



**Washington Campus Compact Learn & Serve America (LSA) Program  
2007-2008 Mid-Year Progress Report Summary DRAFT**

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*The 11 sub-grantee campuses included in the 2007-2008 Learn & Serve America (LSA) Mid-Year Progress Report are Boise State University, Cascadia Community College, Clark College, Edmonds Community College, Everett Community College, Gonzaga University, Lewis-Clark State College, Seattle University, Spokane Falls Community College, The Evergreen State College, and Washington State University. The purpose of this summary is to share highlights of the Progress Report results – reflecting activities between September 1 and December 31, 2007 – with each participating campus.*

**College Student Service-Learners**

Measure	Total (LSA)	Average (LSA)	Total (Campus)	Average (Campus)
# of college student volunteers (curricular)	1,331	121	5,625	511
# of college student volunteers (co-curricular)	589	54	2,954	269
# of college student volunteers (curricular & co-curricular)	1,891	172	8,579	780
# of hours served by college volunteers (curricular & co-curricular)	33,053	3,005	126,600	11,509

**Disadvantaged Youth Participants**

Measure	Total (LSA)	Average (LSA)	Total (Campus)	Average (Campus)
# of youth who were mentored	526	48	832	76
# of youth who received academic support	1,283	117	1,735	158
# of youth who received resources and/or encouragement to attend higher education	446	41	958	87
# of youth who participated in service projects	294	27	289	26
# of youth who received support (total including all above activities)	1,806	164	3,031	276

## Community Partners

Measure	Total (LSA)	Average (LSA)	Total (Campus)	Average (Campus)
# of community partners (curricular)	246	22	781	71
# of community partners (co-curricular)	121	11	431	39
# of community partners (total)	367	33	891	81
# of <i>new</i> community partners (curricular & co-curricular)	75	7	135	12

## Service-Learning Courses

Measure	Total (LSA)	Average (LSA)	Total (Campus)	Average (Campus)
# of continuing SL courses	55	5	226	21
# of new SL courses	21	2	38	3
# of SL courses (total continuing and new)	76	7	264	24

## Policymakers

Measure	Total (State Leg.)	Average (State Leg.)	Total (Congress)	Average (Congress)
# of members/staff contacted	22	2	8	.75
# of members/staff invited to events	30	2.75	8	.75
# of members/staff who attended events	9	.75	4	.25
# of members/staff educated on the value and/or impact of service-learning	19	1.75	4	.25

## **Policymaker Communication**

Following is a detailed overview of policymaker communication and involvement within each Congressional District.

### Washington Congressional District #1

- **State Sen. Rosemary McAuliffe** met with staff at Cascadia Community College to discuss service-learning. She also accepted an invitation to join Cascadia's new Service Learning Advisory Board, and held her second annual civic engagement session on the Cascadia campus. Sen. McAuliffe was invited to Dialogue for Democracy, but was unable to attend.
- **State Reps. Mary Helen Roberts, Brian Sullivan, State Sen. Paull Shin,** and City of Edmonds Council Member **Mauri Moore** were invited to both Dialogue for Democracy and Edmonds Community College's Make a Difference Day event, but were unable to attend. **Congressman Jay Inslee** sent a staff member to Dialogue for Democracy.
- Snohomish County Council candidate **Mike Cooper**, City of Lynwood Council members **Ruth Ross** and **Mark Smith**, and five staff members from **Snohomish County Executive Aaron Reardon's** office attended Edmonds Community College events. **Renee Radcliffe Sinclair**, Snohomish County Council candidate, was invited but unable to attend. Brier mayor Bob Colinas helped organize Make a Difference Day.

### Washington Congressional District #2

- **Congressman Rick Larsen** was invited Dialogue for Democracy, but was unable to attend. He did meet with the Washington Campus Compact-funded AmeriCorps member at Western Washington University to discuss her mentoring/volunteer-recruitment work at a local middle school.

