



*Connecticut
Higher Education
Community Service
Awards
2011*





Connecticut Commission on Community Service
William R. Dyson, Chair



State of Connecticut
Department of Higher Education

Board of Governors for Higher Education
Department of Higher Education
Michael P. Meotti, Commissioner





April 12, 2011

Dear Award Nominee,

On behalf of the Department of Higher Education and the Connecticut Commission on Community Service, I would like to congratulate you on your nomination and outstanding achievements in community service. The difference that you make for the people and communities that you serve is truly commendable.

It is an honor for us to highlight and celebrate the community service work on Connecticut's college and university campuses. It is important that we work together to build a legacy of service in our communities. Together, we can continue to build stronger, healthier, smarter and safer communities for all of us.

I commend you and thank you for the service that you continue in Connecticut.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael P. Meotti". The signature is fluid and cursive, with a long horizontal stroke at the end.

Michael P. Meotti
Commissioner



Connecticut Department of Higher Education Community Service Awards 2010

Since 1993, the Connecticut Department of Higher Education has served as the state's leading agency to coordinate Connecticut's response to the federal National and Community Service initiative. The Connecticut Commission on Community Service also was borne by this initiative and is appointed by the Governor. The Department provides the staff support for the Commission, whose mission of "fostering a vibrant culture of service through volunteerism" is well-served by college and university students across the State.

The Connecticut Higher Education Community Service Awards were established in 1993 by the Department of Higher Education to build statewide recognition of community service activities. The awards process is guided each year by the Connecticut Commission on Community Service working in partnership with an Awards Committee. This committee is composed of community representatives from private and public organizations throughout Connecticut. The Department of Higher Education takes this opportunity to acknowledge the continued support and leadership from our State legislature on the importance of community service. The legislature has been years ahead of its time with its recognition support for which the entire state is indebted.

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INDIVIDUAL STUDENT AWARD NOMINEES

The 2011 Individual Student Award will be presented to two students who have served as models of leadership in community service.

Nominees must have demonstrated leadership in the development and implementation of community service within the campus community and must have demonstrated initiative and creativity in community service participation.

Nominees must have engaged in community service that resulted in a positive impact on their campus and the community.

Award recipients are identified with an asterisk.

Tauheedah Alexander, Saint Joseph College

The tradition of Mercy Week was founded on the Saint Joseph College campus in 2005. Mercy Week is a week in September for the campus community to reflect upon the institution's core values and participate in activities that reflect our core values in action. In past years, Mercy week was planned by faculty and staff, however this past year, there was one student in particular who took initiative to make Mercy Week more engaging for our student population.

Tauheedah Alexander poured her time and her enthusiasm into refreshing 2010 Mercy Week. This was particularly evident with her innovative advertising. Some key components of Mercy Week include a campus wide day of service. This Day of Service consists of sending teams of students, faculty, and staff into the greater Hartford community to participate in various acts of service. Tauheedah assisted in creating a list of sites to partner with, as well as contacting those sites to coordinate activities. Our teams helped clean Pope Park in Hartford, and Elizabeth Park and Mercy Cemetery in West Hartford.

In addition, teams spent the day sewing clothes for women in need overseas with Worldwide Lighthouse Mission and visiting with residents at Saint Mary Home. These day long projects were a first time experience for some of the students on our campus. It provided them the opportunity to taste how easy it is to go into the community and make a difference. Tauheedah scheduled the day to be as conducive as possible to people's schedules offering multiple shifts and a variety of activities to cater to multiple ability levels.

In the spirit of accommodating time constraints, Tauheedah also organized a mid-week day of on campus service so that people who were unable to participate in the off campus service day could drop by and contribute. Tauheedah organized activities including making CUREchiefs for cancer patients, writing letters to soldiers, making blankets for needy families, and even making doggie treat bags for the Humane Society's Pet Adoption Drive.

Many students who participated in Mercy Week have begun other service projects and have become more actively involved in volunteer work. They continue to approach Tauheedah for advice and ideas about how they can help others. Through creative advertising, organization, thoughtful communication, and fresh ideas Tauheedah Alexander set herself apart and made an impressive impact on the college campus, and because of her the college campus made a positive impact on the greater Hartford community.

Jennifer Alvarado, University of Bridgeport

Jennifer Alvarado is a current student at the University of Bridgeport. She has been at work study student at the Sickle Cell Disease Association of America, Southern Connecticut, Inc. beginning in the fall semester 2010. In that time she quickly distinguished herself as an exemplary work study student and volunteer.

Jennifer has become an essential part of SCDAAs organization. She has written grant proposals, spoken at awareness events and coordinated events for SCDAAs. The Sickle Cell Disease Association of America, Southern Connecticut, Inc. reports that Jennifer is a tremendous asset to their organization and that they have been operating much more efficiently since she started at their site.

In the short time that she has been working on this project, Jennifer has demonstrated leadership and a commitment to service that is unparalleled by most other students.

Maria Bedoya, University of Bridgeport

Maria Bedoya is a current student at the University of Bridgeport. She has been a work study student at the Habitat for Humanity ReStore in Stratford beginning in the fall semester 2010. In that time she quickly distinguished herself as an exemplary work study student and volunteer.

Maria has become an essential part of the Habitat for Humanity team. Coordinating their delivery and pick-up schedules, maintain their books and serving as the supervisor of other work study students. The Habitat for Humanity ReStore often reports that Maria is a tremendous asset to their organization and that they have been operating much more efficiently since she started at their sight. She has completely audited and revamped their record keeping system. She has also has revamped their delivery and pick-up scheduling allowing a more efficient use of Habitat for Humanity ReStore resources and allowing for more resources to arrive at the ReStore.

In the short time that she has been working on this project, Maria has demonstrated leadership and a commitment to service that is unparalleled by most other students.

Sherry-Ann Brown, University of Connecticut, School of Medicine

Sherry-Ann has served as an invited student speaker, panelist and volunteer mentor at various UConn Health Center (UCHC) and Women in Science (WIS) sponsored programs throughout the state. In this capacity, she has talked with guided groups of middle, high school and undergraduate students, as well as alumni association and faculty members, about her career path to becoming an MD/PhD student. During these sessions, she has presented on her research and provided advice and guidance for minority and majority students as well as low income and/or first generation college families interested in science careers or medicine. She always encourages students to pursue their passions inside and outside of the classroom. Sherry-Ann's activities have impacted more than 100 students annually for the past five years.

Sherry-Ann has also served in the University of Connecticut School of Medicine Student-run Clinics in the capacities of Manager, Volunteer, or Director of Student Volunteers. For two years, she co-coordinated student volunteers and managers for the South Park Inn Medical Clinic in Hartford. She volunteered and managed several clinic sessions at South Park, Willimantic, South Marshall, and Migrant Farm Workers' Clinics.

Most recently, Sherry-Ann served as the (Student) Director for the FaithCare Wellness Center, Community Outreach Coordinator for the FaithCare Hartford chapter, and Director of Operations for FaithCare Wellness Centers (Hartford and Springfield). In these capacities she has:

- Instituted check-out and follow-up systems, and Spanish flyers juxtaposed with English ones to better serve the diverse patient base.
- Envisioned and executed events for Hartford area volunteers and faith community members to build relationships with the community and launch grassroots fundraising campaigns.
- Managed clinic sessions with health providers, Spanish translators, spiritual care assistants, health professional students and other volunteers.
- Helped register, guide, check-out patients, and conducted patient interviews and physical examinations, supervised by physicians.
- Coordinated health fair involvement of FaithCare Hartford chapter members.
- Assisted in establishing a new Wellness Center in Springfield, MA.
- Initiated plans for and served as a co-team leader for an international medical missions trip with FaithCare to the Dominican Republic in June 2010 where she helped lead the team in seeing 400 patients from the sugarcane plantations 50 miles from Santo Domingo.

In her community service in CT, Sherry-Ann has been able to take lessons from international mission trips and apply them locally. Her international trips have been to various locations in the Dominican Republic. During these trips, Sherry-Ann has distributed food, clothing toys, and hygiene items, registered approximately 350 patients, assisted with physical examinations, solicited medical histories, treated wounds and gave health education talks about diarrhea, ulcers, vitamins, and daily hygiene. In 2007, Sherry-Ann's abstract was accepted for presentation as a student panelist at the Global Health Education Consortium Conference in the Dominican Republic.

***Colin Carlson, University of Connecticut**

Colin is an honors student pursuing a dual degree in Ecology/Evolutionary Biology and Environmental Studies at the University of Connecticut (UConn). He is the founder of the Cool Coventry Club (CCC), whose mission is to make and keep Coventry, CT a "cool" town by reducing its "carbon footprint."

Through this organization, Colin participated in climate and energy advocacy and education in 2010. He created a 53-page manual for teachers about creating climate campaigns, which he distributed to about 650 schools in Connecticut, as well as to educators in 17 other states and 4 other countries. He also set up tables at the Audubon Society's Earth Fair, Party for the Planet at the Beardsley Zoo, and Mansfield's Festival on the Green and distributed information about energy saving products, programs, services, and legislation. He facilitated presentations to student groups and public groups, with topics including global warming, hybrid and biofuel cars, business energy use, the effects of climate change on wildlife, and how high school and collegiate student groups can create energy campaigns. He also developed publication materials including a brochure about ways to conserve energy called "Things You Can Do." Through CCC, Colin also offers households the opportunity to take the energy-reduction pledge, and hundreds of people from 17 states have pledged so far.

One of Colin's newer CCC projects is the Keep U.S. Cool Initiative (KUSCI), a partnership to unite climate change projects nationwide. KUSCI already has member organizations in Connecticut, Massachusetts, North Carolina, Ohio, and New Jersey.

In addition to his work with CCC, Colin was named the American Lung Association Healthy Air Youth Ambassador for Connecticut in spring 2010. In the summer, Colin interned with the CT Sierra Club Student Coalition. He is also a member of UConn's Eco House learning community, which is the hub of student environmental activity on campus.

Avery Doninger, Eastern Connecticut State University

Avery Doninger has demonstrated an exceptional, active commitment to social justice and service both locally and internationally during 2010. During the Spring and Fall 2010 semesters, Avery has immersed herself in advocacy work for the local community while maintaining stellar grades on the Dean's List. In her work with the homeless, Avery has spent many hours and days advocating for an elderly veteran with dementia, and for the needs of the homeless population who lack services when the shelter is closed. Avery has been highly involved as a volunteer with the Covenant Soup Kitchen; the Windham Regional No-Freeze Shelter (where she also has worked); the Windham Harm Reduction Coalition; Artists Against Addiction, Homelessness, & Hunger; and the Center for Community Engagement at the university. Additionally, she has been involved with the Student Peace and Human Rights Organization, which she has helped to get connected with community service opportunities in the local community.

As part of the international internship for her individualized major in International Development and Social Justice, Avery spent 6 weeks during summer 2010 working more than 12 hour days with All Hands Volunteers in Haiti. She was only required to work 320 hours during the internship, but worked more than 360 hours, exceeding the course requirements, as she volunteered to lead teams removing rubble and clearing space for temporary housing and thus had additional planning responsibilities. She also volunteered in an educational program, orphanage, and hospital. By keeping a blog (www.averydoninger.wordpress.com) detailing the work and her interactions with people in Haiti, she helped to raise awareness about the complex issues facing non-profits involved in disaster relief and encouraged other people to learn about the situation in Haiti and to donate time and money. Moreover, she devoted her free time to learning about the local language and culture and interviewing representatives of international non-governmental organizations working in disaster relief.

