



Washington  
Campus Compact



## Washington Campus Compact Learn and Serve America (LSA) Program 2007-2008 Year-End Progress Report Summary

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*The 12 subgrantee campuses included in the 2007-2008 Learn and Serve America (LSA) Year-End 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, Shoreline Community College, 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, 2007 and July 15, 2008—with each participating campus.*

### **College Student Service Learners**

Measure	Total (LSA)	Average (LSA)	Total (Campus)	Average (Campus)
# of college student volunteers (curricular)	6,594	550	14,204	1,184
# of college student volunteers (co-curricular)	1,543	129	6,891	568
# of college student volunteers (curricular & co-curricular)	8,137	678	21,095	1,758
# of hours served by college volunteers (curricular & co-curricular)	124,763	10,397	384,496	32,041

All college student service-learners and volunteers who participated in WACC's LSA program were invited to participate in a survey exploring college students' historical involvement in service, motivation to participate in service, service-learning activities, learning and development outcomes, and demographics. Please see the *LSA 2007-2008 Civic Engagement Survey Summary* for further details and results.

### **Disadvantaged Youth Participants**

Measure	Total (LSA)	Average (LSA)	Total (Campus)	Average (Campus)
# of youth who were mentored	1,282	107	1,569	131
# of youth who received academic support	2,147	179	3,050	254
# of youth who received resources and/or encouragement to attend higher education	1,039	87	2,202	184
# of youth who participated in service projects	530	41	613	51
# of youth who received support (total including all above activities)	2,931	244	5,133	428

All teachers and administrators who worked most closely with youth participants of LSA-funded programs were also invited to complete a survey. The Youth Impact Survey explores youth outcomes such as academic achievement, retention, and enrollment in post-secondary education. Please see the *LSA 2007-2008 Youth Impact Survey Summary* for further details and results.

## Community Partners

Measure	Total (LSA)	Average (LSA)	Total (Campus)	Average (Campus)
# of community partners (curricular)	279	23	1,012	84
# of community partners (co-curricular)	128	11	585	49
# of community partners (total)	407	34	1,597	133
# of new community partners (curricular & co-curricular)	132	11	355	30

## Service-Learning Courses

Measure	Total (LSA)	Average (LSA)	Total (Campus)	Average (Campus)
# of continuing SL courses	245	20	557	46
# of new SL courses	54	5	129	11
# of SL course (total continuing and new)	299	25	686	57

## Policymakers

Measure	Total (State Leg.)	Average (State Leg.)	Total (Congress)	Average (Congress)
# of members/staff contacted	30	2.5	6	.5
# of members/staff invited to events	121	10.1	10	.83
# of members/staff who attended events	11	.92	2	.17
# of members/staff educated on the value and/or impact of service-learning	50	4.17	7	.58

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.
- **State Reps. Mary Helen Roberts, Brian Sullivan, State Sen. Paul 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. **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 also invited. **Brier Mayor Bob Colinas** helped organize Make a Difference Day.

- **Congressman Jay Inslee** sent a staff member to Dialogue for Democracy.
- **Snohomish County Councilman Mike Cooper** attended Day of Caring, sponsored by Edmonds Community College. We invited **Mauri Moore**, Edmonds City Council, and the full city council from Lynnwood to attend Make A Difference Day.
- **Ruth Ross** and **Mark Smith**, Edmonds City Councils, attended Make A Difference Day, and **Bob Colinas**, mayor of Brier, helped organize a Make A Difference Day event. Edmonds Community College spoke with **DJ Wilson**, City of Edmonds council member, about service-learning and co-sponsored some lectures with him.
- Invitees for the Learn and Serve-sponsored E3 Summit included elected officials from Island County, Snohomish County, Island Conservation District, Snohomish Conservation District, Edmonds, Lynnwood, Everett, Oak Harbor, Langley, Marysville, Tulalip and Stillaguamish. Attendees included **Maribeth Crandell**, representing the City of Oak Harbor; **Robert Gilman**, representing City of Langley; **Joe Laxson**, **Whitney Webber**, **Jill Wood** and **Carrie McLachlan**, representing Island County Public Health; **Kathryn Markie**, representing Stillaguamish Tribe; **Lisa Utter**, representing City of Lynnwood; **Lois Ruskell**, representing Snohomish Conservation District; **Susie Wong Swint**, representing Snohomish County; and **State Representative John McCoy**, representing Tulalip Tribes.

