


2014

2014 President's Higher Education Community Service Honor Roll

UNO Office of Academic Affairs
University of Nebraska at Omaha

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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.

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:	<u>University of Nebraska Omaha</u>
Name of chief executive officer	First name: <u>John E.</u>
	Last name: <u>Christensen</u>
	Title (President, Chancellor, other): <u>Chancellor</u>
Mailing Address	Street Line 1: <u>6001 Dodge Street</u>
	Street Line 2: _____
	City: <u>Omaha</u>
	State: <u>Nebraska</u>



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	ZIP:	68182
	Phone:	(402) 554-2800
	Fax:	(402) 554-4896
	Email Address	jgutheilbykerk@unomaha.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:	6001 Dodge St
	Street Line 2:	EAB 202
	City:	Omaha
	State:	Nebraska
	ZIP:	68182
	Phone:	(402) 554-2312
	Fax:	(402) 554-3555
	Email Address:	johnchristensen@unomaha.edu
Media Contact	First Name	Erin
	Last Name	Owen
	Telephone	(402) 554-2742
	Fax	4025543541
	E-mail Address	eowen@unomaha.edu
Campus Community Service Coordinator	First name:	Deborah
	Last name:	Smith-Howell
	Department / Office:	Graduate Studies
	E-mail address:	dsmith-howell@unomaha.edu
Institution code	IPEDS (6 digit)	181394
	and 8-digit OPEID number	00255400
Total student enrollment (graduate and undergraduate, full- and part-time)	15227	



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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



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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
- 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 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, 2013 ****

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)



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- 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

As Nebraska's metropolitan university, the University of Nebraska at Omaha (UNO) has a long-standing tradition of engaging with its community. UNO's mission includes "significant relationships with our community that transform and improve life." Community engagement is a distinguishing feature of UNO as an institution. Indeed, 78% of incoming students indicated they wanted and anticipated being involved in service during their time at UNO. One of three strategic goals for the institution is: UNO will be recognized for its outstanding engagement with the urban, regional, national, and global communities in instruction, scholarship, and service as well as its infrastructure and resources dedicated to community engagement.

In his annual "State of the University" address, Chancellor Christensen emphasized UNO's commitment to community engagement and service. In his reflections on the 2012-13 academic year, he stated "the community engagement and service learning agendas have grown significantly as have our partnerships and collaborative efforts in the metropolitan area and beyond. At UNO, we actively seek partnerships and stand ready to collaborate with all sectors of the city by utilizing institutional assets to enhance the quality of life in Omaha. In turn this engagement provides exceptional experiences for students, faculty, and staff as they teach and learn in real life settings, creating wins for all."

In 2012-13, UNO continued to expand its resource commitment to community engagement by constructing a 24 million dollar Community Engagement Center (CEC). UNO also expanded permanent personnel funding for the Service Learning Academy, restructured Student Affairs to better support student volunteer and service initiatives, created a new leadership position—Assistant to the Sr. Vice Chancellor for Community Engagement, and implemented a campus committee for community engagement. Additionally, funding for community engagement programming and personnel was a priority in the on-going campaign. Successes have included five new endowed chairs with the designation "community chairs" and a requirement that incumbents must be committed to collaboration, community engagement, service learning, and the university's metropolitan mission. The campaign has also secured private funding for programming support for service learning and student/volunteer service.

A campus culture of engagement is demonstrated by all six academic colleges offering an increasing number of service learning courses—over 160 in 2012-13—expanding community-based internships with over 14% of all enrolled students participating, and 1,333 education students in field experiences and student teaching. Outside the classroom, student organization and UNO's Office of Student-Community Leadership and Service involved over 9,500 volunteers providing 170,000 hours of service to a wide range of community projects. UNO's curricular and co-curricular service and volunteerism provides millions of dollars of direct service each



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year as well as organizational capacity building to a broad range of community agencies, organizations, and nonprofits.

Together with its community partners, UNO collaborates to develop meaningful and mutually beneficial service projects that meet the needs identified by the community. UNO has standing partnerships with over 250 organizations focused on community issues including: housing, poverty, children, youth, family, environment, immigration, diversity, education, arts, health, and safety. Furthermore, the University is home to collaborative campus/community initiatives such as the Metropolitan Omaha Education Consortium, and houses the world's largest community engagement library with over 10,000 volumes of scholarly work. UNO continues to reinforce its deep-rooted commitment to community engagement and therefore is proud to be a recipient of many national and regional community and service-learning awards.

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



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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



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Project 1

Project title P-16 Initiative General

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 P-16 Initiative partners P-12 educators, higher education faculty, and local non-profits to meet community needs and enhance course relevance for their students. In the P-12 arena, the schools targeted for involvement have high levels of reduced/free lunch and low standardized test scores.