Avery's enthusiasm for such challenging work, her respect for the fundamental human dignity of the local Haitian population, her openness to learning Creole and about the local culture, as well as her heightened commitment to promoting locally-rooted sustainable development were a joy to witness. Shawn Stafford, Avery's on-site supervisor in Haiti, reported that Avery "was quite good at working with local Haitian volunteers and also with the home owners and community members involved in her projects" and "had to sacrifice her spare time for these extra learning efforts." He states, "Avery almost instantly became a valuable and effective team leader. She ran efficient and safe rubble while she was at HODR. Volunteer feedback to us about her teams and leadership were always positive and enthusiastic. Her natural energy and enthusiasm seemed to make her a real natural for the leadership role." Avery's respect for the dignity of the people she works with has been evident in her work both locally in Connecticut and internationally in Haiti and is truly inspirational.

Paige Donlin, Southern Connecticut State University

Paige Donlin has clearly distinguished herself as an exemplary student-athlete during her time at Southern Connecticut State University and has made a distinguishable impact on the field, in the classroom and in the community. Just a sophomore, Paige maintains a 3.6 cumulative grade point average and is a starter on the Owls' field hockey team.

Paige has been a tireless contributor to an extensive number of community outreach events over the course of her collegiate career, and led the way all student-athletes during the 2010 calendar year.

As a result of her volunteer work, Paige has been selected as the recipient of the Athletic Department's inaugural individual Community Service Award winner. She will be honored for her work by the department at the annual Senior Awards Dinner in April, 2011.

Paige has selflessly given of her time to participate in an extensive number of events, both on and off-campus during the 2010 calendar year. She has been involved with campus events such as Southern Day of Service, a bone marrow drive as part of the National Bone Marrow Registry's 'Be the Match' program, as well as the annual Girls and Women in Sports Day event in which she served as a clinician for approximately 200 young girls. With regards to off-campus programs, she has served as a tutor at weekly reading sessions within three different New Haven public school system (Roberto Clemente Leadership Academy, Clinton Avenue School and Beecher School), baked pies for the Springfield (Mass.) Rescue Mission during the holiday season and participated in programming benefitting the Special Olympics.

Furthermore, Paige has been a primary conduit amongst the student-athletes on the field hockey team. In addition to her active participation, she regularly reaches out to teammates and engages them in community service outreach. Paige's active participation in community service and outreach has clearly benefitted four of the five areas noted above. From the youth of New Haven to those less fortunate or battling illness or affliction, her diverse outreach efforts have touched many.

Jennifer Esposito, Three Rivers Community College

While volunteering at the Shoreline Soup Kitchen, Jennifer Esposito, a student at Three Rivers Community College, learned that desert was very expensive for soup kitchens to provide. Consequently, desert is often not offered on holidays. As a result, in December of 2008 Jenn organized her first "Holiday Pie Bake-Off." Jenn decided to collect monetary and food donations so she and a group of volunteers could make pies to be served in local soup kitchens and shelters on Christmas Day. She even used her final project in her Public Speaking class to persuade her classmates to donate ingredients to the cause.

This past December marked Jenn's third annual Pie Bake-Off. The event has grown each year, and 2011 was the biggest bake-off yet. What started as a project with Jenn and her close family and friends has grown to involve many volunteers and many contributions from the community. This year donations came in from six local businesses, the Three Rivers Community College Student Government Association, employees of Pfizer and Electric Boat, as well as a number of other private individuals.

The Sunday before Christmas, Jenn and six volunteers prepared pie filling. The project had gotten too big for Jenn's kitchen, so she asked Grasso Technical High School if she and her volunteers could use the school's commercial kitchen. On Monday, Jenn and seven volunteers took their ingredients to the high school where around twenty of the Grasso culinary students helped them make pie dough for 165 pies. Next, three volunteers drove the pies to Shoreline Soup Kitchen (in Old Saybrook, CT), the Women's Center of Southeast CT and the Covenant Homeless Shelter (both in New London, CT), and the St. Vincent DePaul Place Food Share (in Norwich, CT).

Thanks to Jenn, the volunteers she recruited, and the donations she collected, approximately 740 people received desert on Christmas Day in 2010. Next year, she hopes she and her volunteers can provide desert for even more individuals in Southeast Connecticut.

Leah Firmender, Western Connecticut State University

Leah Firmender is an honors student in the nursing program.

As a member of the Hancock Student Leadership Program, Leah completed a two-fold applied project. First she re-activated a dormant Rotaract Club. Rotaract is a service-oriented club that provides an opportunity to assist students in personal development. The second part of her project was to hold a week-long campus event for the earthquake victims of Haiti.

Leah cultivated a strong Rotaract executive board and committee chairs. It has been through her exceptional leadership that this club has provided an enormous amount of community service since its inception.

Leah's kick-off event for Rotaract was the "Flip Flops for Haiti" fundraiser she based off from the "Soles4Souls." These healthcare efforts were for Haitians, many without shoes, walking over broken glass and sewerage. She thought flip flops would be an affordable donation for college students. She far surpassed her goal and collected 620 pairs. She then held car washes to pay for the costs of shipping them. In another global effort, Leah held a waffle-ball tournament fundraiser to send anti-malaria mosquito nets to Africa.

As a future nurse, Leah's heart is always in reaching out to help others. Some of her community services for children include a week-long event to write "letters of love" to over 200 sick children in CT children's hospitals. She also led her team to raise over \$200.00 to support the St. Jude Children's Research Hospital.

Leah also reaches out to our soldiers. She held a card-writing party to send birthday cards to soldiers stationed in Afghanistan. She then organized a "Tree for Troops", sending 3 6-foot Christmas trees to soldiers stationed overseas, receiving many thank you emails from the troops telling her how much it meant to them. Even a mother of one soldier thanked her.

Leah organized an environmental "Give and Take" project to promote recycling at our university. Decorated bins were placed in dorms for students to 'give' items no longer wanted or needed (text books, CD's, gently used clothes, canned foods) while others could 'take' anything that would be useful to them.

It is not only the students under Leah's leadership that she reaches out to, but to the entire campus. During mid-terms she organized a "Free Midterm Breakfast" open to all students. As a member of the Student Government Association she participates in decision making that impacts the whole student body. Leah is a service-oriented leader who motivates and encourages others to join in her efforts to serve all areas of mankind.

Amanda Francini, Sacred Heart University

Amanda Francini has dedicated the last three years of her undergraduate study to mentoring students in the Bridgeport Public School system. As a mentor to two boys throughout their middle school years she has gained a clear picture of what today's youth are up against. She has struggled to keep them out of gangs and watched too many young girls become affected by teen pregnancy. The recurring theme throughout her time spent in the schools is that of unhealthy and often abusive relationships. Francini is a person of action, and decided that it was time to do something to help the students in the Greater Bridgeport area gain a better understanding of what it means to have a healthy relationship, be it with friends, family, or a significant other.

This fall Francini joined AmeriCorps cause of promoting healthy relationships amongst our youth. Since starting the program this fall, Amanda has brought the training to Sacred Heart mentors, and their mentees, covering issues of male/female relationships and bullying. Francini serves as a Student Coordinator for the Academic Mentoring program, a grant funded program aimed at helping middle school students achieve academic success by pairing them with the same mentor between 6th and 8th grade. As a Student Coordinator she is charged with tracking the student's academic success, while helping to create programming that will help them grow as people. This fall she was persistent in making sure that the sixth grade students at John Winthrop school learn the value of having respectful and responsible relationships with one another. Francini created a bullying unit for students, using popular music videos and clips from well known television shows, to help students understand that bullying is everywhere. Her program challenges students to think about the words they say another and why it is important to have respect for themselves and one another. Francini has since expanded and now provides free interactive trainings for several of our mentor programs.

In addition to her work in Bridgeport schools, Francini is a Sunshine Kids' mentor, working with a child whose family has been affected by HIV/AIDS. She also serves as the Youth United coordinator on the Habitat for Humanity Executive Board being the liaison between Youth United and the University; Francini is also a Community Connections Leader and mentor to first year college students and led the 2010 university's delegation to El Salvador. Francini demonstrates a passion and commitment to service, and had dedicated herself fully to the Bridgeport community and beyond.

Kelsey Greelish, Fairfield University

Kelsey is a graduating junior at Fairfield University, which, unto itself is a great achievement requiring a concentrated and accelerated workload. However, Kelsey also serves as a resident assistant this year in the residential college, "Service for Justice," which is the only service activity for which she receives compensation. Although coordinators of this program had some difficulty grasping their residents' interest in the housing theme, Kelsey has patiently put effort into creating meaningful activities for her residents which relate to questions of social justice and service.

Additionally, Kelsey has shown leadership by acting as the student coordinator of the Cardinal Shehan Center last year, an after school program in Bridgeport. Kelsey was in charge of recruiting and organizing students to volunteer weekly at this organization. She attended service with her group and helped to lead reflections with the other students. Beyond this commitment, Kelsey also volunteered at the Caroline House in Bridgeport, serving as literacy tutor. Likewise, she attended an alternative Spring Break trip her freshman year to South Dakota and will attend another trip to New Orleans this upcoming Spring Break.

Finally, last semester, Kelsey served as an unpaid intern at the International Institute of Connecticut, an agency dedicated to resettling recently arrived refugees to the United States. Despite challenges associated with shifts in the organizational leadership at the Institute, Kelsey dutifully continued her work to the best of her ability. Each week, she taught English as a Second Language classes and completed other office tasks as requested.

As a result of her major in International Studies, her minor in Peace and Justice Studies at Fairfield, and her numerous service experiences, Kelsey was inspired to apply for the Peace Corps. She has been accepted to the program and confirmed her spot in the 2011-2013 cohort. Upon commencement, she will begin her term of service in a Sub-Saharan African country.

Megan Halle, Manchester Community College

Megan Halle came to Manchester Community College after losing employment at the Mohegan Sun Casino she had held for nine years, with a referral from the CT Works office in Manchester.

She enrolled in the Business Office Technology – Administrative Assistant program in the fall of 2008 and during the spring of 2010 she was one of the founding members of the Administrative Professionals Club at the college. In addition to professional development activities for its members, the club has performed some meaningful community service work during its short tenure, and Megan has played a leadership role in these activities. Notable examples have included a bread drive to benefit the Manchester Area Conference of Churches shelter, and a personal items and toiletries collection that resulted in the donation of over 400 items to two local shelters. Megan has future plans for an ongoing program to benefit a local facility for homeless women.

In addition to the direct goals associated with benefitting the agencies the club contributes to, Megan is interested in inspiring other students and student groups to initiate and maintain public service projects.

Emily Hedrick, Three Rivers Community College

If you go to Three Rivers Community College (TRCC), you probably know Emily Hedrick. This year she is the Vice President of Student Government, but she is also an active member of SKA Club and the Cultural Society, as well as the President of G.I.V.E., short for Get Involved in Volunteer Service, a club dedicated to promoting volunteerism. Emily has been president of G.I.V.E. for 2 years. When she took over the leadership of G.I.V.E, she began organizing events like a food drive for St. Vincent DePaul, helping a fellow student with a Holiday Pie Bake Off, planning "Free Hugs" days to promote love and unity, and doing crafts with children at the college's daycare center.

However, this past semester Emily took the club to a new level, planning several unique volunteer efforts both on and off campus. For instance, she organized a "Smoke Out Day" to encourage members of the college community to quit smoking, offering informational materials and "Quit Kits." She says her objective is to make helping others fun with original approaches to volunteerism. She not only plans fun ways for people to volunteer; she is also building relationships between the college and community organizations. For example, she organized several group builds for TRCC students and staff with Habitat for Humanity of Southeast CT, with more planned for the future, and she represents TRCC as part of the local HFH chapter's youth council. Her dedication to HFH's mission of community revitalization has led her to become a Faithful Framer, part of a group of volunteers that build weekly with HFH. Her work with Special Olympics CT (SOCT) began when she met a local representative at the college's volunteer fair. After hearing that SOCT did not have a presence at TRCC, Emily organized Dodging for Dollars, a dodge ball tournament to raise money for the organization. She also persuaded the SKA club to use their semi-annual concert to raise money for SOCT. Her work with SOCT continues to diversify this semester. She organized a team from the college to jump into the Long Island Sound for SOCT's Penguin Plunge, personally raising over \$900, and she is planning an "R-word" awareness day to build campus awareness about developmental disabilities.