*Washington Congressional District #2:*

- **Congressman Rick Larsen** was invited to Dialogue for Democracy. He did visit state and national service participants from Western Washington University to discuss mentoring/volunteer-recruitment work at a local middle school.

*Washington Congressional District #3:*

- **State Sen. Craig Pridemore** and **U.S. Sen. Maria Cantwell** were invited to Dialogue for Democracy. **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 "Focus on the Nation" event. **Sen. Karen Fraser** was invited to attend the event.
- Mayor **Royce Pollard** gave opening remarks at the Clark College Service-Learning Recognition Ceremony on May 29, 2008.
- The Evergreen State College: Olympia, Lacey, and Tumwater City Council had students at meetings around tent city for homeless.

*Washington Congressional District #4:*

- **Congressman Doc Hastings** was invited to Dialogue for Democracy.

*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**, **Spokane Mayor Mary Verner**, **Airway Heights Mayor Matthew Pederson**, and **Spokane Valley Mayor Diana Wilhite** to join the Eastern Washington Congressional District Action Team. They (or a staff member) attended the Action Team luncheon. Staff for **Congresswoman Cathy McMorris Rodgers**, as well as **State Rep. Timm Ormsby** attended both the Action Team luncheon and Dialogue for Democracy.

- Washington State University service-learning staff met with **U.S. Sen. Patty Murray** and provided a tour of WSU's Center for Civic Engagement.
- WACC staff met with **State Sen. Lisa Brown** to discuss national service programs, and potential partnerships within state government.
- Staff from **Congresswoman Cathy McMorris**'s office attended a luncheon hosted by Inland Northwest Service-Learning Partnership (INSLP) as well as the Dialogue for Democracy. **Dennis Hession**, former mayor of Spokane; **Spokane Mayor Mary Verner**; and **Spokane Valley Mayor Diane Wilhite** attended INSLP/Action Team luncheon.

*Washington Congressional District #6:*

- **Congressman Norm Dicks** was invited to Dialogue for Democracy. Congressman Dicks joined 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.
- Shoreline Community College met with the City Manager of Lake Forest Park and members of his staff to discuss service-learning opportunities in the environmental field.

*Washington Congressional District #8:*

- **Congressman Dave Reichert** was invited to Dialogue for Democracy.

*Washington Congressional District #9:*

- **Congressman Adam Smith** was invited to Dialogue for Democracy.

*Idaho Congressional District #1:*

- **Rep. John Rusche** agreed to serve on the Lewis-Clark State College 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**, **U.S. Sen. Mike Crapo**, **Congressman Bill Sali**, **City Manager Jay Krauss**, and the Nez Perce Tribal Government.
- Lewis-Clark State College provided **Sen. Larry Craig**, **Sen. Mike Crapo**, **Rep. Bill Sali** with a brief overview of service-learning activities being conducted at K-12 schools and higher education in their districts. They will be invited to attend the Learning Through Service Symposium in the fall. **Mayor Doug Havens** and city councilors **Garry Bush**, **John Currin**, **Jim Kleeburg**, **Matthew Carlson**, **Jim Kluss**, and **Dennis Ohrtman**, as well as city manager **Jay Krauss** were provided with a brief overview of service-learning activities being conducted at K-12 schools and higher education in Lewiston. They will be invited to attend the Learning Through Service Symposium in the fall.

*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.