### Washington Congressional District #3

- **State Sen. Craig Pridemore** and **US Sen. Maria Cantwell** were invited to Dialogue for Democracy, but neither was able to attend. **Greg Kimsey**, Clark County Auditor attended a service-learning meeting with Clark College.
- Olympia City Council members **Karen Messmer** and **Joe Hyder** supported The Evergreen State College's "Focus on the Nation" event. **Sen. Karen Fraser** was invited but unable to attend the event.

### Washington Congressional District #4:

- **Congressman Doc Hastings** was invited to Dialogue for Democracy, but was unable to attend.

### Washington Congressional District #5

- Gonzaga University and Spokane Falls Community College invited **State Reps. Tim Ormsby, Don Burlow, State Sen. Lisa Brown, State Sen. Chris Marr**, former Mayor of Spokane **Dennis Hession, Mayor Mary Verner, Mayor Matthew Pdederson,** and **Mayor Diana Wilhite** to join the Eastern Washington Congressional District Action Team. They (or a staff member) attended the Action Team luncheon. **Shannon Kelly**, staff for **Congresswoman Cathy McMorris Rodgers**, and **State Rep. Timm Ormsby** attended both the Action Team luncheon and Dialogue for Democracy.
- Washington State University met with **US Sen. Patty Murray** and provided a tour of WSU's Center for Civic Engagement.

- WACC Staff met with **State Senator Lisa Brown** to discuss national service programs, and potential partnerships within state government.

#### Washington Congressional District #6

- **Congressman Norm Dicks** was invited to Dialogue for Democracy, but was unable to attend. Congressman Dicks did join the National Service Caucus at the request of WACC Staff and the Washington Commission for National and Community Service.

#### Washington Congressional District #7

- **Congressman Jim McDermott** was invited to Dialogue for Democracy, but was unable to attend.

#### Washington Congressional District #8

- **Congressman Dave Reichert** was invited to Dialogue for Democracy, but was unable to attend.

#### Washington Congressional District #9

- **Congressman Adam Smith** was invited to Dialogue for Democracy, but was unable to attend.

#### Idaho Congressional District #1

- **Rep. John Rusche** agreed to serve on Lewis-Clark State College's Congressional District Action Team and attended Dialogue for Democracy. **State Sen. Mack Shirley** attended the Serve Idaho conference. Lewiston City Council members **Dennis Ohrtman** and **Garry Bush** support service-learning efforts at Lewis-Clark. Others contacted include: **State Sen. Joe Stegner, State Rep. Liz Chavez, US Sen. Mike Crapo, Congressman Bill Sali, City Manager Jay Krauss, and the Nez Perce Tribal Government.**

#### Idaho Congressional District #2

- Boise State University's public radio messages and newspaper piece explaining and promoting service-learning likely reached several policymakers. **State Reps. Sue Chew, Nicole Lafavor, John Rusche, State Sen. Elliot Werk,** and several local government officials (from the State Department of Education, Governor's Office, and the City of Boise) engaged in conversation about service-learning.

### **Dialogue for Democracy**

*Dialogue for Democracy*, a statewide forum held on November 14, 2007, convened stakeholders from higher education, K-12, communities, and local and state government to dialogue, share strategies, and develop action plans to address critical community and education issues. Teams from throughout the state addressed such questions as:

- What is an engaged democracy?
- How does an engaged democracy address critical issues?
- What is the role education serves in fostering an engaged democracy?

