



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:	<u>Mesa Community College</u> <i>(Official institutional name, as you would like it to appear on the Honor Roll Certificate and in the Program Book)</i>
Institution Address: <i>(List the school's mailing address used for receiving UPS packages. UPS generally does not deliver to a PO Box except in rural areas)</i>	Street Line 1: <u>1833 W. Southern Ave.</u>
	Street Line 2: _____
	City: <u>Mesa</u>
	State: <u>Arizona</u>
	ZIP code: <u>85202</u>
	Telephone: <u>(480) 461-7000</u>
	Fax: _____
E-mail address	<u>drhodes@mesacc.edu</u>
Name of chief executive officer:	First name: <u>Dr. Shouan</u>
	Last name: <u>Pan</u>
	Title (President, Chancellor, other): <u>President</u>
Mailing Address:	Street Line 1: <u>1833 W. Southern Ave.</u>
	Street Line 2: _____
	City: <u>Mesa</u>



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	State:	Arizona
	ZIP code:	85202
	Telephone:	(480) 461-7300
	Fax:	
	E-mail address:	shouan.pan@mesacc.edu
Name of Person Submitting Application:	First name:	Dawn
	Last name:	Rhodes
	Department / Office:	Center for Service-Learning
	E-mail address:	drhodes@mesacc.edu
Campus Service Coordinator:	First name:	Duane
	Last name:	Oakes
	Department / Office:	Center for Service-Learning
	E-mail address:	oakes@mesacc.edu
Contact Person Address:	Street Line 1:	1833 W. Southern Ave.
	Street Line 2:	
	City:	Mesa
	State:	Arizona
	ZIP code:	85202
	Telephone:	(480) 461-7214
	Fax:	(480) 461-7114
	E-mail address:	oakes@mesacc.edu
Institution's code	IPEDS (6 digit)	105154
	and 8-digit OPEID number	00107700
Total student enrollment (graduate and undergraduate, full and part-time):	26408	
Employee Identification Number (EIN):		
Institutional type (Check one):	<input checked="" 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	



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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



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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.

Mesa Community College (MCC) is a local and national leader in the arenas of service-learning and civic participation. A core value



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of MCC is to encourage active citizenship and embrace the diversity of people and ideas. Also, we have a strategic priority to engage the community through collaborations that are mutually beneficial by encouraging student and employee participation in the democratic process, service-learning, and community service. MCC is committed to the scholarly and civic endeavors of our students and employees as we work in tandem with our local and national community.

MCC has strong roots in service-learning, civic participation, and innovative teaching. Since 1992 MCC has offered service-learning. MCC has dedicated institutional funds for twelve staff focusing on service-learning, AmeriCorps, and specially-funded grants with an operating budget over \$298,000. Also, we have an Advisory Board consisting of over 40 faculty, staff, students, and community partners. Since formally tracking in 2001, 14,967 students have rendered 447,342 hours of educational service in one of over 375 community agencies which include, but are not limited to: government agencies, educational settings, and civic organizations. Service-learning is offered in more than 45 disciplines and is a required component of programs such as: Administration of Justice, Computer Information Systems, Education, and Social Work. Students who plan to graduate from MCC with honors must complete a 50-hour service-learning class. In addition to students participating in academic service-learning related to their curricula, many student organizations such as Phi Theta Kappa, Psi Beta, and Inter-Tribal Student Organization have devoted hundreds of hours to their community in various fund-raising and service projects

Since 2002, we have enlisted the services of 2,983 AmeriCorps members who have contributed nearly 1.1 million hours of service and earned \$2.2 million in educational awards. We mobilize members to meet the nation's critical needs education services and healthcare.

MCC offers scholarships and awards through our MCC Service Scholarship, Excellence in Service Award (a medallion worn at commencement), and Academics in Action Scholarship (financial award to scholars who demonstrate community involvement) to name a few. We offer a variety of faculty recognition, such as graduation recognition ribbon and pin, conference travel and classroom support.

In addition to the institutionalized Center for Service-Learning, MCC has invested in the Community College National Center for Community Engagement (CCNCCE), which is a leader in advancing programs and innovations that stimulate active participation of institutions in community engagement for the attainment of a vital citizenry. CCNCCE produces resources to advance service-learning and civic engagement including an annual conference to mobilize professionals around the country who are invested in these topics. This conference has been convened for over 20 years and has had thousands of participants learn and reflect on aspects related to service and civic engagement.