To support current educators in utilizing the service learning pedagogy in their classrooms, the P-16 Initiative in the Service Learning Academy (SLA) offers week-long Service Learning Seminars for P-12 teachers and university faculty members annually. These sessions provide training in research-based standards of quality service learning, non-profit partner fair, service experiences in the community as well as the formation of "teacher teams" to begin the process of developing collaborative projects across the P-16 continuum. Seminar gains are awareness of community needs and organizations increased from 45% pre-seminar to 99% post-seminar and preparedness to implement service learning projects increased from 48% pre-seminar to 98% post-seminar.

Throughout the 2012-13 academic year, the P-16 Initiative supported educators in engaging their students in quality service learning



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in the Omaha community. The students' academic engagement and achievement, civic engagement, and personal growth are the targeted outcomes. The partnering organizations- including social service organizations, cultural programs & museums, environmental sites, wellness & health programs, and civic entities -provide a real life laboratory for students to apply what they are learning in class.

The P-16 Initiative also strives to support P-16 students in being college & career ready. The P-12 students spend time with college students and visit the UNO campus. During the 2012-13 academic year, the P-16 projects averaged 4 visits between student partners, while two-thirds of the P-12 students made a trip to UNO's campus. While many of them have never been on a college campus before, the end of the semester often finds them feeling comfortable with the college students and in the higher education environment. They can now envision college as a possibility in their future. In working with their project community partners, the UNO students get the opportunity to understand the skills that professionals use in various career settings.

During the 2012-13 academic year, the SLA's P-16 Initiative included 88 different service learning projects. In addition to UNO students, 2,556 K-12 students participated and provided over 75,000 hours of service. The P-16 initiative grew in number of projects (22% increase) and students (25%). Each project's service learning team stays in contact to plan, implement, and assess project activities. An assigned graduate assistant from the SLA coordinates the logistics of the projects and collects critical tracking data. The SLA maintains a project database of P-16 projects which includes information about the project partners (P-12 educators and their schools, UNO faculty, and community non-profits), project focus and activity (students, hours of service, visits to UNO campus, visits to community non-profits) and impact (service provided). In addition, graduate assistants assigned to each project support and monitor quality implementation of the project plan. They rate the eight service learning quality standards for the project implementation using the GSN Self-Assessment Guide for Service-Learning Projects developed by the National Youth Leadership Council. This assessment of project quality is used to focus the discussion with project partners to improve the next implementation of the project.

A pre-/post-project Service Learning Survey is administered to students in participating courses. Along with the standard course evaluation data, this survey data is available to improve project implementation and document the impact of service learning experiences on students.

Total Number of Participating Students	Students Participating in Curricular Projects:	1097
	Students Participating in Extra-Curricular Projects:	0
Number of Student Hours Served		65820
Number of Participating Faculty/Staff		112



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Number of Faculty/Staff Hours Served	Participating in Curricular Projects: _____	6720
	Participating in Extra-Curricular Projects: _____	0
Estimated Number of Individuals Served	4400 _____	
Evidence of Project Effectiveness		
	<input checked="" type="checkbox"/> Economic Opportunity	
	<input type="checkbox"/> Houses built	_____
	<input checked="" type="checkbox"/> Meals served	760 _____
	<input type="checkbox"/> Hours of job training and support provided	_____
	<input type="checkbox"/> Other	_____
	<input checked="" type="checkbox"/> Education	
	<input checked="" type="checkbox"/> Students tutored/mentored	220 _____
	<input checked="" type="checkbox"/> Students assisted in undertaking service-learning	3729 _____
	<input checked="" type="checkbox"/> Books read	110 _____
	<input checked="" type="checkbox"/> Students learning about other cultures & refugees	697 _____
	<input checked="" type="checkbox"/> Environment	
	<input checked="" type="checkbox"/> Community gardens built	6 _____
	<input type="checkbox"/> Streams monitored/remediated	_____
	<input type="checkbox"/> Bags of garbage collected	_____
	<input type="checkbox"/> Cans and bottles recycled	_____
	<input type="checkbox"/> Other	_____
	<input checked="" type="checkbox"/> Health	
	<input type="checkbox"/> Number of people provided with health screenings	_____
	<input checked="" type="checkbox"/> Nutrition/healthy living lessons taught	40 _____
	<input type="checkbox"/> Other	_____
	<input type="checkbox"/> Veterans and Deployed Personnel	_____



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- Veterans assisted with reintegration into the community _____
- Military families assisted _____
- Other _____
- Other _____
- Visits with elderly 870
- 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)



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Project 2

Project title Student Organization Service Initiatives

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.)

At the University of Nebraska at Omaha there are over 100 student organizations and 17 social Greek organizations. While only 12 of those student organizations identify as "service groups," our student organizations all share a common value of service and have collectively logged 2,444 hours, raised over \$146,000, and donated 30,000 food items to our local community and across the country.