- Boise State University's team (*Kara Bruscia, Dan Prinzig, Idaho Director of Civic Mission of Schools; Kendra Clark, BSU SL Program K-12 School Liaison; Dottie Stimpson, Community Leader/Serve Idaho Board Member; Mahi Takazawa, Director of BSU Leadership Program/BSU Instructor*) discussed strategies to advance SL in Idaho's K-12 schools, and agreed on an action plan.
- Cascadia Community College's team (*Denise Michaels, David Ortiz, Erin Richards, Lindsay Custer, Margaret Turcott, Bethany Such, Zach Hansen, Patricia Cho, Misty Wheeler, Eric Staples, and Allijah Kalif*) concluded that communication regarding service-learning and civic engagement could be improved to bring more students, faculty, and the community into dialogue about local issues. After the event, the team met to discuss strategies to improve voter turnout.
- Clark College's team (*Jody Shulnak, Service-Learning Program Manager; and Racheal Davies and James Owens, Club for Social Action student members*) brainstormed ways to involve more people in local politics and is planning an intergenerational dialogue.
- Edmonds Community College's team included *Dr. Thomas Murphy, Anthropology Chair ; Andrew Fuller from Congressman Jay Inslee's office; Gem Baldwin, faculty; Robin Datta, SL Faculty Fellow; Claudia Levy, SL Faculty Fellow; Erica Almeda, faculty; Kathe Stanness, faculty; Brian Hall, Retention Project; Mauri Moore, Retention Project.*
- Everett Community College's team (*Sharon Stultz, Service-Learning Coordinator; and Jim Strickland and Margery Serge, teachers*) discussed desires to develop a community-based school incorporating service-learning.
- Gonzaga University's team (*Jeremy Bodenheimer, AmeriCorps Volunteer; Todd Dunfield, Associate Director of the Center for Community Action and Service Learning; DaVina Hoyt, Unity House; and Molly Pepper, Assistant Professor*) discussed the challenges facing constituents in Eastern Washington and determined that the current coalitions provide great strength in addressing social issues; team members will collaborate with community partners to continue strengthening these coalitions.
- Lewis-Clark State College's team (*Charlette Kremer, Lewis-Clark State Service Corps; Louise Mathieson, AmeriCorps\*VISTA; Rep. John Rusche; Brenda Goldammer, Lewison Youth Volunteer Program; Dr. Larry Young, University of Idaho; Chris Meyer, Coeur d'Alene Tribal Schools; Jim Ekins, University of Idaho; Kathy Martin, Lewis-Clark State College*) is sending a letter which supports funding of service-learning and civic engagement activities to the Education Committee of the Idaho Legislature.
- Seattle University's student-led team (*Alexandra Davis, Samantha McCoy, Josh Moore, and Mike Baynard*) is planning a joint follow-up project with Seattle Central Community College.
- Spokane Falls Community College's team (*Dan Wenger, Spokane Falls Community College; Mark Palek, Spokane Falls Community College President; State Rep. Timm Ormsby; Shannon Kelly, from Congresswoman Kathy McMorris Rodger's office; Jerry Numbers, East Central*

*Neighborhood Council; Rhosetta Rhodes, Whitworth University; Jacob Spaun, Whitworth University; Lynn Peterson, Whitworth University; Judith Schoeplin, Whitworth University; Dale Soden, Whitworth University; Kathy Storm, Whitworth University; Todd Dunfield, Gonzaga University; Dr. Dick Winchell, Eastern Washington University; Rodolfo Arevalo, Eastern Washington University*) identified critical issues in their region that they might address through service-learning.

- The Evergreen State College's team (*Ellen Shortt Sanchez; Lin Nelson, faculty; and Jacob Berkey, graduate student*) is planning a service-learning gathering for higher education institutions/organizations in Southwest Washington.
- Washington State University's team included Tiffany Braun, Community Partnership Coordinator, and she partnered with fellow 5<sup>th</sup> District attendees to discuss partnership.

### **Public Forums/Other Events**

- Boise State University: Civic Engagement Poster Exhibition, Service-Learning Partnership Lunch, Service-Learning Open House for BSU College of Education Faculty
- Edmonds Community College: Day of Caring service project; Make a Difference Day service project
- Gonzaga University: Eastern Washington Congressional District Action Team luncheon
- Lewis-Clark State College: ServeFest
- Seattle University: workshops for Seattle University faculty; faculty/staff immersion in the Vietnamese/Vietnamese-American community

### **Media Coverage**

- Boise State University: over 150 twenty-second radio segments aired on Boise State Public Radio; BSU faculty and staff newsletter; main state-wide Idaho newspaper opinion piece; advertisement in campus newspaper
- Clark College: articles in college newspaper and the Columbian Business Today e-newsletter
- Edmonds Community College: articles in college newspaper and The Herald
- Spokane Falls Community College: article in The Spokesman
- Washington State University: service-learning project mentioned in WSU newspaper article