- Boise State University purchased 150 public radio messages and published a newspaper op-ed piece explaining and promoting service-learning. Idaho members of Congress were invited to two Civic Engagement Poster Session events. The BSU SL Director met with several government officials including staff from the State Department of Education (SDE), Governor's Office, and the City of Boise. BSU SL Director also met with **Marilyn Howard**, former State Superintendent of Education, to consult on strategy and offer her professional networks to advance SL. **Kelly Houston**, Director of Governor's Office of Service and Volunteerism, helped the SL Director meet with SDE officials, the Governor's wife, and several community leaders. In addition, Kelly is including a strong SL presence in several statewide volunteerism summits and ceremonies. **Rob Sauer**, SDE Associate Superintendent, voiced support for Learn and Serve-funded Action Team strategies, and offered to consult on strategy. **Tina Naillon**, former Coordinator of all SDE Learn and Serve programs in Idaho, serves on the Action Team. **Cheryl May**, the Coordinator of all SDE Learn and Serve programs in Idaho, serves on the Action Team. **Paul Schoenfelder**, Director of [After School Programs] for Boise City, is eager to collaborate with the Action Team to forge links with after-school programs.

### **Promising Practices Project Successes**

Following are some examples of how Promising Practices subgrantees used LSA funds to strengthen, expand, document, and replicate service-learning programs and initiatives that improve academic achievement of disadvantaged youth:

- Made service-learning resources more readily available to faculty taking first steps to create service-learning classes
- Established faculty fellows groups including training, participating in service projects, developing new service-learning courses, and participating in peer-support group meetings
- Developed and disseminated folders containing helpful resources to get started or expand upon existing service-learning projects
- Hosted events encouraging faculty to discuss service-learning projects, exchange ideas and information, and mentor new faculty
- Increased faculty recognition of the importance of service-learning
- Expanded academic service-learning placement opportunities (i.e., into the "hard sciences," engineering, art, business)
- Identified models to continue developing quality service-learning courses that allow faculty and students to build upon their initial efforts
- Provided professional development activities for faculty, staff, and community partners
- Held recognition ceremonies
- Developed work study positions to assist with volunteer placements, orientation, and program oversight
- Began quarterly faculty surveys to identify service-learning courses

- Developed on-line service-learning tools: Student Placement Profile, Community Partner Feedback Form, and Service Learning Placement Agency Request
- Expanded service-learning library
- Developed a postcard to be sent to all incoming students
- Trained advanced community partners to mentor new community partners
- Strengthened existing partnerships in the community
- Established new partnerships with local K-12 schools
- Placed students as tutors and mentors with elementary, high school, and college students
- Facilitated numerous academic support activities for youth
- Hosted an event for high school students to visit a college and learn about potential science degrees and careers
- Brought college students and youth together to participate in service-learning projects
- Produced a document about the long term campus-community connection with local welfare rights organization
- Launched new websites
- Created a Face Book to document service-learning projects, challenges, and best practices
- Developed the guidebook “A Road to Resilience: Gonzaga University’s Mentoring Guide to Engage College Students with Youth at Risk,” including best practices and program models
- Created brochures targeting students, faculty, community partners, and policymakers
- Prepared programs for replication through journal articles, conference presentations, web postings of exhibit posters, and distribution of tips and handouts about K-12 partnerships
- Presented best practices at various workshops and practices

### **Congressional District Action Team Successes**

The following are examples of what Congressional District Action Team (CDAT) subgrantees have accomplished in using LSA funds to increase stakeholder awareness of service-learning:

- 50 policymakers were educated on the value and benefits of service-learning
- Several subgrantees have elected officials that serve on the Action Team, providing key leadership in education and outreach efforts
- Serve Idaho and Boise State University collaborated closely on the Brightest Starts Award Program
- Teams agreed on an action plan that involves outreach to policymakers in Higher Education, State Legislators, statewide school board leaders, and principals
- Boise State University Action Team wrote and called to alert legislators about last year’s resolution to increase the civic engagement of youth, and asked them to hold the State Superintendent accountable
- Created a poster explaining the overlaps and benefits of service-learning, civic education, and AmeriCorps