Emily continually finds new ways to raise resources and awareness. She worked with G.I.V.E. and Three River's Phi Theta Kappa chapter to sell candy-grams on Valentine's Day to raise money for the American Heart Association and she is now working to collect musical instruments that American Friends of Kenya will donate to Kenyan schools. As a member of the college's 2011 New Orleans Relief and Reconstruction team, she will soon travel to New Orleans to do rebuilding and she has organized unique fundraisers for the cause such as "flocking" campus offices with plastic flamingos. Emily's work has encouraged many of her fellow students as well as staff and faculty to get involved, and she plans to promote volunteerism during the rest of her time at TRCC and beyond.

Allison House, Wesleyan University

In 2008, students from Wesleyan University conceived the idea that, through volunteerism, private instrument lessons could be provided to students whose access to musical education was limited because of their families' financial situations. William Monson and Allison House worked together to propose a simple structure that would be easy for both volunteers and program students to participate in.

The Green Street Arts Center of Wesleyan University's After School Program was, at that time, seeking to enhance its music curriculum. A community arts education located in Middletown's socio-economically disadvantaged North End neighborhood, Green Street has awarded between 75% and 100% scholarship assistance to over 90% of students in its After School Program, every year since 2005. A huge percentage of students attending the program have typically not received music instrument education through their schools because of the associated costs. Allison and Will recruited student teachers from the university, and offered students in the After School program the opportunity to choose from the available instruments. Students were paired with teachers, and the lessons began.

As the program developed, it became clear that, in addition to the actual lesson itself, there was an opportunity for student teachers to function in a more holistic capacity, and in Spring 2010, the Musical Mentoring Program was born. Allison and Will both volunteered to teach, and to continue to recruit university student teachers and to encourage After School students to participate. All teachers are volunteers who spend between half an hour to an hour each week, per student, teaching musical instruments, music theory, finishing schoolwork, and talking about their musical and life experiences, their goals and ambitions. Students are given the opportunity to learn and borrow musical instruments, despite the fact that their families cannot afford to purchase an instrument or pay for private lessons. At the end of Fall 2010, the program was going strong with sixteen volunteer teachers and twenty-nine After School students. The number of volunteers has increased by 400% since the beginning of Spring 2010, and is expected to continue to grow. Every student who expressed interest in this program was paired with a mentor and is receiving lessons. Each teacher is paired with an After School student, and most teachers have more than one student. The After School Program provides these mentor/mentee pairs with a space and time to meet, and the necessary materials for music teaching (stand, music, instruments). Music lessons generally take place before or after class.

This program supports the success of Green Street's other After School music classes, such as Making the Band, Songwriting, and Sound Recording, making for an ultimately fulfilling musical education for our young people. Allison and Will shared coordination responsibilities, with Allison acting as Program Coordinator in Fall 2010.

Siobhan Jager, Goodwin College

Siobhan Jager, a student in the Goodwin College RN to BSN program, is demonstrating an outstanding spirit of community service, both within the confines of the Goodwin campus and well beyond into Connecticut and even internationally.

Since 2009, Jager has been volunteering for the Connecticut Mission of Mercy and is preparing to continue with the organization in April in the field of medical triage. In November of 2010, Jager traveled to the Dominican Republic where she helped prepare patients for surgery as well as caring for them in their rural setting. She continues to volunteer on an ongoing basis for the Salvation Army Marshall House, where she works with children as young as infants and adults of all ages.

Jager also takes time to care for people in need on an individual basis. That includes working with the victim of a traumatic brain injury whose insurance no longer covers the cost of physical therapy. Jager volunteers her time to meet with the man and teach him Zumba. While it may seem like an unusual approach to a cure, she and the man's family believe Jager's work with him can help him improve his balance, strength, and outlook. She is also prepared to begin a radio program on wellness in association with the Hartford Conference of Churches. At Goodwin, she maintains an active role in alumni relations at a college that is establishing a broad network of nurses and other health care professionals.

Jager is from Enfield and is on track to graduate in December. She previously received her Associate's Degree from Goodwin College and is a dental hygienist in addition to her studies. She has worked for St. Francis Hospital in Hartford for the past 20 years. Jager is a complete professional and excels at bringing goals to fruition.

Jager performs all this volunteer work along with balancing her professional and family life with a demanding course load at Goodwin College. Given her obvious dedication and passion for volunteerism, she is a worthy candidate for the Connecticut Higher Education Community Service Award.

Abigale Jones, Northwestern Connecticut Community College

Abigale Jones is a Liberal Arts and Science Major and will be graduating from Northwestern Connecticut Community College this spring.

Abby has been committed to helping individuals with special disabilities for over nine years. It began when she with wanting to learn more about Down Syndrome to assist her friend. Abby was encouraged to contact the Special Olympics. She trained and soon became a Class A Volunteer for the Connecticut Special Olympics. Abby is certified in CPR and First Aid and is trained to understand the athletes and their needs. She also received additional training enabling her to fill in as a coach. Abby assisted with the Skiing Special Olympics at Mohawk Mountain.

Abby was trained in high school as a Unified Partner where she worked with disabled athletes during their training and competition. She taught, coached and cheered disabled athletes through their competitions in track and field, basketball, soccer and volleyball. If needed, she participated with disabled athletes directly in competitions. Abby also volunteered in the "Links Room," a designated space in school where special needs students can gather with fellow students and peers. Here she assisted disabled students with homework, serving as a mentor as well as assisting them as they socialized with their peers. Abby served as an advocate for one student in class.

Following her high school graduation, Abby continued to work with children and adults with disabilities. This past year, 2010, Abby continued to work with athletes with Autism, Asperger's, Down Syndrome and Cerebral Palsy as part of a swimming team that practiced every Friday night in the spring for two hours at the Winsted YMCA. She taught the backstroke and worked both one-on-one and in small groups. They competed with teams throughout the state including at the Hotchkiss School and Salisbury School. Abby participated in competition as a Unified Partner, swimming alongside the athlete if they were uncomfortable and wanted her support. The team also competed at a variety of other locations throughout the state. She was responsible for the athletes' safety, assisted with changing and hygiene, coached and cheered them through practice and competition, and assisted with meals while traveling on the bus. The team also had to raise funds for the \$200 per night cost for the lifeguard and heating the pool. Abby participated in the major fundraisers including the annual Swim-a-thon, the annual Penguin Plunge and the Torch Run for the Special Olympics.

Without generous people like Abby, these opportunities would simply not be possible for these athletes. Abby's commitment and dedication to these individuals is impressive. Most of them have worked with Abby for years. The consistency she has provided as a volunteer is not only rare but an invaluable contribution to these athletes, her team.

Navneet Kaur, Trinity College

Navneet Kaur came to Trinity with an understanding and value of community service. Despite her grueling academic schedule as a double major in neuroscience and psychology, she has maintained—and in many ways has demonstrated growth in—her commitment to service.

Last spring, Navneet stood out as one of the key planners for Trinity College's 5th annual Relay For Life, an event to raise money and awareness for the American Cancer Society. In addition to providing enthusiasm and passion for the cause, Navneet planned and coordinated all the entertainment components for this 12-hour event. On a college campus, the task of keeping over 500 students at such a long event is not an easy one. Navneet worked tirelessly to create unique events throughout the night, including (but not limited to) a lip-synch contest, a Mr. Relay pageant, late night movies, and giant games of Twister. Thanks to Navneet's leadership, a record number of participants stayed until all hours of the night in the spirit of fighting back against cancer--and ultimately helped raise over \$50,000! Due to her outstanding performance last spring, Navneet was selected to be a FACES representative (Friends Active in Civic Engagement and Service)—the umbrella organization for all service and civic engagement efforts at Trinity--on behalf of Relay For Life. She returned to campus early this fall to participate in our annual FACES leadership training, has been an active FACES member, and continues to serve as the Relay for Life entertainment coordinator. Moreover, Navneet has joined the student staff of the Office of Community Service and Civic Engagement, which has engaged her even more deeply into the details of Relay for Life as well the general operations of the Office.

Navneet has also been assisting a new student group on campus--Open Airways for Schools. She helps develop and teach lessons for Hartford elementary school children about the risks of asthma and the management techniques associated with asthma. With a mission to reduce the number of asthma emergencies and to raise awareness, Navneet's work has assisted Open Airways in being a thoughtful and well-run student organization that provides valuable asthma information through the Hartford public schools.

In addition to Navneet's work with Relay, Open Airways, and the Office, Navneet has also served as volunteer nurse's aide in a variety of emergency rooms for over six years. Moreover, during the Spring 2010 semester, Navneet added a new component to this work by also serving as a meal mate at Hartford Hospital through which she regularly spends time feeding and providing companionship for the patients.

Navneet Kaur serves actively and effectively yet quietly. She leads by example and is respected by her peers, the Office staff, and the organizations with which she has worked.

Stefan Keller, Southern Connecticut State University

Over the past three years, Stefan Keller has been a model for service and leadership to the degree of changing the culture of service on Southern's campus. His commitment, dedication, and drive to participate in community service are unmatched, as is his desire to help others engage in civic engagement.

Most notably, Stefan has taken the lead in establishing the SCSU Service Team, which consists of undergraduate students who are now creating, planning, and implementing service opportunities. The Service also acts as the primary body of students that assists in several of Southern's town-wide service projects. The team has grown from a few students to a strong membership of over 20 students in a single academic year. Under Stefan's leadership, the Service Team has played an integral role in the following university events: Southern's 1st Backpack Drive (100 backpacks filled with school supplies donated to New Haven community children), Southern's 5th Annual Day of Service (400 student participants) and Friends of Rudolph & Southern's "Toys for Tots" program (1500 New Haven children and family members/100 volunteers).

The SCSU Service Team has also coordinated several new projects, including a Holiday for Heroes holiday card drive in collaboration with the American Red Cross, where over 1000 cards were sent overseas. The team has also established a strong relationship with the Integrated Immigrant and Refugee Services agency and Coordinating Council for Children in Crisis agency. Stefan helped coordinate Southern's first Service Fair, where almost 20 local agencies participated and offered undergraduate students various service opportunities.

In addition to his work with the SCSU Service Team, Stefan's campus activities also include serving as the treasurer of Southern's chapter of the American Cancer Society's Colleges Against Cancer organization. He is an active member of Habitat for Humanity and Best Buddies, and he is also the Board of Club and Organization Chairperson for the Student Government Association.

Stefan has also served as a co-chair of Relay for Life in several towns, including Bethany, Orange and Woodbridge, CT since August of 2009. His other community service activities include volunteering at the Jewish Family Services, where he helps to pick up food, stock shelves, and help clients. At the Beacon Brook Health Center, Stefan volunteers in the Recreation Department, providing activities for elderly patients at the nursing home. He has also served as an assistant teacher at the Integrated Refugee and Immigrant Services.

Stefan Keller is the epitome of service, selflessness, passion, dedication, and commitment to service. Lastly, and most importantly, Stefan maintains a 3.81 Grade Point Average and is a thriving member of Southern's Honors College. At the end of 2010-2011, Stefan will be completing his junior year.