Additionally, we sponsor monthly blood drives, host VITA Tax Preparation, and sponsor Empty Bowls. We created MCC Street Team to engage students and alumni as goodwill ambassadors at community events. We have a nationally recognized Model United Nations program that hosts the annual Model UN High School Conference. Our administration, faculty, and staff serve with a variety of local nonprofit and government entities. Our college president also signed the Democracy Commitment. The goal is that every graduate of an American community college shall have had an education in democracy. The word community is not only in our name, but also rooted in our core values as we serve locally, nationally, and globally to mobilize our citizenry, invest institutional funds, and forge an institution of service.



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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



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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: Exemplary Project Descriptions



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Project 1

Project title Operation Read

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.

The College's Honor Society developed "Operation Read;" a project to introduce the importance of increasing awareness of illiteracy rates in the Mesa, AZ community. Several weeks of scholarly research, showed Arizona schools lack of resources contributing to the high illiteracy rates. In this day and age, we have advanced to an era of sophisticated dissemination of information. What we fail to realize is that without resources to keep up with the advancing technology, many are still deprived of the most basic and traditional forms of education such as reading books. According to the www.sciencedaily website, "3 out of 10 students in Mesa don't have books in their household," and many have never owned a book. Nearly 85% of these children live in at-risk communities and were lacking books within their schools. Our team worked towards a common goal; to provide resources, so that students obtain a new depth to learning, by providing physical tangible resources to students.

Leading the way, our students organized and implemented "Operation Read." With the aid of many chapter members, campus clubs, and the college football team, we worked diligently hosting events such as a homecoming dance and activities, and a football game half-time show to collect books.

The goal was to collect and dedicate 400 books for the students of Mesa Arts Academy; a charter school of the Boys & Girls Club. After collecting books during many of our service events, 30 MCC students presented the books to the children of Mesa Arts



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Academy. Each book had a personal dedication written by one of our football players. On the day of delivery, MCC students read to the lower grades while others shared their college experiences with the children in the upper grade. Needless to say the goal was met and we raised over 640 books. This allowed us to not only donate one book per student, but we were able to fill the classrooms with books to use through the year.

Participating students Number: 150

Service hours: 600

Participating faculty/staff Number: 14

Service hours: 65

Estimated Number of 400
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

200

College Experiences Presentation

200

Environment

Community gardens built

Streams monitored/remediated

Bags of garbage collected

Cans and bottles recycled

Other



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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



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Project 2

Project title Goals for Graduation - A face like mine

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.

MCC's Inter-Tribal Student Organization (ISO) in partnership with Big Brothers Big Sisters, and the Boys & Girls Club fostered a mentoring program. This unique partnership was developed to meet a critical need to engage Native American students in their academic pursuits. 17 MCC students, or "Bigs", were paired with 17 BBBS "littles" to meet every other week to be mentored and set goals. The littles typically came from low-income, single parents and/or raised by their grandparent households. The program focus was "Goals for Graduation." With the high rates of Native American high school dropouts only 7% of this population complete college or some form of higher education. Our ISO students saw this as a chance to give back and make a difference. They wanted to inspire children from similar backgrounds and culture to see they can achieve a college experience.

MCC students went to the Boys & Girls Club every other week and met with their little for two hours and mentored the youth they served. They set goals and did activities that inspired them to complete their education. The highlight of the experience was having the littles on MCC's campus for a tour. One of the participants even stated that he had passed MCC several times and never knew it was a college. Pairing youth with college-age students who look like them has inspired the youth to realize their potential. The program's surveys measured an 80% increase of grades as well as 60% increase in educational expectations.



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Participating students Number: 17
Service hours: 800

Participating faculty/staff Number: 1
Service hours: 800

Estimated Number of
Individuals Served 17

Evidence of Project
Effectiveness:

Economic Opportunity

Houses built

Meals served

Hours of job training and support provided

75

Other

Education

Students tutored/mentored

150

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



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Veterans and Deployed Personnel _____

Veterans assisted with reintegration into the
community _____

Military families assisted _____

Other _____

Other _____



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Project 3

Project title Project UNIFY – Fostering Agents of Change

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.

Since 2009, MCC has hosted the Special Olympics Summer Games; including facilitating logistics, planning, and volunteer coordination. During the 2012 Summer Games, 442 MCC volunteers completed 1,245 service hours, assisting 1,200 Special Olympic athletes. Volunteers staffed athletic stations, merchandise sales, awards, and health screenings. Select volunteers assisted in the medical RV with injured athletes and guests. Volunteers organized and facilitated recycling; put out recycling and garbage barrels, educated attendees on items to recycle, replaced container liners, and collected all disposables. Also, a group of Graphic Design students created a logo for the games.