- Formed strong teams of students, faculty and administrators to attend Dialogue for Democracy
- Communicated with elected officials and found ways to listen to them so that all perspectives are included in the big picture of service-learning, beyond the walls of the campus
- Encouraged students to take initiative and leadership to participate in reflection, dialogue, and action-planning
- Hosted the Snohomish and Island Counties E3 Summit and teamed it with a Service-Learning Workshop
- Expanded the visibility of service-learning in the environmental education community and with local governments
- Built some basic foundations for service-learning on campus
- Sponsored numerous professional development activities on campus
- Boise State University and Lewis-Clark State College Action Teams discussed strategies to advance service-learning in Idaho's K-12 schools
- Identified service-learning centers in the region, continued a tutoring program in P-12 schools and high-poverty housing developments, and contacted local elected officials about service-learning
- Provide access to quality faculty training such as the Continuums of Service Conference and by hosting guest speakers
- Increased the civic engagement of youth by promoting service-learning in K-12 education
- Launched website technology to provide access to service-learning information
- Created a monthly web-based newsletter
- Action Team member was honored by the Governor for her activities in intergenerational service-learning
- Formed a Service-Learning Coalition, a committee of faculty who meet to help promote service learning

### **Continuums of Service (COS) Conference Participation**

- Three individuals from Boise State University attended COS, and presented "Contextualizing 'Service-Learning' Nationally and Culturally: Perspectives Across the Globe" and "From Novice to Advanced: Employing a Phased Approach to Service-Learning Faculty Development."
- Cascadia Community College sent four individuals to the conference.
- Nine Clark College faculty, program managers/coordinators, and students attended COS.
- Edmonds Community College was represented by five faculty members and one Students in Service member. Three attendees presented "Eco Encore: A Replicable Multidisciplinary Service-Learning Project."
- One individual from Everett Community College attended the conference.
- Gonzaga University sent four individuals to COS.
- Three individuals from Lewis-Clark State College participated in the conference.

- Seattle University was represented by 20 individuals, three of whom presented “A Local Immersion Program for Higher Education Faculty and Staff: The Idea, the Implementation and the Lessons Learned.”
- Shoreline Community College sent a team of six to COS including four professors, a counselor/advisor, and a dean.
- Three individuals from The Evergreen State College participated in the conference.
- Ten individuals from Washington State University attended the conference. Presentations included “Under the Big Tent: Civic Literacy Through Civil Debate,” “Regional Civic Engagement: Building the Bridge from Local to Global,” and “Nontraditional Students and Service Learning: In Our Own Words.”

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

- Boise State University: Civic Engagement in Action Poster Exhibition, Brightest Stars Ceremony, Service-Learning Partnership Lunch, Service-Learning Open House for BSU College of Education Faculty
- Cascadia Community College: Tent City Benefit Night, Mock Election, Belief Panel, Community Partnership Fair, Conflict Resolution Workshop
- Edmonds Community College: The E3 Summit for Snohomish and Island Counties, Service-Learning Workshop, Celebration of Service-Learning 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: Service-Learning Symposium, 4th Annual Spirit of Community Celebration, workshops for Seattle University faculty, faculty/staff immersion in the Vietnamese/Vietnamese-American community
- Shoreline Community College: Introduction to Service Learning Workshop
- The Evergreen State College: quarterly public forums with Advisory Committee
- Washington State University: annual Campus Community Forum: “Beyond Traditions: Taking Service Learning to the Next Level”

### **Media Coverage**

- Boise State University: campus publication for Alumni and campus community, Boise State University campus newspaper, campus online newsletter, more than 150 20-second radio segments aired on Boise State Public Radio, BSU faculty and staff newsletter, main statewide Idaho newspaper opinion piece, advertisement in campus newspaper
- Cascadia Community College: Cascadia media
- Clark College: articles in college newspaper and the *Columbian Business Today* e-newsletter
- Edmonds Community College: articles in college newspaper and *The Herald*
- Gonzaga University: article in *The Spokesman Review*