For 2012 – 2013, a range of service activities were sponsored by over 60% of our registered student organizations on campus regardless of being classified as a "service organization." For example, the UNO chapter of the Associated General Contractors of America (AGC) logged over 168 hours of service across several members who volunteered for an alternative spring break experience where they renovated a house in Omaha. They demolished the existed stairs leading up from the sidewalk to porch, and replaced the concrete and installed a new railing gaining practical hands-on experience relevant to their field of study while also having a positive impact on the Omaha community.

A wide-ranging group of non-profit community organizations have seen support and involvement from our student organizations



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such as Open Door Mission, Sienna House, and several local schools throughout the Omaha community. The National Student Speech Language and Hearing Association: University of Nebraska at Omaha Chapter raised \$6,235 through a raffle and silent auction to support the Southwest Omaha Sertoma club and the Autism Society of Nebraska.

Beyond our student organizations, we also have 17 social Greek organizations on campus that all work towards supporting various philanthropies such as Autism Speaks, Salvation Army, and Inherit Earth. For 2012 – 2013, the fraternity and sorority community at UNO logged 6,791 service hours and raised \$24,195.98 to support their various philanthropies both regionally and nationally. Zeta Tau Alpha sorority was a stellar example of service through their Think Pink Week at UNO that supported the Susan G. Komen Foundation. They shared information on breast cancer to increase awareness and held events throughout the week to raise money for Susan G. Komen Foundation such as Save a Life, Pie a Zeta and King of Think Pink Week. Zeta Tau Alpha raised over \$2,000 and donated 348 hours of service over the course of their week-long philanthropy event. Beyond donated hours and money raised, the fraternity and sorority community also held a variety of “drives” for items such as food, books, and clothing. Pi Kappa Alpha Fraternity donated 30,000 canned food items and \$9,000 to the Salvation Army’s Food Pantry as a result of their Just Can It event.

Assessments on the service experiences for students involved through student organizations and fraternity and sorority life vary in terms of depth and information gathered based on the individual group and the support of their faculty or staff advisor. Across all organizations service hours, dollars raised, and items donated are gathered as part of the annual reporting process to maintain status as a registered student organization. Detailed information on perceived impact related to their service efforts is identified yearly through the recognition program and awards offered through the Office of Student Life. Aside from awards and recognitions to capture student learning, some organizations will run their own assessments with the assistance of their advisors. NE STEM 4U, for example, uses pre/post test assessments to determine effectiveness of the lessons as well as Dimensions of Success evaluations.

2012 – 2013 was a great year for student-led service at UNO that only looks to grow. A good deal of the recent growth in student organizations and participants has come from students looking to organize around service in the community.

Total Number of	Students	0
Participating Students	Participating in Curricular Projects:	_____
	Students	2444
	Participating in Extra-Curricular Projects:	_____
Number of Student Hours Served	20744	_____
Number of Participating Faculty/Staff	168	_____
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	0 _____
	Participating in	10000



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Extra-Curricular
Projects: _____

Estimated Number of
Individuals Served _____

Evidence of Project
Effectiveness

Economic Opportunity

- Houses built 3
- Meals served 1000
- Hours of job training and support provided 250
- Other _____

Education

- Students tutored/mentored 750
- Students assisted in undertaking service-learning _____
- Books read _____
- Students learning about other cultures & refugees 30

Environment

- Community gardens built _____
- Streams monitored/remediated _____
- Bags of garbage collected 150
- Cans and bottles recycled _____
- Other _____

Health

- Number of people provided with health screenings _____
- Nutrition/healthy living lessons taught 300
- Other _____

Veterans and Deployed Personnel

- Veterans assisted with reintegration into the community 150



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- Military families assisted 100
- Other _____
- Other _____
- Visits with elderly 300
- 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)



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Project 3

Project title

Signature Service Days

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.)

UNO's Office of Student Community Leadership and Service organizes sixteen Signature Service Days throughout the academic year. These days include Martin Luther King Jr. (MLK) Day of Service Day; Seven Days of Service; Global Youth Service Day; Three Days of Service; Veterans Day of Service and World AIDS Day. Service Days participants include UNO students, faculty, staff, high school students, and community volunteers. Signature Service Days exemplify the university's commitment to "actively seek partnerships and stand ready to collaborate with all sectors of the city ... creating wins for all."

Signature Service Days projects address a broad range of critical community needs such as homelessness, poverty, conservation, refugee resettlement, elder care, as well as international issues such as Madagascar reforestation projects. Specific impacts included partnering with Habitat for Humanity for construction and renovation of homes, building community garden beds, cleaning and maintain city parks and preserves, food collection for the food bank and pantries. The 6,800 volunteers contributed over 97,000 hours of service, equal to over two million dollars of volunteer labor contributions to the community.