We also coordinated the Fans in the Stands; to foster an exhilarating atmosphere. Together, 300 volunteers from Mesa Community College, local elementary schools, and the community cheered and encouraged the athletes. In collaboration, volunteers also orchestrated the Spread the Word to End the Word Campaign to educate the community on the adverse effects of using the word "retarded." In addition to collecting hundreds of signatures at the games, another 800 signatures were collected at a Phoenix Coyotes hockey game and campus events.

Extending beyond the summer games, we hosted the State Youth Activation Committee allowing us to become the first official Special Olympics College in Arizona and one of the few nationally participating community colleges. MCC is a champion for fostering



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agents of change.

Participating students Number: 550

Service hours: 1810

Participating faculty/staff Number: 40

Service hours: 300

Estimated Number of Individuals Served 1200

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

Education about the use of the word "Retarded"

800

Environment

Community gardens built

Streams monitored/remediated

Bags of garbage collected

200

Cans and bottles recycled

4000

Other

Health

Number of people provided with health screenings



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- | | |
|---|--------------|
| <input type="checkbox"/> Nutrition/healthy living lessons taught | _____ |
| <input checked="" type="checkbox"/> First-aid Station | _____ |
| <input type="checkbox"/> Veterans and Deployed Personnel | 120
_____ |
| <input type="checkbox"/> Veterans assisted with reintegration into the
community | _____ |
| <input type="checkbox"/> Military families assisted | _____ |
| <input type="checkbox"/> Other | _____ |
| <input type="checkbox"/> Other | _____ |



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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: 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. 1738
- b. The number of students who engaged in forms of community service not including the students counted in determining a) (unduplicated count). 5200
- c. The total number of students who engaged in community service of any kind (sum of a and b). 6938
- d. The number of students who engaged in at least 20 hours of any kind of community service per academic term. 4000
- e. The number of students whose service was supported by one or more CNCS programs. 410
- f. The total number of all community service hours engaged in by the institution's students. 123152



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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.



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Project 1

Project title Promoting Literacy - One Book at a Time

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.

In conjunction with Read Across America Day, MCC's 3 America Reads Tutors and 94 service-learning students implemented an event that promoted literacy among young children: Dr. Seuss' Birthday Celebration. The 208 attendees included 2nd graders from Mesa Arts Academy and Adams Elementary as well as preschool students from MCC's Children Center and Child Development Lab. The tutors held weekly planning meetings with MCC staff members from both the Center for Service-Learning and the Education Studies Department.

Guests started in the Theater with a performance on stage from the MCC Storytelling class. Visitors and volunteers were then divided up into 5 different breakout sessions, led by a costumed volunteer:

- Studio 180- experience green screen technology with the Cat in the Hat
- Planetarium - enjoy an informative space show
- Life Sciences- interact with and learn about Arizona reptiles
- Navajo Room A- STEM (science, technology, engineering, mathematics) activities
- Navajo Room B- reading activity and craft

After every site was visited, everyone gathered on the lawn to eat lunch, sing Happy Birthday to the Cat in the Hat, and eat cupcakes baked by the MCC Culinary Department. Each young child was given a goody bag with a book, eraser, pencil, and activity sheets to take home.

The tutors raised the funds for the goody bag items by hosting a Scholastic Book Fair during the Fall Semester. The proceeds from the week-long Book Fair allowed the tutors to select and purchase items from Scholastic for the future Dr. Seuss guests. MCC's Children Center and Child Development Lab were also invited to the Book Fair for storytelling sessions.

Both of these events engaged young minds to associate fun with reading! These children were also introduced to a college campus, where they were encouraged by student volunteers to consider college and learn about financial options. Many of these children did not know that college could be in their future until these events.



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Veterans and Deployed Personnel _____

Veterans assisted with reintegration into the
community _____

Military families assisted _____

Other _____

Other _____



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Project 2

Project title Kids Being Kids Family Fun Fair!

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.

This annual event celebrates the National Week of the Young Child. It is an opportunity to acknowledge early childhood teachers, caregivers and everyone involved in the care and education of young children. It is also a time to raise awareness about the issues affecting young children and their families and how these issues affect our community.

The Kids Being Kids Family Fun Fair had games and activities organized for children of all ages indoors and outdoors. Some of these activities were: necklace making with beads, face painting, giant bubbles, breaking a piñata, children's fashion show, DJ with music and dancing, an obstacle course and much more.