Joseph Laws, Trinity College

Joseph Laws '12 has been an active participant in the Trinity College community service world since he started here as a student through a whole range of activities, but most specifically through his involvement in Trinity College's chapters of Best Buddies and Habitat for Humanity.

Since his first year, Joseph has been a participant in Trinity's Best Buddies chapter, as college buddy to a local resident named Robin. Joseph talks to Robin each week, gets together with him twice a month, and participates in every Best Buddies group activity. During the 2010-2011 academic year, Joseph stepped up his commitment to Best Buddies by serving as the Activities Coordinator for Fall 2010. On his own, Joseph orchestrated all the monthly chapter activities, and always went the extra mile to ensure that every community buddy could attend. For example, for all group activities that required transporting the community buddies, Joseph would type-up directions and hand-draw maps and personally deliver them to each of our community partner organizations.

One example of an event Joseph organized as Activities Coordinator was ThanksFest—held the weekend before Thanksgiving--at which the college buddies invited their community buddies to campus for a day of service activities and a Thanksgiving feast. Under Joseph's guidance, the buddies learned about the value of service through writing letters to soldiers, painting birdhouses for local Habitat for Humanity homes, and decorating cards for Trinity's annual Thanksgiving drive for M.D. Fox Elementary School. Afterwards, over a hearty dinner, the group reflected on how they came together to better the lives of others and what a truly special day it was.

In addition to his work with Best Buddies, Joseph is an active member of Trinity's chapter of Habitat for Humanity, participating frequently in local builds, volunteering for every fundraiser, and participating in three alternative spring break trips. Moreover, Joseph has served as the chapter's co-president since the Spring 2010 semester. In this role, Joseph he works with and supports the chapter's coordinators of fundraising, education and advocacy, alternative spring break, and volunteers. On his watch, the chapter has increased regular meeting attendance by a third, ensured that each work date was filled with the required number of volunteers, and oversaw approximately 10 fundraisers to support the chapter's alternative spring break trip and its house sponsorship fund. Because of Joseph's efforts, that chapter has an active student executive board and is about to co-sponsor its fourth house with Hartford Habitat.

Finally, in addition to everything mentioned (and not mentioned), it is important to note that Joseph spent the summer of 2010 employed by the Office of Community Service and Civic Engagement to organize Trinity's first service event of the academic year—the 12th annual Do It Day, a day of service held the weekend after the first week of classes. Joseph and his co-coordinator organized the most successful Do It Day to date with over 725 participants working at over 55 worksites throughout the Hartford area.

Kelly Leather, Sacred Heart University

Kelly Leather is an extremely involved student at Sacred Heart University. She is our Student Body President, the Fundraising Chair for Habitat for Humanity, a Community Connections Leader and mentor to first year college students, and has served as the President of Sunshine Kids mentoring program for the past two years. However, at the heart of her involvement is the University's trip to Mississippi to aid the people of the Gulf Coast, still feeling the effects of Hurricane Katrina.

As a freshman in 2007, Leather traveled with a delegation of 20 students to Biloxi, Mississippi, to help the families rebuild. She knew when she left that the work there was not done, and that people would have to continue volunteering for a long time to help the area return to what once was. Two years passed and for the first time in two years, Sacred Heart did not send a delegation to the Gulf Coast. Leather never let Mississippi leave her mind and one day found herself watching a video about a man in the Ninth Ward who rebuilt his home on his own, with no help from anyone. At this moment Kelly knew that Sacred Heart needed to return to Mississippi and set about to make this happen.

Administration told Leather that she would need \$2500 before the trip could be advertised to students to form a delegation. She began by speaking at masses in Sacred Heart's Chapel of the Holy Spirit, and tirelessly solicited donations from faculty, staff, students and organizations. Once she had raised the initial \$2500, she began an application process for the delegation. She made it known on campus that it would take at least 10 years for the Gulf Coast to rebuild. She and a group of 20 students headed to Biloxi, Mississippi that year, and in January of 2011. Under Leather's leadership delegates helped to build and rebuild houses, and worked with children still suffering psychological damages from the hurricane. Leather's hard work has ensured that the University's commitment to Mississippi, will continue long after her graduation this spring.

Leather attributes most of her leadership success to her work in Mississippi, as the trips taught her about the importance of supporting others and living your passion. Seeing the number of volunteers and people who give themselves selflessly to the needs of others has inspired her to continue her service once she graduates.

Julia Leonard, University of Connecticut

Julia Leonard is a special education major in the Neag School of Education at the University of Connecticut (UConn). Throughout 2010, Julia was involved in a myriad of volunteer opportunities including many Special Olympics initiatives.

Julia has been very active in her support of Special Olympics at UConn. In 2010, she organized two events in support of Special Olympics, Dodging for Dollars and the Husky Classic. Dodging for Dollars, a dodgeball tournament, served as an opportunity for UConn student organizations and community organizations to raise money. The Husky Classic was a Unified Sport soccer tournament that combined equal numbers of individuals with and without intellectual disabilities on the same sport team for training and competition. She led a committee through the planning process for a Special Olympics State Qualifier which involved teams from across the state of Connecticut and engaged approximately 200 UConn students in service. Julia also organized a UConn campaign called "Spread the Word to End the Word" through Special Olympics International to end the derogatory use of the word "retarded." Julia recruited volunteers to serve as educators and created educational materials to inform students about the negative consequences of using the word. She also created a pledge, and as a result of her work, over 200 UConn students pledged to stop using the word.

Over the course of the year, Julia spent 175 hours volunteering for Special Olympics and also as a tutor with Southeast Elementary School (Mansfield, CT), Mansfield Middle School, and Project Academic Advancement (Willimantic, CT). Through these programs, she supported the social skill and academic development of special education and urban students from kindergarten through 8th grade.

As an honors student, Julia also took part in an alternative spring break trip to Immokolee, Florida in March 2010 where she focused on migrant workers and equal employment. Through this experience, she worked with the Coalition of Immokolee Workers and provided hurricane relief support including organizing materials for home improvements and power washing FEMA trailers.

Julia Leonard, Wesleyan University

Julia Leonard was one of the founders of Wesleyan Science Outreach, a program with the goal to show kids that science is fun. The current program, which Julia is largely responsible for developing (and is completely responsible for administering), serves approximately 80 public school students from a wide variety of backgrounds in grades 3-5 at six different sites with about 40 Wesleyan student volunteers.

Julia has designed a significant number of lesson plans for science activities, has implemented them in the field, and has revised them based on her experience. The club started with two students teaching a hands-on science after school club at two local elementary schools. The club was run through Kids Korner, a YMCA after-school program. Elementary school students already enrolled in Kids Korner could choose to participate in the hour-long science club lesson on the day it was held at their school. The two Wesleyan students wrote the lesson plans, and with a small sum of funding from Wesleyan's chemistry department, provided supplies. The club was a smashing success, with students faithfully showing up to every club excited to learn of the day's activities. Because of the growing elementary school students' interest, the club expanded to three elementary schools in the fall of 2008 and increased the number of Wesleyan student volunteers.

Julia wrote a grant with students in the club to turn the club into a service-learning course at Wesleyan. Julia applied and received a grant to support a service-learning course, entitled 'Science Pedagogy for Elementary Schools,' which was taught in the 2009-2010 school year. During this year, the club expanded to five schools and increased the number of active Wesleyan volunteers to 40 people. Soon the vision spread to creating top-notch curriculum that was driven by children's curiosity, and based on current scientific knowledge and practice. With the help of Wesleyan professors, the course worked on fostering student teaching skills, improving lesson planning, and delving into the current issues of science education in America. Wesleyan Science Outreach has been well received, not only by the children participating in it, who are always excited to return to the club, but also by the Wesleyan volunteers and community at large.

Wesleyan Science Outreach has also always run a 'Science Saturday' event, bringing children in the community and their families to Wesleyan for a day of hands-on science. This event takes advantage of Wesleyan's cutting edge science facilities and professors' unique research expertise. Some programs include: sheep heart dissections, engineering an egg drop, earthquake exploration, testing water quality using bugs as indicators, exploring the Ooblek polymer, and engineering wooden planes. The program actively engages families in science in the hope of fostering continued science exploration at home.

Thomas McGee, University of Connecticut

Thomas McGee is a junior at the University of Connecticut (UConn). In 2010, his volunteer work impacted over 20 Connecticut communities in 2010.

Thomas was an active participant and leader of the Office of Community Outreach's Community Service Days (CSD) program. The CSD program provides opportunities for Connecticut agencies and students to connect through one-time volunteer projects throughout the academic year. Over the course of 2010, he coordinated over 500 volunteers who provided over 2,000 hours of service with agencies including Camp Horizons, Mansfield Center for Nursing and Rehabilitation, Covenant Soup Kitchen, Cornerstone Soup Kitchen, Kitty Angels, Windham Area Interfaith Ministry, Manchester Area Conference of Churches, Hole in the Wall Gang Camp, Holy Family Home and Shelter, and Willow House Preschool & Early Learning Center. For the 2009-2010 academic year, Thomas served as student assistant program director for the CSD program. Thomas enjoyed his work immensely and excelled in his role, and he advanced to the position of student program director for the 2010-2011 academic year. His time was spent recruiting volunteers, planning service projects, coordinating with agencies, and supervising project team leaders. In addition to coordinating, he led projects with Mansfield Parks and Recreation, Foodshare, the Town of Mansfield, and Special Olympics.

Thomas also served as the volunteer coordinator for two Special Olympics initiative including Dodging for Dollars, a dodgeball tournament fundraiser, and the Husky Classic, a soccer tournament involving Special Olympics athletes. In total, he coordinated approximately 200 volunteers for both events.

Thomas is an active member of the UConn Chapter of Silver Wings, a national professional organization designed to create proactive, knowledgeable, and effective civic leaders. The UConn Chapter is dedicated to supporting UConn, the local community, and the United States of America through community service and education, working with the Special Olympics, STARBase Learning, the National Multiple Sclerosis Society, and the Wounded Warrior Project.

Every week during the spring and fall 2010 semesters, he also participated in the Food Recovery Project, which collaborates with UConn Dining Services to collect and deliver excess food to the Covenant Soup Kitchen in Willimantic.

During academic breaks, Thomas spent time volunteering in other communities. Throughout the summer, he made and served meals for Shoreline Soup Kitchens and Pantries, which includes meal sites in Centerbrook, Essex, Deep River, Chester, Old Saybrook, Westbrook, Clinton, and Old Lyme. He also worked with his church's youth group to prepare them for their youth mission trip experience with Habitat for Humanity. He ventured out of Connecticut to Philadelphia, PA, for a weeklong UConn-sponsored alternative spring break trip focused on health care where he volunteered at children's hospitals, homeless shelters, and food banks.

***Kevin Medeiros, Sacred Heart University**

Kevin Medeiros serves as the President of Sacred Heart University's Habitat for Humanity Chapter. The club currently has around 200 members who work to build homes in Bridgeport, CT and nationally in cities in Texas, Arizona, North Carolina, Michigan and Georgia. For years the Sacred Heart chapter has dreamed of purchasing and building their own home for a deserving Bridgeport resident. During 2010, under Medeiros' guidance, this dream is becoming a reality.

Habitat for Humanity of Coastal Fairfield County received an SP grant, meaning that for Sacred Heart to purchase a house, they had to raise \$75,000. Medeiros decided that they would team up with Youth United to raise the money and co-sponsor Sacred Heart's first ever Habitat Home. Through creative fundraisers like Deck the Halls, the Habitat Sleep Out, Act, Speak, Build Week Habitat's goal of owning and building a Sacred Heart property began to come closer and closer. Their fundraising and cooperation paid off, and they received a State Farm Insurance Matching grant this past fall, in the amount of \$20,000. Shortly after, plans were set into motion for the new house. Under Medeiros' guidance, the club's members have put in 5 work days per semester in addition to participating in fundraisers with Youth United. The home is expected to be complete by the end of the 2010-2011 academic year.

