



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

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.

Required fields are marked with a red asterisk (*)

Institutional Information

Institution of Higher Education:

(Official institutional name, as you would like it to appear on the Honor Roll Certificate and in the Program Book)

Institution Address:

(List the school's mailing address used for receiving UPS packages. UPS generally does not deliver to a PO Box except in rural areas)

Street Line 1: _____

Street Line 2: _____

City: _____

State: _____

ZIP code: _____

Telephone: _____

Fax: _____

E-mail address: _____

Name of chief executive officer:

First name: _____

Last name: _____

Title (President, Chancellor, other): _____

Mailing Address:

Street Line 1: _____

Street Line 2: _____

City: _____



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

	State:	_____
	ZIP code:	_____
	Telephone:	_____
	Fax:	_____
	E-mail address:	_____
Name of Person Submitting Application:	First name:	_____
	Last name:	_____
	Department / Office:	_____
	E-mail address:	_____
Campus Service Coordinator:	First name:	_____
	Last name:	_____
	Department / Office:	_____
	E-mail address:	_____
Contact Person Address:	Street Line 1:	_____
	Street Line 2:	_____
	City:	_____
	State:	_____
	ZIP code:	_____
	Telephone:	_____
	Fax:	_____
	E-mail address:	_____
Institution's code	IPEDS (6 digit)	_____
	and 8-digit	_____
	OPEID number	_____
Total student enrollment (graduate and undergraduate, full and part-time):		_____
Employee Identification Number (EIN):		_____
Institutional type (Check one):		
	<input type="radio"/> Two-year public	<input type="radio"/> Two-year private
	<input type="radio"/> Four-year public	<input type="radio"/> Four-year private
	<input type="radio"/> Graduate students only, public	<input type="radio"/> Graduate students only, private



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

Other (please describe)

Please describe: _____

Please indicate if your college or university is a:

- 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

Is your Institution religious or faith-based?

- Yes
- No

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



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

How did your institution learn about the Honor Roll program? (Check 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
- Other
- 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 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.



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<http://myproject.nationalservice.gov/honorroll/>

Apply for Competition

Which competition is the institution applying for?

- General Community Service
- Special Focus Area

Sub-Category

- Promise Neighborhoods
- Summer Learning
- Innovations in Early Childhood Education



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

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: Exemplary Project Descriptions



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

Project 1

Project 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:
 - 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.

Participating students Number: _____

Service hours: _____

Participating faculty/staff Number: _____



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

Service hours: _____

Estimated Number of
Individuals Served

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



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

Other

Other



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

Project 2

Project 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:
 - 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.

Participating students Number: _____

Service hours: _____

Participating faculty/staff Number: _____



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

Service hours: _____

Estimated Number of
Individuals Served _____

Evidence of Project Effectiveness:



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

Project 3

Project 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:
 - 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.

Participating students Number: _____

Service hours: _____

Participating faculty/staff Number: _____



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

Service hours: _____

Estimated Number of
Individuals Served _____

Evidence of Project Effectiveness:



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

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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: 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. _____
- 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. _____



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

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.



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

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.

Participating students Number: _____

Service hours: _____

Participating faculty/staff Number: _____

Service hours: _____

Estimated Number of
Individuals Served _____

Evidence of Project
Effectiveness:

Economic Opportunity



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

- 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 _____



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

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.

Participating students Number: _____

Service hours: _____

Participating faculty/staff Number: _____

Service hours: _____

Estimated Number of
Individuals Served _____

Evidence of Project Effectiveness:



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

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.

Participating students Number: _____

Service hours: _____

Participating faculty/staff Number: _____

Service hours: _____

Estimated Number of
Individuals Served _____

Evidence of Project Effectiveness:



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

Definitions:

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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.

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 (*)

Special Focus Area: Student Service Estimates

Estimate:

- a. The number of students who engaged in academic service-learning in the Special Focus Area ñ 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. _____



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

Required fields are marked with a red asterisk (*)

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
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
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):



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

- 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

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)).

The President's Higher Education Community Service Honor Roll application is approved under OMB Control #: 3045-0120, expiration date 9/30/2013.

Time Burden: The time required to complete collection of information is estimated to average 1 hour per applicant.



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

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.

Privacy Act: Information provided for this collection may be shared with federal, state, and local agencies for law enforcement purposes.