## Success Stories

### Improving Academic Achievement Rates of Disadvantaged Youth

There is one particular elementary student at Harney Elementary that has come to rely on the reading assistant in the media center, a Clark College volunteer. This Clark student serves as a positive role model, mentor and provides academic support and come winter quarter will also be in charge of the Homework Club during the lunch hour at Harney Elementary. Success has been two-fold: the Clark College service-learner has an increased sense of civic responsibility and is gaining practical experience for her future career in education, while the elementary student is receiving academic support from a consistent and reliable source.

-- Jody Shulnak, Clark College

As a direct result of a Learn and Serve funded Congressional District Action Team (CDAT) meeting, we were contacted by Rich Hadley, CEO of Greater Spokane Incorporated. This organization is comprised of Spokane's Chamber of Commerce and the Economic Development Council. Rich and few people, including Senator Brown were trying to develop a mentoring program to address high school drop out rates. Rich requested information regarding the type of assistance service-learning could provide. We sent him a proposal and his response was "WOW!" Prior to the CDAT meeting, Rich was unfamiliar with how service-learning addresses community issues. The West Central Valley School District Superintendent attended the CDAT meeting. Two weeks later, we were contacted us to assist with their district community engagement task force. This is an example of how awareness for service-learning is being increased through the Congressional District Action team.

-- Daniel Wenger, Spokane Falls Community College

Four of the participants [at the primary community site] are first graders who were just learning to read and were reading at various levels. These children were each tutored individually based on their reading levels. Each of these four children has shown improvement in their individual reading skills and indicated great enjoyment in reading to the adult tutor volunteers. Five to six of the older children struggled with math homework and the work with the WSU student volunteers indicated a greater understanding of math concepts by the end of the semester. The children tutored indicated improvement in problem solving skills as well as an increase in confidence in attempting math problems independently by semester's end.

-- Debi Fitzgerald, Washington State University

Evergreen students have connected with Madison Elementary School which is a magnet for homeless children and are supporting their welcome room with tutoring services.

-- Ellen Shortt Sanchez, The Evergreen State College

*Institutionalizing Service-Learning in Higher Education*

Through a three-day pilot project a group of Seattle University faculty and staff immersed themselves in the Vietnamese-American community of Seattle visiting temples, churches, non-profit organizations, businesses and the homes of community leaders. The project objectives were to learn more about the assets and needs of the community in order to build long-term community partnerships and create ethical and effective service-learning courses, community-based research projects and co-curricular programs. Immersion project activities were carefully designed to engage participants in a process of disorientation, experiential education, and reflection. Community partners and community leaders played a key role in the exchange of ideas and experiences. Participants have developed follow-up activities to link their courses and other activities to the community. The project proved very successful. Through written evaluations, all participants shared that they had learned many new things about the local community. They further noted that what they learned would enable them to improve their use of service-learning. One faculty participant noted that "this experience makes it possible for me to be more sympathetic to my students as they undergo service-learning experiences and thus enables me to better guide them through these experiences. The experience has also helped me deepen my appreciation for the value of regular reflection in order to more effectively process and understand what one is going through."

-- Kent Koth, Seattle University

Learn and Serve funding dedicated to the recently proposed Civic Engagement Concentration exemplifies Gonzaga University's commitment toward the further institutionalization of service-learning. This concentration would allow civically-minded students an opportunity to merge theory with practice. Coursework, employing service-learning and community-based research, will focus on the political, sociological and leadership aspects of civic engagement as well as offering opportunities to examine the literature of engagement and its religious and philosophic implications. It is our intention to have this concentration available to interested students within the next year.

-- Molly Ayers, Gonzaga University

Our Learn and Serve-funded Service-Learning Faculty Fellows have been exploring ways to create a new Service-Learning Community. We have prepared a proposal for a year-long cohort of service-learning classes and students for the 08-09 academic year and presented it to our college administration for review.