This accomplishment would not have been possible without Medeiros' time, dedication, and persistence. Medeiros has worked as a mentor in the Bridgeport public school system for the past four years, and has seen first-hand what a safe and happy home can do for a child. Therefore, once the property for SHU's Habitat property was secured; Medeiros went a step further to ensure that children of home owners throughout Bridgeport were truly receiving a hand up. During Act, Speak, Build week, members of the SHU Habitat club built a portable bin shaped like a house for collections of non-perishables for the local food pantries and Medeiros has scheduled to make book cases so that every Habitat home has one for their children for this Act, Speak, Build Week. Additionally, they are collecting books to help get the children started and to give them something in the house that is their very own.

During Medeiros' time at Sacred Heart University, he has worked as both a mentor and a Student Coordinator for the Academic Mentoring Program, President of Habitat for Humanity, a Sunshine Kids' mentor, working with a child whose family has been affected by HIV/AIDS, a Community Connections leader and a mentor to first-year college students, and a RISE buddy to a special needs individual.

William Monson, Wesleyan University

In 2008, students from Wesleyan University conceived the idea that, through volunteerism, private instrument lessons could be provided to students whose access to musical education was limited because of their families' financial situations. William Monson and Allison House worked together to propose a simple structure that would be easy for both volunteers and program students to participate in.

The Green Street Arts Center of Wesleyan University's After School Program was, at that time, seeking to enhance its music curriculum. A community arts education located in Middletown's socio-economically disadvantaged North End neighborhood, Green Street has awarded between 75% and 100% scholarship assistance to over 90% of students in its After School Program, every year since 2005. A huge percentage of students attending the program have typically not received music instrument education through their schools because of the associated costs. Allison and Will recruited student teachers from the university, and offered students in the After School program the opportunity to choose from the available instruments. Students were paired with teachers, and the lessons began. As the program developed, it became clear that, there was an opportunity for student teachers to function in a more holistic capacity, and in Spring 2010, the Musical Mentoring Program was born. Allison and Will both volunteered to teach, and to continue to recruit university student teachers and to encourage After School students to participate.

All teachers are volunteers who spend between half an hour to an hour each week, per student, teaching musical instruments, music theory, finishing schoolwork, and talking about their musical and life experiences, their goals and ambitions. Students are given the opportunity to learn and borrow musical instruments, despite the fact that their families cannot afford to purchase an instrument or pay for private lessons. At the end of Fall 2010, the program was going strong with sixteen volunteer teachers and twenty-nine After School students. The number of volunteers has increased by 400% since the beginning of Spring 2010, and is expected to continue to grow. Every student who expressed interest in this program was paired with a mentor and is receiving lessons. Each teacher is paired with an After School student, and most teachers have more than one student. The After School Program provides these mentor/mentee pairs with a space and time to meet, and the necessary materials for music teaching (stand, music, instruments). Music lessons generally take place before or after class.

This program supports the success of Green Street's other After School music classes, such as Making the Band, Songwriting, and Sound Recording, making for an ultimately fulfilling musical education for our young people. Allison and Will shared coordination responsibilities. Will continued to assist in the coordination of the program while also serving as a model Musical Mentor, with 5 students, and volunteering as a classroom aide in all After School music classes (Songwriting, Making the Band, etc.,) to be able to effectively assess student needs.

Dean Rhoden, Capital Community College

Dean Rhoden first became involved in scouting in his country of Jamaica in 1984. As a scout leader, Dean trained youth to develop self-discipline, self-reliance and to stay away from crime and become good citizens.

Dean then shared his scouting leadership internationally in 1986 by traveling to the United States and representing Jamaica at Camp Sequassen in Winsted, CT. Soon he relocated to Hartford, CT, and founded the Boy Scouts of America Troop 1443 patiently instilling core values and goals to the youth of Hartford, including his young son.

Through his scout leadership, Rhoden has inspired many young people, traveling far and wide, shaping and molding young people's career paths. Rhoden has charted a life of community service and has empowered the youth in his communities in Hartford, CT, and Jamaica through several educational scouting programs.

Dean's goals through scouting are to:

- Fight crime through education and by example
- Empower the youth to set achievable goals and to work hard and persevere

Dean's mottos are:

- Education is the key to empowerment
- Rise to the occasion
- Time with each child is the best gift

Dean Rhoden is currently a student at Capital Community College. His major is social service with a goal towards becoming a social worker and continuing his service to scouting in the Hartford community and in Jamaica.

Jessica Stein, UConn School of Law

Jessica Stein, a third year law student at the University of Connecticut School of Law, is the Student Coordinator and one of the founders of the Hartford Homeless Experience Legal Protection (HELP) project. HELP is a project that brings attorneys and law students into Hartford homeless shelters to offer limited legal representation to homeless individuals on issues ranging from Social Security applications to housing disputes to custody issues. Each week two law students and one attorney provide a two hour clinic, focusing mainly on conducting case intake and giving legal advice. If the intake attorney wishes, he or she can accept cases on a pro bono basis, and often the students work with the attorney to help see the cases through.

The success of this model has been directly due to Jessica's oversight of the law student portion of the program. Jessica developed protocols for student involvement and actively recruited law student volunteers through conducting information sessions on campus and tapping into the law school's Pro Bono Pledge Program. She coordinates the student schedule each week, fields questions from students and attorneys, and acts as the student liaison between the Board of Directors, students, attorneys and outside legal services organizations to which the project refers individuals they are unable to assist. Additionally, Jessica has coordinated the training modules for both attorney and student volunteers by liaising with local legal aid attorneys to create substantive guides and training programs. Moreover, Jessica deserves credit for her work on the Hartford HELP Board of Directors, (she is the only student member), where she has been indispensable in recruiting and maintaining attorney participation from local law firms and bar associations.

The true impact of the HELP project is in the positive changes to a homeless individual's life through the legal assistance they have received from HELP's attorney and law student volunteers. It can also be said that those who are volunteering, particularly students at the beginning of their legal careers, are the beneficiaries of this eye-opening pro bono work and opportunity to gain substantive legal experience. Nonetheless, there are some impressive accomplishments to note as a result of Jessica's efforts. For example, Jessica's recruiting and managing efforts have made HELP the largest public interest pro bono project affiliated with the law school. Furthermore, Jessica has sought to increase the law school's institutional involvement by proposing that the 1L Lawyering Process classes participate in HELP as a part of the required course's curriculum. Finally, as previously mentioned, Jessica's efforts as a member of the Board of Directors has resulted in attorney participation from some of the largest firms in Hartford, as well as solo practitioners and two bar associations. With growing participation from both attorneys and law students, the Board of Directors is hoping to increase HELP's impact on the community.

Pablo Tutillo, Connecticut College

Pablo Tutillo knows how important education is for New London children. As a child immigrant to New London he faced many challenges. He studied hard and won a scholarship to Connecticut College. He remains connected to the children and youth.

In the fall of 2010 he conceived of a new initiative, the International Children's Expo. New London is a priority school district and the students face the challenges of poverty and lack cultural and educational opportunities. Pablo has a passion for working with children, increasing their educational successes, and learning languages. He conceived of a project to expose the local children to the diversity of the world's languages and cultures. Pablo built networks and orchestrated resources to bring his concept to fruition. He won a grant from the Holleran Center for Community Action and Public Policy. He worked with the Community Service Office to build on the strong partnerships with the Winthrop Elementary and the Regional Multicultural Magnet Schools. He connected to the College's Mellon Grant Initiative for Foreign Languages. Pablo formed working relationships with the College staff and faculty and the school principals and teachers to include their input in the design and implementation. He secured \$2,500 from the College entities for educational materials, cultural supplies and lunch at the college for 80 children from the 5th grades; recruited 37 college students and formed nine language teams, including Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Russian, and Spanish. Under Pablo's guidance each team created interactive activities designed to engage the children in language development and expose the participants to the geography and cultural of the people in the world who spoke those languages. Activities included map skills, language learning, games, and food preparation. The college students created visually appealing posters, handouts, and assembled cultural items. Pablo worked with the school teachers who did some preparation and he organized a t-shirt design contest. The children designed logos and Pablo ordered t-shirts for all participants from a company run by an alum with the winning design. After months of planning, on the day of the event the college student volunteers, led by Pablo, set up workshop stations in the Student Center and welcomed the elementary students onto the College campus. Pablo divided the elementary school students into teams and each team took three workshops. The participants all enjoyed lunch in the College's cafeteria where all you can eat applies. The culminating activity had 15 of the elementary school students take the stage and share their learning. They detailed vocabulary, geography, cultural knowledge and excitement about learning. The College volunteers described their enthusiasm and how much they learned about the children and the school system. They expressed their desire to make the Children's Expo an annual event and have already started the planning for the next one. The Superintendent, Principal and teachers attended the Expo and congratulated Pablo and his team of volunteers on creating an effective school/college partnership.

Jennifer Waltz, Quinnipiac University

When I first met Jen she was part of a group I was leading to a student government conference. At that conference she learned about a community service event called The Big Event that involved coordinating hundreds of students at multiple sites across communities. She said that she wanted to make that event happen at Quinnipiac. Many students learn about events and programs that spark their interest and speak to their passions, but few really do the work to make them happen. Jen is not one of those people and the following fall she was in my office asking for my advice on how to make the Big Event happen at Quinnipiac.

Creating a new event within the confines of an existing structure is difficult. You have multiple players, challenges and stepping stones, but nothing was going to deter Jen's resolve. She used her remarkable people skills to sway even the greatest of skeptics into believing in the project and being enthusiastically behind it, including the facilities department, public affairs, and security amongst others. When told "No" Jen would return with other options, approach the topic in another fashion or gain the support of other relevant players that would then sway the respondent from "No" to "Yes." By the date of the event, Jen had an entire University excited, interested and enthusiastic about an event that six months before they had never even heard about.

Jen single-handedly developed and then chaired a committee of her peers that involved over 700 students at over 50 non-profits in the community for a day of service. This event galvanized a University community and made all participants and players feel like the event was their's and that they had made a difference.

STUDENT GROUP AWARD NOMINEES

The 2011 Student Group Award will be presented to two groups who have served as models of leadership in community service.

Nominees must have demonstrated leadership in the development and implementation of community service within the campus community and must have demonstrated initiative and creativity in community service participation.

Nominees must have engaged in community service that resulted in a positive impact on campus and within the community.

Award recipients are identified with an asterisk.

Academy of Kuntao Jiu-jitsu Club, University of Bridgeport

Gabriel Ryan is the president of The Academy of Kuntao Jiu-jitsu Club at the University of Bridgeport. The Academy of Kuntao Jiu-jitsu Club has participated in hundreds of community service hours between the spring semester 2010 and fall semester 2010.

In working with the Beardsley Zoo this past fall semester, The Academy of Kuntao Jiu-jitsu Club club was able to complete over 100 hours of community service. They helped the zoo in their Halloween event over several weekends. The Academy of Kuntao Jiu-jitsu Club made up for a large part of the events volunteer staff and helped to make this event a huge success. This event was one of the busiest events for the Beardsley Zoo, an institution seriously underfunded by the state and people from The Academy of Kuntao Jiu-jitsu Club aided in various ways. The members helped in various areas of staffing from loading hay to dressing as werewolves to spook kids at the finale of the zoo's hayride.

America Reads Program, Lincoln College of New England

The America Reads Program was established to promote literacy within the educational system. While these students, Olivia Goforth, Monique Jones, Christina Egan, Veronica Colon, Jelecia Archer and Gierra Castillo do just that with organizing functions where literacy is the focal point (such as the annual Halloween, Valentine's Day and Easter parties) they have also gone beyond that with organizing and actively participating in various fundraisers throughout the Spring and Fall semesters of 2010.