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For Fall Three Days of Service, MLK Day of Service, and Seven Days of Service, students participated on school holidays or breaks. For these days, each student provided a minimum of six hours of service a day with many students participating on multiple days. Other Signature Service Days events occurred during scheduled days with student providing a minimum of 2-4 hours of service each day.

All Service Days involve collaborative relationships with high schools in the metropolitan area as well as community agencies such as Habitat for Humanity, the City of Omaha, the Botanical Garden, and multiple food pantries.

Service Days are supported by the CNCS AmeriCorps program as well as by grants such as Youth Service America and local philanthropists.

Continuous improvements of the programs and experiences are done through a computerized feedback system including reflections and evaluations from both the participants and nonprofit partners. Concentrated training sessions and data collection were conducted with the nonprofit partners to assess the positive impact of the program at all levels including participants, providers, and community. In 2012-2013, 97% of participants said they were satisfied or very satisfied with the service day activities and 96% said they would do it again. Volunteers indicated that they were most satisfied with opportunities to contribute to the community, learn about community organizations, meet new people, and learn new skills.

Total Number of Participating Students	Students Participating in Curricular Projects:	75
	Students Participating in Extra-Curricular Projects:	2750
Number of Student Hours Served		44000
Number of Participating Faculty/Staff		155
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	460
	Participating in Extra-Curricular Projects:	2170
Estimated Number of Individuals Served		160000
Evidence of Project Effectiveness	<input checked="" type="checkbox"/> Economic Opportunity	



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<input checked="" type="checkbox"/> Houses built	11
<input checked="" type="checkbox"/> Meals served	1800
<input type="checkbox"/> Hours of job training and support provided	
<input checked="" type="checkbox"/> Clean Up & Renovation of urban neighborhoods	70
<input checked="" type="checkbox"/> Education	
<input checked="" type="checkbox"/> Students tutored/mentored	1050
<input type="checkbox"/> Students assisted in undertaking service-learning	
<input type="checkbox"/> Books read	
<input checked="" type="checkbox"/> Conversation education	5000
<input checked="" type="checkbox"/> Environment	
<input checked="" type="checkbox"/> Community gardens built	20
<input type="checkbox"/> Streams monitored/remediated	
<input checked="" type="checkbox"/> Bags of garbage collected	100
<input checked="" type="checkbox"/> Cans and bottles recycled	3
<input type="checkbox"/> Other	
<input checked="" type="checkbox"/> Health	
<input checked="" type="checkbox"/> Number of people provided with health screenings	20
<input type="checkbox"/> Nutrition/healthy living lessons taught	
<input type="checkbox"/> Other	
<input checked="" type="checkbox"/> Veterans and Deployed Personnel	
<input type="checkbox"/> Veterans assisted with reintegration into the community	
<input type="checkbox"/> Military families assisted	
<input checked="" type="checkbox"/> Veterans Home & Hospital	320
<input checked="" type="checkbox"/> Other	
<input checked="" type="checkbox"/> Clothing/Food Drive	300
<input type="checkbox"/> Interfaith Engagement	



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- 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)



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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. 2668
- b. The number of students who engaged in forms of community service not including the students counted in determining a) (unduplicated count). 5350
- c. The total number of students who engaged in community service of any kind (sum of a and b). 8018
- d. The number of students who engaged in at least 20 hours of any kind of community service per academic term. 4500
- e. The number of students whose service was supported by one or more CNCS programs. 2825
- f. The total number of all community service hours engaged in by the institutions students. 384805



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Definitions:

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.

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

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 (*)



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Education Section: Project 1

Project Title P-16 Initiative

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this category should be the ones that most clearly align 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/what benefits from the service
 - Detail 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 (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- 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 P-16 Initiative partners P-12 educators, higher education faculty, and local non-profits to meet community needs and enhance course relevance for their students. In the P-12 arena, the schools targeted for involvement have high levels of reduced/free lunch and low standardized test scores. Projects are designed to encourage school attendance and completion, engage students with the curriculum, and prepare them for college.

To support current educators in utilizing the service learning pedagogy in their classrooms, the P-16 Initiative in the Service Learning Academy (SLA) offers week-long Service Learning Seminars for P-12 teachers and UNO faculty members annually. These sessions provide training in research-based standards of quality service learning, non-profit partner fair, service experiences in the community as well as the formation of "teacher teams" to begin the process of developing collaborative projects across the P-16 continuum. Seminar gains are awareness of community needs and organizations increased from 45% pre-seminar to 99% post-seminar and



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preparedness to implement service learning projects increased from 48% pre-seminar to 98% post-seminar.

Throughout the 2012-13 academic year, the P-16 Initiative supported educators in engaging their students in quality service learning in the Omaha community. The students' academic engagement and achievement, civic engagement, and personal growth are the targeted outcomes. The partnering organizations- including social service organizations, cultural programs & museums, environmental sites, wellness & health programs, and civic entities -provide a real life lab for students to apply what they learn in class.