-- Thomas Murphy, Edmonds Community College

A major goal of the Learn and Serve grants is to institutionalize SL in pre-service teacher education at Boise State University. The grant has provided the opportunity to make major accomplishments:

- Two department chairs enthusiastically demonstrated support for service-learning and encourage their faculty to consider integrating SL in their courses. This is remarkable considering the history of support for SL in this college.
- Several education faculty attended a Service-Learning Open House. Ideas brainstormed at this open house should yield two or three new service-learning courses in new education disciplines, including SL in the Masters in Education Leadership program (for aspiring principals).
- Eight education faculty responded positively to the SL Director's invitation to have an expert in K-8 Service-Learning present to their classes. As a result of these presentations, almost 100 pre-service teachers have become aware of SL.
- Two CIFS faculty participated in a 12-hour SL faculty fellows seminar. These faculty will become SL leaders in their departments and colleges.

-- Kara Brascia, Boise State University

As a result of Learn and Serve funding, we have been included in the institution's "Program Guidance" which reads: Guidance: Explore options and lay groundwork for a coordinated Service Learning program at LCSC. The effort should develop a process to increase the visibility of Service Learning and Volunteer opportunities for Lewis-Clark State College (LCSC) students, faculty, and staff. Examine both non-credit and credit-options (including the mechanics of how such courses would be designated in the catalog, criteria for receiving credit, assessment of student learning outcomes, faculty oversight criteria, etc.). Consider options for service learning outside the immediate region and overseas. In addition to developing options for a coherent Service Learning program with a reasonable degree of standardization, centralized coordination, and oversight, develop recommendation(s) on how LCSC can establish a central "clearing house" function and a primary point of contact that could interface with community and regional volunteer organizations to connect the supply and demand sides of volunteer efforts. Timing: Present a progress report on this initiative to the President and Vice Presidents by 1 Jan 08. We have also begun a library of service-learning resources including the American Association of Higher Education's series on service-learning in the disciplines and the Michigan Journal of Service-Learning. We also sponsored a member of our faculty who presented a paper at the Mountain States Teaching of Psychology Conference. It included participants from Montana, Idaho, Colorado, New Mexico, and presenters from those states, as well as Auburn University, University of South Florida, Seton Hall University and the University of Paris in France. Topics focused on various methods of energizing teaching in psychology, as well as various teaching strategies and teaching suggestions for specific subjects (statistics, parenting, sensation and perception, for example). Our faculty member submitted and had accepted a presentation on using service learning in psychology, and was invited to give a roundtable discussion on the rewards and barriers to using service learning.

--Charlette Kremer, Lewis-Clark State College

*Achieving Academic Engagement of College/University Students through Service-Learning*

Service-learning course are always a positive way to engage students. Students may start out hesitant and reluctant but as they proceed, attitudes can shift. This was the case this fall when I introduced my PSYCH 101 service-learning project. Basically, students work together in teams to build a model of the human brain and identify an audience to share their brain model. Students must find out from the community partner what there interests are related to brain development, etc. One team talked with fourth graders about head trauma and the importance of bicycle helmets. Another team met with teen mothers to discuss early brain development. Six teams total visited six sites and developed appropriate research materials to enhance their presentations.

--Denise Michaels, Cascadia Community College

One of our students last quarter, after becoming involved with TeenHOPE shelter and Street Outreach has committed to her life dream of opening a free clinic in North Snohomish County to serve impoverished and homeless community members. We have been researching local programs that we can partner with to learn about serving this population. She has become a committed Students in Service AmeriCorps member. There is now a core of AmeriCorps students teaming up to provide service in our local area. We will be applying for a Campus Kitchen grant to start a new meal program on Saturday Morning and are looking into a building in Marysville to provide some basic service at the level we are currently able to provide. While this is just in the beginning stages, it is apparent that something significant is in the works that will provide for a strong presence of EvCC students in the community serving the poor.

-- Sharon Stultz, Everett Community College