The America Reads students successfully ran a "Breast Cancer Awareness" fundraiser, a March of Dimes "Blue Jeans for Babies" event and a local Toy Drive in the month of December, to name a few. Their participation included, but was not limited to, the design of posters to display around our campus, make the "pink ribbons" ready for wear, as well as using their artistic abilities to create beautiful holiday collection boxes for families less fortunate in our surrounding neighborhood. The gifts collected made up 1/3 of the town wide collection – quite an accomplishment for the ratio of populace that makes up the LCNE community compared to a town of approximately 13,000 residents. The Breast Cancer Awareness event was held during the month of October where the students sold pink ribbons to staff and students. The FA Department is pleased to say that over \$200.00 was raised for CT Breast Health Initiative, Inc, a local health clinic. The annual "Blue Jeans for Babies" event was held in November, where approximately \$195.00 was raised and donated to the March of Dimes. Again, the students were responsible for bringing awareness and actively selling the March of Dimes stickers to allow such an achievement. LCNE has received several thank you letters from these various non-profit organizations showing sincere gratitude for their efforts and contributions.

The Financial Aid Department has been the conduit sponsoring these events, therefore have witnessed the students being innovative, excited and eager to be involved assisting others in need. Each student brings an individual quality to the program. Some may come up with the imaginative end of things, while others provide the enthusiasm and/or organizational skills. Most importantly, it is the team effort that brings it all to fruition. These students have displayed a sincere sense of dedication, passion, and commitment to the America Reads program. Not only do they strive to find a balance between maintaining good grades and devoting their time to this community service effort, but they also have successfully accomplished three fundraisers within only three months time. Their great sense of teamwork and commitment has made a mark of distinction on the office of Financial Aid, and has earned them this nomination. These important events, fundraisers, and activities have allowed this wonderful group of students to be productive members of not only the community but also the college community of Lincoln College of New England.

Back Pack Project, Southern Connecticut State University

In the summer of 2010, the SCSU Service Team collaborated with the Office of Student Life, First Year Experience program, and New Student Orientation to establish a Backpack Drive, which asked the university community to donate new book bags and school supplies to children in the greater New Haven area. The Backpack Drive primarily donated to the Integrated Refugees and Immigrant Services (IRIS), a non-profit organization in the New Haven community that aids and houses over 100 immigrant families each year. The Backpack Drive was also part of the Freshmen Common Read, a program in which new students, faculty, staff, and student leaders read and discuss a common text. Last year's selection was *Outcasts United*, the story of a soccer team of refugee boys and the amazing woman who not only coaches them to success on the field, but also helps them acclimate to a new culture. The themes of diversity, adjustment, and unity relate very closely to the lives of first-year students.

Overall, we donated more than 100 backpacks filled with school supplies to children in the New Haven community. Over half of those were donated to IRIS as part of our Common Read Program during June's New Student Orientation sessions and throughout the summer. During New Student Welcome Weekend in late August, members of the Freshmen Class, university community, and SCSU Service Team stuffed the bags with supplies and donated them to IRIS and several local elementary schools.

Throughout the semester, the Service Team continued their relationship with IRIS and has volunteered at their food pantry and several home preparations. The Service Team is also planning an on-campus cultural dinner for IRIS clients.

Brass City Dash 5K Road Race, University of Connecticut-Waterbury

The Waterbury Campus Brass City Dash 5K Road Race, run through downtown Waterbury (Saturday, April 17, 2010), attracted nearly 200 runners and volunteers from neighboring cities and towns, bringing a tremendous amount of excitement to downtown Waterbury during this inaugural event. This was a unique way for the Waterbury Campus to become involved in and promote the community. This was a total campus effort--students, staff, and faculty were involved with the planning, coordination, and implementation. Pictures are available at: <http://tinyurl.com/64bqh7h>.

The Race was significant for a number of reasons. First, the Race brought attention to the city of Waterbury in a very positive way. For too long the city has not been seen in the best light. The Race was one small step in assisting our community's revitalization. Second, the Race Committee worked very closely with city officials from the Mayor's Office to the Police Department to the Department of Public Works. Meeting with and coordinating efforts with these entities was critical to the Race's success and further connected the campus to the city. Instead of separating the campus from the city, we became partners in a city-wide event. Third, the two chairs, Kelly Nemeth, the campus' primary academic advisor and Coordinator of the Freshman Year Experience program; and Admissions Counselor, Kristopher Henaire, ensured this was an event that the entire Waterbury Campus embraced and celebrated. Students, faculty, and staff ran the race; students, faculty, and staff manned the registration and refreshment tables, provided assistance to runners and, most importantly, acted as officials around the course. Without the organizational skills and commitment of these co-chairpersons the Race would never have been run. Fourth, the Race exposed the city of Waterbury and the Waterbury Campus to dozens of individuals who had never been downtown. The Race, therefore, helped us build awareness of the city's and University's presence in the region. Lastly, were the partnerships built with the private sector through Race sponsorships. Again, this helped the Race become a community-wide event as opposed to solely a Waterbury Campus activity.

Many such large-scale programs fizzle out after their initial year since they cannot sustain the momentum and commitment from those originally involved. The Brass City Dash is the exact opposite. Energized by the phenomenal success in April 2010, the Race committee began working on the 2011 Race almost immediately after the Race's completion. The result has been more awareness within the campus, the community and city government. A website was built: <http://www.waterbury.uconn.edu/race>

Clearly, the Brass City Dash 5K Road Race has become, in just a very short timeframe, a significant event for Greater Waterbury region. As one individual stated in their evaluation of the Race, "the interaction between the community, the university, and the runners was simply beautiful to witness."

Cadet Big Brothers Big Sisters, U.S. Coast Guard Academy

United States Coast Guard Academy cadets have very limited free time during the semesters and are usually sent to Coast Guard units and other programs during the summer sessions of the school year. During the Spring and Fall semesters of 2010, a group of 19 extremely dedicated cadets chose to spend a good portion of their limited free time making a positive influence in the life of a child as a Big Brother Big Sister, spending a total of 386.5 hours with their "littles" during the school semesters. These cadets commit to a yearlong one-on-one friendship with a child spending 2-3 hours together on a consistent basis doing activities of their choosing.

The Big Brother Big Sister program is a national program that matches children with a positive adult role model. United States Coast Guard Academy Cadets are a great fit as role models as they must maintain a high level of academic, physical, and military performance during their time at the Academy. The children that the cadets are matched with are among Americas most vulnerable, having only one parent, living in households experiencing poverty, or having a parent who is incarcerated. Through independent research, the Big Brothers Big Sisters program has shown that "littles" who participate in this program are 52% less likely to skip school, 46% less likely to start using illegal drugs, 27% less likely to start drinking alcohol, more likely to get along with their families and peers, earn better grades and feel better about school, and overall become more trusting of their parent or guardian. Big Brothers Big Sisters alumni reported that having a "Big" in their lives positively influenced their self confidence, provided stability and changed their perspectives on life, taught them new things, influenced aspects of their education, and pushed them to set higher goals and make better decisions. The Academy recognizes that these programs also benefit and are critical to the development of future Coast Guard leaders of character.

Capital Cares Food and Clothing Pantry, Capital Community College

Capital Community College's Bible Club established the "Capital Cares" food pantry and clothing closet in December 2010 with a mission, "to help students and their families and friends in the community who are in need during these hard, economic times". The Club's goal is to strive to relieve some of the everyday pressures these people feel and better enable them to concentrate their efforts on their education or job.

"Capital Cares" is the first non-profit food pantry and clothing closet at a CT Community College and provides non-perishable food items, clothing for adults and children and personal care items.

The food and clothing pantry is staffed by the following members of the Bible Club: Tammie Roman – President, Christina Octave - Vice President, Andrea White – Secretary, Darlene Carso – Treasurer, Lorraine James – Member, Cornell James – Member, Geneva Harvey – Member, Keith Grant – Member, Natiera McLendon – Member; Advisors: Dean Linda Guzzo, Deacon Miller; Assistant Advisor: Olivia Fernandez

"Capital Cares" is located on campus and is advancing its mission and demonstrating measurable success in providing tangible support to students, their families and friends in the community. Currently the pantry is open year round, two days a week--morning through evening--for the convenience of all students and their families and friends. From December 2010 to February 2011, this program has serviced 140 people.

The "Capital Cares" Program also encourages students enrolled in the Social Service certificate/degree programs to volunteer their services with the food and clothing pantry as part of their community services requirement. It is hoped that "Capital Cares" will become a model program that will be duplicated by other CT Community Colleges.

Club Challenge, Northwestern Connecticut Community College

Over the years, the NCCC History Association has coordinated several extra-curricular activities of an historical nature including field trips throughout New England, New York City, Washington, D.C., and Gettysburg. On campus activities included movie nights and speakers. Although the co-curricular activities were very successful, the organization felt it important to branch out in a more philanthropic direction.

Four years ago the History Association decided to organize a Jeopardy-style game in which other clubs on campus would be invited to compete and raise funds for a local charity. The contest questions were crafted by professors across disciplines. The event would provide students with the opportunity to give back to those less fortunate and to demonstrated the academic excellence of the participants.

The first "Club Challenge" was an instant success. Each club raised a minimum team fee to participate. The winner of the game was given the privilege of choosing the charity that would be the recipient of the funds. The students were excited to play and proud to donate the money they raised. Recipients included the Civil War Preservation Trust, NCCC Nursing Program and the FISH Food Pantry.

Over the next three years the Club Challenge evolved to include more student organizations and has established itself as an annual campus event. By 2010 the participating organizations included the Student Senate, Criminal Justice Association, Phi Theta Kappa Honor Society, REAL Club (Gay, Lesbian, Bisexual, Straight Alliance), Alumni Association and the History Association. The format also evolved to include the Club Council. In the fall, all clubs, through the Club Council, were invited to participate and determine the charity that would benefit from the event. Fundraising ideas were proposed as both individual club efforts and as collaborative efforts.

In March 2010 the selected charity was the Susan B. Anthony Project, a local organization that provides shelter and services for survivors of domestic violence. The Executive Director, Barbara Spiegel, was present. The students raised \$1000. Some weeks following the event, Ms. Spiegel returned to an all-college-staff meeting to raise awareness of the issues in our area and the support services that are available. Information was distributed to strategic offices and common areas for students.

This year the History Association is coordinating their fifth Club Challenge. The local charity selected is the Interfaith Food Bank in Winsted, Connecticut.

The popularity and involvement of this event have grown substantially, and club participation has increased. Even the College President has gotten involved, serving as one of the judges. Faculty, family, and friends come every year to cheer on their teams. What started as a fun way to raise money has developed into an established collaborative event. It brings together a variety of student groups, celebrates academic success, supports local charities and, this year, significantly raised awareness of issues and services important to all of us.

Coast Guard Academy Corps of Cadets, U.S. Coast Guard Academy

The Coast Guard has a long and honorable history of serving the community. The Coast Guard Guardian Ethos outlines what our service expects of its members. The line "I serve the citizens of the United States" shows how deeply rooted service to our citizenry is embedded in the DNA of the Coast Guard.