- Lewis-Clark State College: local television station, campus newspaper
- Seattle University: school newspaper, profile in SU magazine
- Shoreline Community College: articles in the campus newspaper and on website
- The Evergreen State College: articles in the campus and local newspapers
- Washington State University: general media coverage and WSU home page, service-learning project mentioned in WSU newspaper article

## **Success Stories**

### *Improving Academic Achievement Rates of Disadvantaged Youth:*

This is a story about...a work study student and a recent Juanita High School graduate (2007) who immigrated to US at age 15 with little English. One day I was describing to her our work with high schools to mentor and she asked if we'd ever consider going to Juanita High. At the time we [were] going to high schools north of Cascadia. I asked her if she'd help us with Juanita and she said she would through...the ELL instructor, who welcomed us in to her Friday morning class of approximately 25 students from diverse first-language backgrounds. Together we developed a model for Cascadia students to serve as mentors to assist...with teaching English. When we began to develop our civic engagement events such as the Mock Election, [the work study student] made flyers to present to the ELL highschoolers and invited them to Cascadia. At least ten students came to Cascadia for a tour of the campus and to attend the Mock Election and said they will vote when they are citizens. ...I believe the ELL high school students found a role model they could emulate as they consider their future education plans.

-- Denise Michaels, Cascadia Community College

The Partnership for Service in Schools Project was particularly a success at Harney Elementary School, where the vast majority of students are considered disadvantaged. We received nothing but positive feedback from Clark College students, Harney Elementary students, and Harney staff and Principal Karrie Olson. 100% of teachers and staff at Harney Elementary School reported improved academic achievement rates of the K-5 disadvantaged youth and have benefited from our partnership. The most revealing successes are in what the people involved have said:

“The homework club has provided wonderful support for our students.”

~ Media Center librarian

“My grades have gotten so much better since I've been coming to homework club. I used to fail my spelling tests but now I get A+ nearly every time!”

~ 3rd grade Harney student

“[Clark College students] work with 1 or 2 students at a time for me doing tutoring. Having the individualized help means a lot to my kids. Not only are they making clear academic gains, but they love the special attention they

get. One of the best parts of this is that sometimes if a volunteer is gone, my students will assign themselves to [a Clark College student] for the day.”  
~ Harney teacher

“I have been privileged to have [a specific Clark student] in my classroom. She has been helping me with math centers. I have really noticed the kids getting excited about working with [her]. It is incredible to see the difference it makes in a child’s retention of concepts when they get more one-on-one time with instruction. In a class full of 23 kids, it’s a rarity to get any individual time with an instructor. With [the specific Clark student] here, it gives all the kids twice the opportunity to feel that their learning is the most important thing in an adult’s life. Every child, every person, needs that.”  
~ Harney teacher

-- Jody Shulnak, Clark College

We worked significantly with TeenHOPE, an emergency shelter for homeless teens, to incorporate service-learning student placements into their program. 16 SL students provided support, tutoring, and mentoring. There is an average of 8 youth housed in the facility each night. Through TeenHOPE’s street outreach, 8 additional EvCC students began weekly outreach in downtown Seattle. Students organized donations of clothing, toiletries, blankets, coats, gloves, and socks to supplement the food TeenHOPE provided. Students joined efforts in Everett to serve local homeless. Students met weekly for four months to serve, develop ideas, and research grants. This project provided opportunity to address issues that lead to homelessness, and to serve the real needs. As a result of the relationships we built with the community, SL students now regularly serve meals and assist in shelter programs. We served over 500 homeless, many of which were youth, on a one-to-one basis.

-- Sharon Stultz, Everett Community College

Since the program started in September ‘07, the project coordinator and project leaders have observed many positive changes in the children. The children have become routine with the weekly tutoring sessions, bringing their books and homework on a regular basis. Behavior has improved amongst all of the children attending. The children indicate a higher degree of comfort in interacting with WSU students and CCE staff. Several children enjoy working with specific WSU student volunteers. This one-on-one time with a familiar adult appears to have increased the children’s interest in their homework. The tutors have been able to get to know the children’s levels of learning and how best to assist them with their skills. The changes in children are very apparent during the activities portion of the programming. The children are more tolerant and congenial with each other when playing and doing crafts together. The changes in the children were indicated when conflicts arose and the children were able to solve them without much adult intervention. Parents are much more communicative and have opened up to the staff.

-- The Center for Civic Engagement, Washington State University

*Institutionalizing Service Learning in Higher Education:*

Service-Learning broke through the Fine Arts barrier. A faculty member from studio arts (Metalsmithing) explored SL this year with great success and publicity for SL. Students made ten metal art pieces for a community organization (this semester they are partnering with Boise Urban Garden School). While learning about metalsmithing, students were also learning about a nonprofit organization, a community issue, and about the role of art in social change. The art pieces will reflect the organization's iconography (bugs, birds, gardens, etc.) and were given to the organization to be sold in silent auctions and other fundraising activities, used as recognition gifts, or displayed for inspiration in the organization's work area. See article at: [http://www.boisestate.edu/news/focus/pdf/FOCUS\\_winter2008.pdf](http://www.boisestate.edu/news/focus/pdf/FOCUS_winter2008.pdf), page 17.

-- Kara Brascia, Boise State University

Over the past few years the Service-Learning Office has worked closely with the faculty-comprised Service-Learning Advisory Board to develop a Civic Engagement Concentration proposal. Last year we experienced some setbacks with our A&S Curriculum Committee. Their vague and somewhat inaccurate understanding of service-learning and civic engagement resulted in a rejection of the original proposal. Over the 2007-2008 academic year, we worked together to revise the proposal and answer the concerns of the committee. This spring the proposal was passed unanimously by the A&S Curriculum Committee. Next fall, we will take the proposal to Academic Counsel for approval. If approved, we will begin offering the Civic Engagement Concentration to students in the fall of 2009.

-- Molly Ayers, Gonzaga University

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, nonprofit 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 dis-orientation, 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. Several faculty developed new service-learning connections for their courses. The Center for Service and Community Engagement was able to acquire additional resources for a staff person to organize five additional service-immersion experiences between June 2008 and July 2009.

-- Kent Koth, Seattle University

We successfully hosted an Introduction to Service Learning Workshop. We had over 100 people attend this event and we believe it serves as a “kickoff” for a coordinated service learning effort on our campus that will take root beginning fall quarter of 2008.

-- Kenneth Lawson, Shoreline Community College

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

Our alternative spring break activity gave college students the opportunity to help support the Snohomish and Island Counties E3 Summit and a Service-Learning Workshop. In these activities they had the opportunity to work with educators, business leaders, and local government to set regional goals for environmental education and were quick to see that service-learning made its way into those goals. At the service-learning workshop they were able to offer student perspectives at various sessions and to participate in a model service-learning project.

-- Thomas Murphy, Edmonds Community College

In her evaluation, a senior taking a community policing course wrote, “This experience allowed us to experience hands on what is involved in working within a community, helping to identify problem areas and working together to find solutions to those problems. What I found to be most valuable was going into a community, hearing what their specific areas of concern were, helping to identify ways that we may be able to address those issues and then doing the legwork and presenting them with a finished product. It brought a sense of belonging one might say, that their community is partly mine, as I felt a commitment to them through the project. I developed a connection with them, felt their frustrations or concerns, and through my involvement, wanted to see these issues corrected. I appreciate very much the opportunity to take our coursework learning to a higher level of understanding in this manner. These opportunities help solidify theories and/or processes and I feel this is a great way to make learning more real...it is not just book learning...it becomes life learning.”

-- Charlette Kremer, Lewis-Clark State College

A year ago, summer '07, [an Evergreen student] started a position with a community partner named POWER (Parents Organizing for Welfare Rights). She worked with the organization over the course of the year focusing on many aspects of grassroots organizing and advocacy. By the end of the year, she had produced a 40-page thesis on the economic and social impacts of gentrification in the greater Olympia area.

-- Ellen Shortt Sanchez, The Evergreen State College