The P-16 Initiative also strives to support P-16 students in being college & career ready. The P-12 students spend time with UNO students and visit the campus. During the 2012-13 academic year, the P-16 projects averaged 4 visits between student partners, while two-thirds of the P-12 students made a trip to UNO's campus. While many of them have never been on a college campus before, the end of the semester often finds them feeling comfortable with the college students and in the higher education environment. They can now envision college as a possibility in their future. In working with their project community partners, the UNO students get the opportunity to understand the skills that professionals use in various career settings.

During the 2012-13 academic year, the P-16 Initiative included 88 different service learning projects. In addition to UNO students, 2,556 K-12 students participated and provided over 75,000 service hours. The P-16 initiative had a 22% increase in projects and students (25%). Each project's service learning team stays in contact to plan, implement, and assess project activities. An assigned graduate assistant coordinates the logistics of the projects and collects critical tracking data. The SLA maintains a project database of P-16 projects which includes information about the project partners (P-12 educators and their schools, UNO faculty, and community non-profits), project focus and activity (students, hours of service, visits to UNO campus, visits to community non-profits) and impact (service provided). In addition, graduate assistants assigned to each project support and monitor quality implementation of the project plan. They rate the eight service learning quality standards for the project implementation using the GSN Self-Assessment Guide for Service-Learning Projects developed by the National Youth Leadership Council. This assessment of project quality is used to focus the discussion with project partners to improve the next project implementation.

A pre-/post-project Service Learning Survey is administered to students in participating courses. Along with the standard course evaluation data, the survey data is available to improve project implementation and document the impact of service learning experiences on students.

Total Number of
Participating Students

Students Participating in Curricular Projects:	1079
--	------

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

Number of Student Hours
Served

Number of Participating

112



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Faculty/Staff

Number of Faculty/Staff Participating in 6720
Hours Served Curricular Projects: _____

Participating in 0
Extra-Curricular
Projects: _____

Estimated Number of 4400
Individuals Served _____

Project Effectiveness

- Education
- Economic Opportunity



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Education Section: Project 2

Project Title Global Voices

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this category should be the ones that most clearly align 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/what benefits from the service
 - Detail 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 (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- 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 Global Voices service learning project brings together the ILUNO (Intensive Language at UNO) students with middle school students at a magnet school of Global Studies and the Arts. With a common focus on learning about the cultures of the world, these groups of students have shared a series of activities together which help to prepare them for the global diversity in education and their community.

With culture expressed as "...characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts", the following shared activities celebrate each participant's culture:

- ILUNO students presented information about the culture, language, food and geography of their home countries to the middle schoolers in their classrooms and at a school assembly.
- Throughout the year-long project, the students work together in creating personal maps, PSA's promoting cross-cultural education,



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a 15-foot banner featuring a global skyline, a quilt displaying their states/countries, a Venn diagram triptych, and videos focused on cultural issues.

- Visits to Omaha's El Museo Latino and The Union for Contemporary Arts provided opportunities for conversation, service and an appreciation of Omaha's own rich cultural heritage.
- Middle school students came to the UNO campus to celebrate Café Internationale and Brazil Day. In addition, they participate in UNO's CultureFest event which showcases the products and relationships developed in this year-long project. At CultureFest, students have the opportunity to share and learn about different cultures through interactive activities and displays.

Global Voices cultivates knowledge of diverse cultures among the ILUNO students from Brazil, China, Korea, Iran, Saudi Arabia, Oman, Japan, and Burkino Faso as well as a diverse student body at the partner global magnet middle school. The wide range of cultures represented and the diversity of students participating speaks to the impact of this project. The service learning team stays in close contact to coordinate planned activities and review implementation. An assigned graduate assistant from the Service Learning Academy (SLA) coordinates the logistics of the projects and collects critical tracking data. The SLA maintains a project database of P-16 projects which includes information about the project partners (P-12 educators and their schools, UNO faculty, and community non-profits), project focus and activity (students, hours of service, visits to UNO campus, visits to community non-profits) and impact (service provided). In addition, graduate assistants assigned to each project support and monitor quality implementation of the project plan. They rate the eight service learning quality standards for the project implementation using the GSN Self-Assessment Guide for Service-Learning Projects developed by the National Youth Leadership Council. This assessment of project quality is used to focus the discussion with project partners to improve the next implementation of the project.

A pre-/post-project Service Learning Survey is administered to students in participating courses. Along with the standard course evaluation data, this survey data is available to improve project implementation and document the impact of service learning experiences on students.