The Corps of Cadets at the United States Coast Guard Academy performed 13,224 hours of community service during the spring and fall semesters of 2010. Efforts included "Breakfast for the Needy" where cadets helped prepare and deliver 5,500 breakfasts served to 40-50 people each morning and support of the New London Community Meal Center where 70,000 meals are served to over 35,000 families in need each year. Cadets supported the New London Salvation Army Thanksgiving and Christmas turkey giveaways in which over 300 families are provided with groceries to prepare a holiday meal. Cadets registered 4200 Connecticut children in the Amber Alert of CT program at 6 separate events. 143 Cadets partnered with Mystic Aquarium for the Fall Festival which helps programs such as the Stranded Marine Mammal Rescue and Seal Life Encounter continue their funding. 21,500 pounds of garbage were removed from 63 miles of Connecticut beaches when 114 cadets along with 2500 CT citizens participated in the CT Coastal Cleanup. The Coast Guard Boxing Club works with Heavy Hitters USA, a program that currently sponsors 50 children between the ages of 8-18 to provide after school and summer mentoring to develop life and work readiness skills and the Whaling City Boxing Club to support the "Gloves not Guns" program. Coast Guard Academy wrestlers are working on a similar program called "On the Mat, Off the Street". This program introduces sports to children as an alternative to gang activities. 19 cadets have committed to Big Brothers Big Sisters matches in which they commit to a mentoring relationship for 1 year or longer spending 2-3 hours together on a consistent basis with their "little". Cadets support other youth educational programs such as MATHCOUNTS, Project SPIL (Science Partnership for Innovation in Learning), Academy Robotics on the Water (AROW), Girl Scout STEM programs, Boy Scout Merit Badge O'Rees- in which 114 cadets participated and over 600 boys scouts received badges, Civil Air Patrol, JROTC drill and leadership assistance, organized and sponsored youth leadership conferences where over 50 local high students and sea cadets from across the nation participated, and another youth leadership conference held in connection with the Officer Christian Fellowship where 800 high school students participated. Cadets work with elementary and middle school students in programs such as AVID (Advancement via Individual Determination), the Jewish Literacy Program, S.O.A.R. (Students of All Races) diversity program, and the Coast Guard's Partnership in Education (PIE) program which includes tutoring and mentoring in local New London schools.

By taking part in these and many other service activities, cadets continue to strengthen the Academy's ties with its surrounding community and learn the importance and benefit of helping those in need.

Community Service Days, University of Connecticut

The UConn Community Service Days (CSD) program offers CT agencies the opportunity to connect with students for volunteer projects. Students are able to enjoy one-time service opportunities, and agencies benefit from the students' work. Communities all over the state are greatly impacted through the program.

The CSD program is facilitated by a student program director and a student assistant program director. These two students recruit student team leaders for various projects. In 2010, nearly 600 UConn students volunteered through the CSD program, contributing over 2,000 hours of community service to 25 local agencies. Agencies included Camp Horizons, Mansfield Center for Nursing and Rehabilitation, Covenant Soup Kitchen, Cornerstone Soup Kitchen, Kitty Angels, Windham Area Interfaith Ministry, Manchester Area Conference of Churches, Hole in the Wall Gang Camp, Holy Family Home and Shelter, and Willow House Preschool & Early Learning Center. The CSD program sponsored over 65 projects, with students volunteering at three local agencies on an average community service day.

A highlight of the CSD program is the continued partnerships between UConn and local agencies. One such agency is Special Olympics. Throughout the year, students volunteered with bowling, basketball, winter games, softball, soccer, and penguin plunge events, making a strong connection with Special Olympics. Students also packaged hundreds of pounds of donations for Foodshare, the Greater Hartford region's food bank, and they spent many weekends volunteering at Kitty Angels, a no-kill shelter for cats.

The CSD program also planned the Martin Luther King, Jr. Day of Service. This event brought over 60 UConn students into the community to give back in recognition of Dr. King's impact on this country. On this day, students volunteered with Mansfield Discovery Depot, No Freeze Shelter, Jumpstart, and with RecycleMania, an event for college and university recycling programs to promote waste reduction activities.

Criminal Justice Club-Community Service Initiatives, Manchester Community College

The Manchester Community College Criminal Justice Club has participated actively in the Greater Hartford community through their contributions to volunteer work and outreach. Their projects help families and children in the community. The projects specifically address the immediate needs of families who otherwise would not be helped during a time of crisis and turmoil.

Every Thanksgiving, Christmas and Easter the Criminal Justice students donate their time and effort for children and families in need. Two independent families selected by the Manchester Area Council of Churches are given food and gifts on all the holidays of that year.

The CJ students and faculty have been running the winter holiday project called "Snow Angels Toy Drive" for the last 15 years. The project began for students in kindergarten through 2nd grade at Clark Elementary School, at the time the school having the highest level of poverty in the north end of Hartford. Over the years the project has been expanded to include children in sixth grade, and this year they donated more than 400 toys that were collected by the club and distributed to needy children.

In recent years the Snow Angels project has grown to benefit children of parents who are incarcerated. There is no state funding available to donate money to children for gifts or holiday celebrations. To meet that need, the Criminal Justice students expanded their efforts and began working with Community Partners in Action (CPA) to deliver toys all day in mid December to foster families and parents/children in need due to the incarceration of a parent. This year the group delivered over 350 toys and gift cards to children in need and to a domestic violence shelter run by the CPA.

Participation in this community service has helped the MCC Criminal Justice students to recognize that there is a connection to the entire community they serve, and to the entire societal impact of crime and violence.

***Dental Hygiene Serves Connecticut, Tunxis Community College**

The Tunxis Community College, Dental Hygiene program utilizes several federal, state and community facilities for clinical education. Both the program's experienced faculty and access to multitude clinical educational experiences throughout Connecticut, in urban and rural settings, combine to provide enriched and meaningful educational outcomes. The program has a long standing reputation for community involvement and service education and provides dental services to the underserved populations in Connecticut, many of which are children and the elderly. The program provides access to care at multiple sites, six days a week Monday through Saturday and has evening hours.

All students, faculty and staff in the Dental Hygiene Program participated in one or more of several service projects during the spring 2010 and fall 2011 academic semesters, they included the Connecticut Mission of Mercy, Give a Kid a Smile Day, the Navajo and Belize projects, and Happy Tooth. Many of the projects the students participate in take place on weekends. At the Mission of Mercy (MOM) for two days, under the supervision of faculty, who also serve on the MOM steering committee, students volunteered with other dental health professionals to provide services to the most underserved in Connecticut. Over 2,049 patients were treated and close to one million dollars in dental care donated. A student reflection on the event defines the experience; "This definitely helped to enhance my ability to be an effective health care professional. First of all, it was a great opportunity to reveal myself as an educator, which is an integral part of being an effective dental hygienist...it was a service learning process, because both sides benefit, the population in need received services and I learned at the same time. Volunteering at Connecticut Mission of Mercy was an amazing event". Give A Kid A Smile Day, another event in which several of the students participated, provided free dental care to children who otherwise do not have resources. The Navajo Tribal Nation and Central American country of Belize, which the college considers extended community, were projects where faculty, staff and students worked together to provided dental health education and kits, screening and preventive services to over 400 children at each of the sites.

The students and faculty supported the endeavors through personal funds, student fundraising, corporate and private donation, college support and a Tunxis Community College Foundation Service Learning Grant. One of the goals of the program and the college is to sustain these projects and others like them in order to make a difference in the community and to provide an avenue for civic engagement for staff, faculty and students.

Engineers Without Borders USA, University of Connecticut

Engineers Without Borders - USA is a non-profit humanitarian organization established to partner with developing communities worldwide in order to improve their quality of life. This partnership involves the implementation of sustainable engineering projects, while involving and training internationally responsible engineers and engineering students.

Within the past two years, the University of Connecticut's (UConn) Chapter of Engineers Without Borders (EWB) grew into an organization of over 50 active student and faculty members with a mailing list of over 700 people. The organization established two projects, one in Nicaragua and one in Ethiopia, and raised over \$43,000 to help support those projects. Moreover, they formed an international network of over 50 non-profit organizations, non-governmental organizations, governments, professors, and business professionals to support their efforts.

The purpose of the project in Nicaragua is to design and implement an environmentally sustainable engineering solution to a drainage and erosion problem that occurs on a 1.8-kilometer dirt road running through the community of La Prusia, which is located immediately outside the city of Granada. Members of the UConn Chapter of EWB traveled to La Prusia in the summer of 2010 for an assessment-based trip, during which they completed a geodetic survey of the road, assessed the needs of the community by administering a survey to 50 families, and signed a Memorandum of Understanding with the City of Granada. Members synthesized technical information from this trip in preparation for the design of solutions, and the UConn Chapter of EWB successfully created a framework in order to design a solution to maintain the road's continual function.

After visiting Ethiopia in support of another project, members began researching ways to build a safe water infrastructure including several different types of filtration that would be suitable for areas in Ethiopia. These include novel, innovative methods of membrane filtration, ceramic filtration and sand filtration. All methods investigated will be potentially implementable within the next two years.

To support their projects in Nicaragua and Ethiopia, the UConn Chapter of EWB held fundraisers, receptions, and public awareness events. Events included a 5K run to raise funds and awareness of humanitarian causes, bake sales, educational film screenings, and World Water Day, which incorporated tabling and lectures from professors about water issues in order to raise awareness of the water crisis.

In addition to the aforementioned projects, the UConn Chapter of EWB facilitated presentations about humanitarian development to high schools, colleges, companies, and organizations, conducted a letter writing campaign, and wrote grant proposals totaling over \$100,000.

First Year Experience Community Service Projects, Three Rivers Community College

In the fall of 2010, Joe Selvaggio asked his First Year Experience students to do what he calls a Leadership Choice Project. The students broke into groups and were asked to brainstorm project ideas, the only constraint being that the projects had to be related to leadership and benefit the community in some way. All three student groups chose to do some type of community service, making their projects Service Learning. This was the first time an entire First Year Experience class at Three Rivers Community College had chosen and planned community service projects. Though the project was for a credit-bearing course, their service took the project above and beyond what might have been expected.

The students did three separate projects, all in service to the community. One group decided to collect coats and jackets for individuals in need. After meeting an employee from the New London Homeless Hospitality Center at the college's volunteer fair, they decided to donate the coats they collected to the center. They publicized the collection on campus and ended up donating around 30 coats to the Homeless Hospitality Center for individuals who lacked even the basic necessity of a decent winter coat.

Another group decided to organize a beach cleanup. They wanted to do a project that would help the environment and the local people who lived in/used the space. Eventually, this led them to choose a stretch of Eastern Point Beach in Niantic, CT that they had learned was badly polluted with litter. They gathered the necessary supplies and recruited other students to help make a real impact with their day of beach cleaning.

The third group chose to collect supplies to be sent to Haiti in the wake of the earthquake that devastated that country. They learned that many schools had been destroyed by the earthquake, so they decided to use their class project to gather donations of school supplies and money to help the children in Haiti. They partnered with a local Haitian Church to send the products to Haiti to directly help people in need. In addition to placing collection tins and boxes around campus and publishing their collection and the need for supplies, the group held a donation event in the college's cafeteria to bring in more donations and to increase awareness of issues affecting Haiti.

The students not only learned about leadership, they practiced it in the real world. These projects, though all very different, each had a definite impact on a local community, whether that community was in New London, Niantic, or as far away as Haiti. What makes this class's work unique and impressive is that the students chose to take their course projects and make an impact in the world.

Head Coach-Women's Basketball, Southern Connecticut State University

The Southern Connecticut State University women's basketball team separated itself as an exemplary student group through its outreach efforts both on and off-campus during the 2010 calendar year.

As a result of their volunteer work, the team has been selected as the recipient of the Athletic Department's annual Community Service Cup Award. They will be honored for their work by the department at the annual Senior Awards Dinner in April, 2011.

