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:
  o Explanation of the commitment of institutional resources to support service
  o 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.

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GENERAL COMMUNITY SERVICE SECTION

The applicant must complete and submit all three project descriptions.

General Community Service: Exemplary Project Description 1

Project 1 Title:_____

In this section, select one (1) service project 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 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:
  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. 2000 characters

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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
- o   Houses built
- o   Meals served
- o   Hours of job training and support provided
- o   Other

☐   Education
- o   Students tutored/mentored
- o   Students assisted in undertaking service-learning
- o   Books read
- o   Other

☐   Environment
- o   Community gardens built
- o   Streams monitored/remediated
- o   Bags of garbage collected
- o   Cans and bottles recycled
- o   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.

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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
- o   Houses built
- o   Meals served
- o   Hours of job training and support provided
- o   Other

☐   Education
- o   Students tutored/mentored
- o   Students assisted in undertaking service-learning
- o   Books read
- o   Other

☐   Environment
- o   Community gardens built
- o   Streams monitored/remediated
- o   Bags of garbage collected
- o   Cans and bottles recycled
- o   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 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.

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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
- o   Houses built
- o   Meals served
- o   Hours of job training and support provided
- o   Other

☐   Education
- o   Students tutored/mentored
- o   Students assisted in undertaking service-learning
- o   Books read
- o   Other

☐   Environment
- o   Community gardens built
- o   Streams monitored/remediated
- o   Bags of garbage collected
- o   Cans and bottles recycled
- o   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 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:
  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.

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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
- o   Houses built
- o   Meals served
- o   Hours of job training and support provided
- o   Other

☐   Education
- o   Students tutored/mentored
- o   Students assisted in undertaking service-learning
- o   Books read
- o   Other

☐   Environment
- o   Community gardens built
- o   Streams monitored/remediated
- o   Bags of garbage collected
- o   Cans and bottles recycled
- o   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

Special Focus Area: Brief Project Description 2

Project 2 Title:_____

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: Scope, Measurement 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.

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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
- o   Houses built
- o   Meals served
- o   Hours of job training and support provided
- o   Other

☐   Education
- o   Students tutored/mentored
- o   Students assisted in undertaking service-learning
- o   Books read
- o   Other

☐   Environment
- o   Community gardens built
- o   Streams monitored/remediated
- o   Bags of garbage collected
- o   Cans and bottles recycled
- o   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

<u>Special Focus Area: Brief Project Description 3</u>

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:
   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.

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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
  - o   Houses built
  - o   Meals served
  - o   Hours of job training and support provided
  - o   Other

☐   Education
  - o   Students tutored/mentored
  - o   Students assisted in undertaking service-learning
  - o   Books read
  - o   Other

☐   Environment
  - o   Community gardens built
  - o   Streams monitored/remediated
  - o   Bags of garbage collected
  - o   Cans and bottles recycled
  - o   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

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:

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