Total Number of	Students	387
Participating Students	Participating in Curricular Projects:	_____
	Students Participating in Extra-Curricular Projects:	_____
Number of Student Hours Served	1944	_____
Number of Participating Faculty/Staff	14	_____
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	281 _____
	Participating in	



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Extra-Curricular
Projects: _____

Estimated Number of
Individuals Served 500

Project Effectiveness

- Education
- Economic Opportunity



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Education Section: Project 3

Project Title NE STEM 4U

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this category should be the ones that most clearly align 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/what benefits from the service
 - Detail 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 (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- 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.)

New in 2012, NE STEM 4U is a student-run, volunteer-driven project under the leadership of a biology professor who will hold an endowed community chair in Fall 2014. The five newly established community chairs demonstrated UNO's institutional commitment to community engagement. NE STEM 4U targets K-12 students who are at a disadvantage in science, technology, engineering, and mathematics (STEM) learning and provide a high quality after-school program. NE STEM 4U is consistent with UNO's academic priority of STEM education generally and a commitment to work with schools and community organizations to prepare K-12 students for STEM careers. UNO has a long standing commitment to STEM education outreach through its NSF funded College of Education designed school curriculum using educational robotics, its annual AIM for the Stars summer camps, and College of Information Science and Technology camps and workshops.

The K-12 students served by NE STEM 4U come from economically disadvantaged homes, and may not receive the same level of



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educational opportunities as their more economically stable peers. By providing a high-quality, engaging, timely after school program, NE STEM 4U seeks to provide support, encouragement, and the skills and knowledge for K-12 students to pursue interests in STEM education and careers. Strategies to improve STEM education is critical given that only 16% of American youth pursue STEM careers and the percentage is even lower for women and underrepresented groups. Additionally, the amount of time allocated to STEM topics in a typical elementary or middle school classroom does not allow students to master STEM topics utilizing hands-on learning activities.

UNO NE STEM 4U students have written over 50 STEM lessons and experiments, all with hands-on activities addressing a wide range of topics. Examples include "The DNA Sequencing Mystery," "Screaming Ballons," "Mystery Powder," "Dilution and Death," and "The Great Toilet Paper Experiment." All lessons are age-appropriate and designed to inspire and ignite elementary and middle school students' interest.

In its first year, NE STEM 4U involved 35 UNO student mentors providing over 5000 hours of service to 1000 Omaha Public School students. During the academic year and school week, UNO students participated provided the service as a co-curricular activity. NE STEM 4U uses pre/post test assessments to determine effectiveness of the lessons as well as Dimensions of Success evaluations.

Total Number of Participating Students	Students Participating in Curricular Projects:	_____
	Students Participating in Extra-Curricular Projects:	_____
		35
Number of Student Hours Served		5000
Number of Participating Faculty/Staff		1
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	_____
	Participating in Extra-Curricular Projects:	_____
		750
Estimated Number of Individuals Served		1000
Project Effectiveness	<input checked="" type="checkbox"/> Education	



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Economic Opportunity



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Economic Opportunity Section: Project 1

Project Title Aquaponics

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

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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.)

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 - Who/what benefits from the service
 - Detail 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 (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- 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 UNO Aquaponics service learning program brings together elementary, middle school and college students to work collaboratively with Whispering Roots, an urban-farming nonprofit, to provide locally grown food for socially/economically disadvantaged communities. In Omaha, 34,570 children are food insecure, including 40% of North Omaha's families, according to Feed America. Live Well Omaha reports over half of all children in food insecure areas of Omaha "rarely" eat fresh fruits and vegetables.

By combining aquaculture (raising fish) and hydroponics (growing plants in liquid), the Whispering Roots re-circulating farming systems use less water than traditional farming to grow pesticide free, naturally grown produce. Water (effluent) is pumped from the fish tanks into the plant grow beds. The fish effluent becomes the natural fertilizer for the plants. The roots from the plants remove the nutrients from the water and grow big, green and healthy. The clean water is then returned to the fish tanks for reuse. This



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process allows us to grow up to 30% more crops while using 90% less water than traditional growing methods!

In their schools, the K-12 students build and maintain classroom aquaponics systems and then harvest produce for donations to food pantries and homeless shelters. They also serve their own school's afterschool community by providing fresh produce for them to eat each day. This year the students are also creating lessons on video to show other schools how to maintain the aquaponics systems. In doing so, they are using their presentation and technical skills as well as their gardening, engineering and science knowledge.

The Omaha Public School partner groups have focused on teaching STEM principles in science and service learning classes as well as after-school programs, while the UNO partner courses have spanned across social work, chemistry, environmental geology, biology, and teacher education-science. Together the K-12 and college students have explored food deserts, poverty, environmental challenges and sustainable solutions. They did so during 13 scheduled project visits and two campus visits by groups of middle school students.

While the health and productivity of the aquaponics systems provide an on-going assessment of the success of the project, the service learning team stays in close contact to coordinate future activities and review implementation. An assigned graduate assistant from the Service Learning Academy (SLA) coordinates the logistics of the projects and collects critical tracking data. The SLA maintains a project database of P-16 projects which includes information about the project partners (P-12 educators and their schools, UNO faculty, and community non-profits), project focus and activity (students, hours of service, visits to UNO campus, visits to community non-profits) and impact (service provided). In addition, graduate assistants assigned to each project support and monitor quality implementation of the project plan. They rate the eight service learning quality standards for the project implementation using the GSN Self-Assessment Guide for Service-Learning Projects developed by the National Youth Leadership Council. This assessment of project quality is used to focus the discussion with project partners to improve the next implementation of the project.

A pre-/post-project Service Learning Survey is administered to students in participating courses. Along with the standard course evaluation data, this survey data is available to improve project implementation and document the impact of service learning experiences on students.

Total Number of
Participating Students

Students Participating in Curricular Projects:	253
--	-----

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

Number of Student Hours
Served

1408

Number of Participating

12



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Faculty/Staff

Number of Faculty/Staff Participating in 267
Hours Served Curricular Projects: _____

Participating in
Extra-Curricular
Projects: _____

Estimated Number of
Individuals Served 302

Project Effectiveness

- Education
- Economic Opportunity



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Economic Opportunity Section: Project 2

Project Title Computer Basics for Inmates

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this category should be the ones that most clearly align 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.

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 - Who/what benefits from the service
 - Detail 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 (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- 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.)

Teaching computer basics to inmates provides the following financial and social benefits: providing incarcerated individuals with future earning power, creating future taxpayers and saving current taxpayers' dollars by minimizing recidivism.

This service learning course takes University of Nebraska at Omaha (UNO) students into the Douglas County Department of Corrections (DCDC aka the Jail) to assist in teaching computer basics to inmates using Windows XP and Office 2010. Each UNO student is assigned to work with and tutor an inmate. The learning objectives for the college students are to learn a customer service orientation and to experience service to a marginalized segment of the community. Each class (one for male inmates and one for female inmates) at the jail consists of approximately ten inmates who have had little or no training in using a computer. The learning objectives for the attending inmates are to learn essential computer skills as well as to increase their confidence with technology and people from outside of the jail. Knowledge of technology and social networks assist inmates in making a successful reentry into



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society. Inmates are encouraged to write letters to their families and to make cards to send to their loved ones in order to maintain their existing social networks outside of jail. Inmates enjoy creating cards for friends and family. For example, one DCDC inmate explained, "My wife told me my son brought his birthday card to school and showed it to his teacher. I had no idea he would enjoy it so much".

To prepare for the service learning experience the university students attend a mandatory training covering jail operations and volunteer responsibilities provided by Douglas County Department of Corrections. Before spending time with the DCDC inmates, UNO students conduct research on inmates and education. Each of them then presents their findings to their classmates. For thirteen (13) weeks of the semester students work directly with inmates. As part of the project reflection process, the members of the UNO class compile photos and notes on team discussions and create a presentation (e.g., videos, posters, PowerPoint presentations, photo journals) to reflect on their experience at the jail and the material being learned in class.

In addition to the hands on computer training that takes place in this project, inmates and UNO students read *How Full is Your Bucket: Positive Strategies for Work and Life* (Rath and Clifton, 2009) and each class period all participants are encouraged to create a construction paper "raindrop" of praise for each other. The raindrops are a tangible representation of positive reinforcement towards others. As a result the inmates report enjoying reading the "Bucket Book" and see themselves applying the principles of caring about themselves and others. According to a UNO student, "Tutoring inmates provided me with an alternative view of the criminal justice system. I started the process with a preconceived notion of an inmate, but after tutoring inmates for the last three months my stereotypes have been squashed. They are enthusiastic learners."

Total Number of Participating Students	Students Participating in Curricular Projects:	15
	Students Participating in Extra-Curricular Projects:	_____
Number of Student Hours Served		900
Number of Participating Faculty/Staff		1
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	150
	Participating in Extra-Curricular Projects:	_____
Estimated Number of Individuals Served		20



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Project Effectiveness

- Education
- Economic Opportunity



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Economic Opportunity Section: Project 3

Project Title

Summer Works

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this category should be the ones that most clearly align 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:

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 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who/what benefits from the service
 - Detail 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 (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- 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.)

SummerWorks is the result of the collaboration and financial support of a consortium of civic-minded private donors who seek to address the lack of employment opportunities for youth in the Omaha area. The program addresses youth employment needs within Douglas County zip codes where family income falls well below the median. Youth in these areas face many barriers accessing employment, including inconsistent access to transportation to locate and maintain employment, lack of access to technology to complete job applications, a limited number of job opportunities, and limited connections with mentors and advocates.

SummerWorks Omaha offers a nine-week summer work program from June through August. Each summer, SummerWorks employs 150 high school youth as Program Participants; who work from 9:00a.m.–3:00p.m., Monday through Friday. The youth work in teams of seven participants and are supervised, coached, mentored, and advised throughout the nine weeks by a trained Team Leader. The program is based on a comprehensive instructional model called The Blueprint for Workplace Success, which was developed by



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the SummerWorks Omaha leadership team to define the characteristics of a successful employee. Team Leaders are typically UNO students working in this summer program. SummerWorks is also supported by UNO staff including a Director and office assistant as well as an AmeriCorps volunteer.

On Monday through Thursday, Program Participants work at sites inside and outside of the city's public parks system and at other work sites throughout the community. Each Friday, Program Participants engage in activities designed to develop their skills and knowledge including resume building, writing a cover letter, identifying personal strengths, and goal setting. In addition, they work to increase their financial literacy, such as opening a bank account and setting financial goals. They also are exposed to community and cultural leaders and events that help expand their awareness of the broader community and their post-high-school educational and career options.

- In 2013, participants worked with 59 parks spread throughout the Omaha area as well as 13 nonprofits. This partnership strengthened the Omaha community and aided the nonprofits in carrying out their missions. The 150 high school student SummerWorks participants provided over 40,500 hours of direct service to the Omaha area. The SummerWorks projects benefited the general Omaha population of over 700,000 people.
- With the 2013 program, 150 youth earned a gross wage totaling \$273,825. Their individual earned wage empowered each youth to establish short and/or long term financial goals. The financial literacy education activities enabled them to make sound financial decisions with this new earned wage while gaining basic knowledge about banking and exemptions related to their wage.
- In a survey conducted at the beginning and end of the 2013 program, more participants defined an educational goal for themselves and many more reported a desire to achieve a graduate degree.
- Participants develop their skills as an employee with staff and professionals from various career fields. Participants leave the program with a professional resume developed with their team leader; in addition, they have practiced interviewing, have completed assessments to identify their strengths and weaknesses, have established weekly goals, have completed job searching and applications, and have a recommendation letter to help secure future employment.
- Qualitative feedback from Program Participants, parents, team leaders, and community partners, is another indicator of success. In the words of one Program Participant, "I learned being a good, solid leader and having good morale can have a positive, lasting effect that can boost productivity." And, from a member of the Omaha community, "Seeing young people work is uplifting to our community; it shows a light of hope."

Total Number of Participating Students	Students Participating in Curricular Projects:	5
	Students Participating in Extra-Curricular Projects:	23
Number of Student Hours Served		11200
Number of Participating Faculty/Staff		10



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Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	0
	Participating in Extra-Curricular Projects:	4000
Estimated Number of Individuals Served		150
Project Effectiveness	<input checked="" type="checkbox"/> Education	
	<input checked="" type="checkbox"/> Economic Opportunity	



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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. 2668
- b. The number of students who engaged in forms of community service not including the students counted in determining a) (unduplicated count). 5350
- c. The total number of students who engaged in community service of any kind (sum of a and b). 8018
- d. The number of students who engaged in at least 20 hours of any kind of community service per academic term. 4500
- e. The number of students whose service was supported by one or more CNCS programs. 2825
- f. The total number of all community service hours engaged in by the institutions students. 384805



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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? 9

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



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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? 160

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?



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- 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:

Sponsor: Final Amount Awarded
Abbott Charitable Foundation, Ethel S: \$6,248.00
Autism Action Partnership: \$26,477.00
Building Bright Futures: \$1,666,485.36
City of Lincoln: \$3,355.00
Corporation for Public Broadcasting: \$134,414.00
Douglas County: \$40,054.00
Giger Fdn, Paul & Oscar: \$5,124.00
Girls, Inc.: \$38,556.00
Iowa West Foundation: \$38,601.00
Metropolitan Area Continuum of Care for the Homeless: \$207,385.00
Midlands Community Foundation: \$3,840.00
NASA: \$790,000.00
National Center for Women & Information Technology (NCWIT): \$2,000.00
NE Academy of Sciences: \$3,000.00
NE Arts Council: \$14,841.00
NE Dept. of Economic Development: \$250,000.00
NE Dept. of Education: \$49,152.00
NE Dept. of Health & Human Services: \$81,000.00
NE Environmental Trust: \$390,000.00
NE Humanities Council: \$2,969.00
Nebraska Children and Families Foundation: \$27,232.00
Neighborhood Center: \$30,000.00
Peter Kiewit Foundation: \$500.00
Project Interfaith: \$337,716.00
State Farm Insurance Companies: \$2,000.00
UNL: \$81,195.00
UNMC: \$41,000.00
US Dept. of Education: \$68,573.00
Whitmore Charitable Trust: \$4,000.00



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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 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.