The entire roster maintained an active role in engagement at an array of events impacting both the Southern Connecticut State University and local communities during the 2010 calendar year. With regards to campus events, the team took part in the annual 'Friends of Rudolph' initiative, a bone marrow drive as part of the National Bone Marrow Registry's 'Be the Match' program, as well as the annual Girls and Women in Sports Day event in which they served as clinicians for approximately 200 young girls. They also assisted Greek Life on a kickboxing fund-raising event on campus and volunteered at the campus-wide annual 'Big Event' program.

With regards to off-campus programs, all of the team's student-athletes served as tutors at weekly reading sessions within three different New Haven public school system (Roberto Clemente Leadership Academy, Clinton Avenue School and Beecher School). They also visited the New Horizon School in New Haven for a candid life skills discussion in an effort to assist those youngsters with college educational preparation. The team also held a basketball clinic for aspiring students at the Clemente Leadership Academy in the fall.

The team has also been active off-campus with the Wallingford Boys and Girls Club, where it spent a month assisting with skills work at the organization's weekly 'Sports Night' event. The team also visited Apple Tree Children's Center in Hamden and worked with pre-school students at the facility.

In addition, the team has also been active with food drives for the local needy, as well as with the American Cancer Society's 'Making Strides Against Breast Cancer' initiative.

The women's basketball team's active participation in community service and outreach has clearly benefitted four of the five areas noted above. From the youth of New Haven to those less fortunate or battling illness or affliction, their diverse outreach efforts have touched many.

Hotel Company Community Service Dept., U.S. Coast Guard Academy

The Coast Guard Academy community service program is run each semester by a group of about 40 cadets who make up a department within Hotel Company. These cadets provide information, planning, and support for various community service opportunities for the entire Corps of Cadets which has a population of just over 1000 members.

The Fall 2010 Community Service Department, run by First Class Cadet Scott Nichols, put forth an extraordinary effort which directly led to one of the most successful semesters in recent history in terms of the Corp's performance and participation in community service. The personnel within this department coordinated and provided logistics for 32 community service events, provided training sessions to interested cadets regarding specific opportunities such as Habitat for Humanity and Big Brothers Big Sisters, and hosted several local community service organizations during an on base fair which introduced cadets to local organizations. Examples of events led by Hotel Company included several local beach cleanups, Amber Alert support, Special Olympics, Breakfast for the Needy, events with local Boy and Girl Scout troops, and tutoring in local schools. The department was also responsible for the approval and technical advice for over 100 non Academy sponsored service activities. The department created a web based tool allowing entities from outside the Academy to request cadet support for various community service events. Personnel from the department also created a robust bi-weekly e-mail sent out to the entire Corps of Cadets which provided detailed information regarding upcoming service events. A web based feedback tool was also created allowing cadets who participated in department run community service events to provide those who planned the event comments and recommendations regarding how it was managed.

The efforts of the personnel in Hotel Company Community Service Department led to the completion of over 8400 hours of community service conducted by cadets from August to December of 2010. This was a 75% increase from the total number of hours completed by the cadets in the previous semester. The Hotel Company Community Service Department played a key part in supporting the Coast Guard Academy institutional goal of promoting community service in such a way that cadets build upon the desire to serve that initially lead them to the Coast Guard and finds them intrinsically motivated to contribute to the local community.

***HuskyTHON, University of Connecticut**

Founded in 1998 by the Office of Fraternity and Sorority Life, HuskyTHON has quickly become the premiere philanthropy event at the University of Connecticut. HuskyTHON is a yearlong fundraising effort which culminates in an 18 hour dance marathon over the course of a February weekend. This student-run event, which raises money for Connecticut Children's Medical Center (CCMC) through Children's Miracle Network, was inspired by students who had a desire to give back to Connecticut, and more importantly, to the children who need their help the most.

For 18 hours, UConn students stand on their feet, a small glimpse into the everyday pain these children must endure. The students stand for the unified goal of raising funds for children who are in need of medical treatment. Each team of dancers is paired with the family of a child at CCMC. Their small sacrifice has raised over \$613,000 for CCMC since HuskyTHON's inception. All the funds raised from HuskyTHON help support numerous pediatric programs and purchase state-of-the-art medical equipment at the medical center. HuskyTHON is the only collegiate dance marathon fundraiser in the state of Connecticut.

Over the course of the year, HuskyTHON's student directors toured CCMC and facilitated game nights at the hospital in order to build a connection with the children directly impacted by the fundraiser. HuskyTHON also partnered with local organizations and businesses including the Suffield Rotary Club, Madison Knights of Columbus, Sgt. Pepperoni's, D.P. Dough, Panda Express, and Applebee's. HuskyTHON students organized smaller fundraisers and projects leading up to the marathon. Fundraisers included Zumba and spinning class marathons, a pancake breakfast, a pasta dinner, canister solicitation, and the Miracle Walk Fashion Show. Over 150 students from 16 UConn organizations signed up to model donated clothing and raise at least \$50 each. The event raised over \$9,000 through ticket sales, a silent auction, and model fundraising. Parents of children at CCMC shared their stories, which highlighted HuskyTHON's efforts to raise awareness. Students also organized the "Who is Becca?" campaign, which shared the story of a 6 year old girl who directly benefitted from care at CCMC. Students also assembled 30 care packages for children at CCMC.

Across the nation, over 150 schools hold dance marathons to raise money for Children's Miracle Network. HuskyTHON has been working to spread this fundraising opportunity outside of UConn, and they helped to plan a marathon at an elementary school. In 2010, HuskyTHON raised \$150,228 and involved over 1,000 students in its fundraising and volunteer efforts. This amount was a 40% increase from 2009's total of \$107,539. Over 35 families and their children attended the dance marathon, which was also a large increase from previous years. They have been working to spread this fundraising opportunity outside of UConn, and they helped to plan a marathon at an elementary school and shared ideas with other schools at a conference in Washington, D.C.

Navajo Uranium Project, Tunxis Community College

This carefully delineated inquiry took place in October, 2010 in Monument Valley, UT, and served the Navajo community and the Connecticut people by examining the long-term environmental hazards caused by uranium mining. Students in an anthropology course at Tunxis Community College in Farmington, CT concerning the Navajo Indians, began examining the research on uranium contamination and its effects on the people, the vegetation, the livestock, and the land itself. Five students and two faculty members traveled to Arizona and Utah and joined members of the faculty of Monument Valley High School to interview people who had been affected by "leetso", the yellow monster. The Native Peoples' heartrending narratives of men who had worked the mines for years without protective gear and of family members who had lived near the mines, and of how members of both groups had died of lung or stomach cancer and leukemia, were extraordinarily compelling. Of even more pressing concern, however, were the continuing problems with contaminated ground water, wells, and the radioactive dust blowing on communities from mines that have never been closed.

This was a unique approach to community service because it required the students to adapt to an entirely different cultural milieu and learn from the victims themselves. Both members of our team and the interviewees themselves were multi-cultural in background. Certainly this project addressed the areas of education, health care, and community revitalization as is shown by the students' stated objectives before leaving Connecticut:

1. To share the knowledge that was gleaned from interviews on the Reservation with people in Connecticut through speaking and writing about the issues in order to bring about change.
2. To assist in the organization of a Clean Energy Day at Tunxis Community College so that faculty, staff, students, and community members could be apprised of this calamitous condition.
3. To be participants in a film photographed by a professional videographer on site, which captured all their interviews, as well as the lifestyle of the people and the scarring of their land. This film has now been released. It is entitled "Service Learning: Exploring the Effects of a Legacy of Uranium on the Navajo People." It will be used as a vehicle to explain Service Learning to professional educators. It will also be employed as an educational tool in the Monument Valley area, and in Connecticut.

One unexpected result of this enterprise was that the students found that many of the people did not have a clear understanding about the cause of their illnesses. One interviewee asked, "What is uranium anyway, and how does radiation work?" Another explained all about the mines, but said that he was going to eat the sheep that were grazing on contaminated land and drinking irradiated water. Students' work on this project has not only created a bridge between cultures but served to raise awareness of a critical environmental issue.

Northwest Deaf Club - Andrew Foster College of Africa, Northwestern Connecticut Community College

Northwest Deaf Club has a long tradition of community service. This group includes Deaf and hard-of-hear students as well as hearing students in the Interpreter Preparation Program at NCCC. In 2010 this group decided to raise funds for the Andrew Foster College of Africa.

The economic differences of income between African nations and the US and Europe has essentially caused Deaf people in Africa to have no option for higher education. The colleges in Africa offer no accessibility. Prior to 1988, Andrew Foster, the founder of all 36 schools for the Deaf in Africa would tour the US raising funds so that Deaf African students could afford to attend Northwestern Connecticut Community College, Gallaudet University, and other accessible colleges in the US. Tragically, Dr. Foster died in an airplane crash and it seemed for a long time that access for the Deaf to higher education died with him.

The people of Nigeria, with the support of various organizations in the US, have begun the effort to build a college in Africa so that there would be an affordable option for these worthy students to attend. The land has been purchased and funds are being raised for the construction of the facilities.

The Northwest Club began its fundraising efforts with the "Can-by-Can" recycling drive. The students realized the economic differences between the US and Africa when a can's five cent deposit had the economic potential of \$7.20 in Nigeria. These students wanted to make a difference and began by collecting cans from the recycling bins on campus. Though this was tedious, their enthusiasm grew to include bake sales and car washes. An art student was inspired by this cause and generously offered her talent by designing a t-shirt for sale and expanded the effort beyond the Deaf and interpreting students' efforts. Collectively they raised \$1,865.00 in US currency. This has the financial impact of \$268,560 in Nigeria and will be purchasing desks and other fixtures.

Dr. Andrew Foster was the first African American to graduate from Gallaudet University. He remains an inspiration for so many in Deaf communities in African and in the United States, and certainly for the proud members of the Northwest Deaf Club.

Pen Pal Program, Southern Connecticut State University

Southern Future Teachers Organization established a Pen Pal program three years ago with one 2nd grade classroom at Hamden's Shepherd Glen Elementary School. Currently, the program has expanded to include three classrooms and 46 2nd graders. The Southern Future Teachers Organization is comprised of over 50 undergraduate students, most of whom are education majors. These students explore the themes of education and pedagogy while seeking opportunities to engage with elementary, middle school, and high school students as they prepare for their own teaching careers. One of their programs is their Pen Pal program, which lets SFTO members write biweekly letters to 2nd graders from early September to late April. The children have an opportunity to practice their writing skills and develop a relationship with both college students and future teachers.

At the end of each year, program participants get to meet each other. Through grant money provided from the Connecticut Education Association, SFTO members travel to Sheppard Glen Elementary School and spend the day with their pen pals. They participate in several activities, including creating puzzle piece picture frames, reading together, and enjoying snacks.

A member of the Southern Future Teachers Organization shared an inspirational story with us:

"The first year we actually went in and met up with them, there was a child who never smiled. He didn't laugh. He didn't get excited playing with other kids. Then, when his pen pal came in, his teacher saw him smile for the first time. The teacher started crying because she was overjoyed to see her student happy. A lot of the teachers were very emotional because this meant so much to the children.

This is why we do it. This helps with the student's writing skills, penmanship, illustrations, and they actually want to write, which can be hard for the teacher to have them do all the time. They also know somewhere out there someone cares about them. Sometimes the children don't have the best home life, and this gives them hope. When they finally see who they have been writing to, they are so ecstatic. A lot of our members continue to write to their pen pal over the summer and school year. Every year we work with the new 2nd grade, so a lot of children get the experience of having a pen pal!"

PTK Giving Tree Project, Norwalk Community College

One of the projects that our chapter planned in its effort to help those in need within our community was the "Giving Tree Project". The project consisted of two parts – a toy drive and participation in a gift-wrapping event. During the holiday season, Alpha Iota Nu helped a local non-profit organization called St. