projects in which the institution is engaged.

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:
 - o Who from your institution participates in the service (faculty, teachers, students, etc.);
 - o Who benefits from the service;
 - o 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.

Max: 1500 characters

Project Scope:

Number of Participating Students	
Number of Student Hours Served	
Number of Participating Faculty/Staff	
Number of Faculty/Staff Hours Served	
Estimated Number of Individuals Served	

Evidence of Project Effectiveness:

Quantity

- 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

- o Veterans assisted with reintegration into community
- o Military families assisted
- o Other

Other

General Community Service: Student Participation in Service

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 institution's students.	

SPECIAL FOCUS AREA SECTION

If applying in the Special Focus Area, the applicant must complete and submit all three project descriptions.

Special Focus Area: Exemplary Project Description 1

Project 1 Title: _____

In this section, select one (1) service project in the Special Focus Area that best exemplifies the “Institutional Commitment to Service” Statement. This section provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to service, and the impact of this service in the targeted community.

The project selected for this section 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; 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.

Max. 2000 characters

Project Scope:

Number of Participating Students	
Number of Student Hours Served	
Number of Participating Faculty/Staff	
Number of Faculty/Staff Hours Served	
Estimated Number of Individuals Served	

Evidence of Project Effectiveness:

Quantity

- 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

Project Scope:

Number of Participating Students	
Number of Student Hours Served	
Number of Participating Faculty/Staff	
Number of Faculty/Staff Hours Served	
Estimated Number of Individuals Served	

Evidence of Project Effectiveness:

Quantity

- 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

Special Focus Area: Brief Project Description 3

Project 3 Title: _____

Project Description:

In this section, select one (1) service project that exemplifies this institutional commitment to service. This section provides the opportunity to briefly describe another facet of your institution’s commitment to service, through the variety of projects in which the institution is engaged.

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; 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.

Max: 1500 characters

Project Scope:

Number of Participating Students	
Number of Student Hours Served	
Number of Participating Faculty/Staff	
Number of Faculty/Staff Hours Served	
Estimated Number of Individuals Served	

Evidence of Project Effectiveness:

Quantity

- 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

o Other

Other

Special Focus Area: Student Service Participation

a) The number of students who engaged in academic service-learning in the Special Focus Area – as identified in the Application Guidance.	
b) The number of students who engaged in forms of community service in the Special Focus Area, not including the students counted in determining a) (unduplicated count).	
c) The total number of students who engaged in community service of any kind related to the Special Focus Area (sum of a and b).	
d) The number of students who engaged in at least 20 hours of community service per academic term in the Special Focus Area.	
e) The number of students whose service in the Special Focus Area was supported by one or more CNCS programs.	
f) The total number of service hours engaged in the Special Focus Area by the institution’s students.	

Institutional Supports for Service

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

Yes _____ No _____ Don’t know/ data not available _____

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

Yes _____ No _____ Don’t know/ data not available _____

3. 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 _____

If yes, how many? _____

4. Does the applicant institution provide scholarships or other financial rewards to students for community service, such as “matching” the Segal AmeriCorps Education Award?

Yes _____ No _____ Don't know/ data not available _____

5. 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 _____

If yes, approximately how many? _____

6. 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 _____

7. 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 _____

8. Is the applicant institution recognized under one of the Carnegie Foundation's Community Engagement classifications? (Check as appropriate):

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 _____

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

**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)).

Time Burden: The time required to complete 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.