Students engaging in the Family Fun Fair as their service-learning project took the lead from the beginning. Storytelling class told stories, early childhood classes planned creative hands-on activities, children's literature classes read aloud their favorite books and shared related activities, science classes did simple science experiments, exercise classes engaged children in physical development activities.

By participating in the Family Fun Fair, future educators had a valuable teaching, community outreach experience. The Fatherhood Collaborative, an organization for fathers of young children, joined hands with MCC's Early Care and Education Program for this event. Approximately 200 families from the community attended and participated in the Kids Being Kids Family Fun Fair!

Participating students Number: 300



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Service hours: 1800

Participating faculty/staff Number: 15

Service hours: 150

Estimated Number of Individuals Served 800

Evidence of Project Effectiveness:

Economic Opportunity

Houses built

Meals served

Hours of job training and support provided

Other

Education

Students tutored/mentored

300

Students assisted in undertaking service-learning

300

Books read

100

Books donated

400

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

Exercises Activities

500

Veterans and Deployed Personnel



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



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Project 3

Project title ABC, 123 - Serving Young Children

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.

Mesa Community College has two facilities that provide services for young children: E. H. Warren Child Development Lab and the Children's Center. These centers serve children ages 2–7 years; facilitating toddler, preschool, and after school programs. Both facilities are accredited by the National Association for the Education of Young Children (NAEYC). These facilities serve the students and employees of the MCC Community and the surrounding communities.

Students from our college and from local universities early childhood programs engage in the Centers' activities. Early Care and Education Program interns complete their requirements towards their Associates degree. Program graduates are successful with starting their own preschools or child care centers, serving as directors/assistant directors and as lead teachers in preschools or child care centers.

Service-Learning students provided invaluable support to the staff, children, and parents by leading activities that were tailored to their curriculum. In the 2011-2012 school year 27 students completed over 498 hours of service-learning at the college child lab and children's center. It affords the Center to provide more learning activities such as: field trips, 1:1 or small group reading, and messy play activities to name a few.

Participating students Number: 27

Service hours: 498

Participating faculty/staff Number: 18



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Service hours: 270

Estimated Number of Individuals Served 200

Evidence of Project Effectiveness:

Economic Opportunity

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

Education

- Students tutored/mentored 200
- Students assisted in undertaking service-learning 27
- Books read 100
- 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 _____



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Other

Other



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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.

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:

- The number of students who engaged in academic service-learning in the Special Focus Area ñ as identified in the Application Guidance. 53
- 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). 327
- The total number of students who engaged in community service of any kind related to the Special Focus Area (sum of a and b). 380
- The number of students who engaged in at least 20 hours of community service per academic term in the Special Focus Area. 75
- The number of students whose service in the Special Focus Area was supported by one or more CNCS programs. 3
- The total number of service hours engaged in the Special Focus Area by the institution's students. 2518



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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 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
How many? 12
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
Approximately how many? 466
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



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

Government Supports for Service

1. Does the applicant institution utilize AmeriCorps, including VISTA, members in recruiting student volunteers or coordinating student service projects?
- Yes No Don't know/ data not available
2. Does the applicant institution have an ongoing grantee, sub-grantee or other supportive relationship with any of the following CNCS programs?
- Learn and Serve America
 - Americorps*State and National
 - AmeriCorps*VISTA
 - AmeriCorps*NCCC
 - Senior Corps
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

- City of Mesa – For over a decade, MCC has had a resilient partnership with the City of Mesa. MCC students, faculty, and staff have served the community on committees/councils such as the Mesa Community Engagement Team, and with various departments, such as Fire Department, Police Department, Neighborhood Services, Parks and Recreation, museums and Prosecutor's Office.
- MCC partners with all of the cities and towns in our service area and some extending areas through the educational partnerships, including: Towns of Queen Creek, Higley and Gilbert and the Cities of Chandler, Tempe and Mesa as well as multiple charter schools and private schools.
- Mesa Public Schools – We place hundreds of service-learning students at their schools. Our Director also serves on their Service-Learning Board. We place our America Reads in their schools. We awarded 20 students service scholarships to attend MCC.
- Arizona Governor's Office - Since 2010, in tandem with Arizona Governor's Commission on Service and Volunteerism, we have hosted and facilitated the steering committee meetings for the Arizona Summit on Volunteerism & Service-Learning. In addition, we have participated and presented at the Summit. Also, we have participated in the Governor's National & Community Service Conference on for the past 10 years.
- Federally we have partnered with the IRS Volunteer Income Tax Assistance (VITA) through Mesa United Way. MCC also participates in the AmeriCorps program.



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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.

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.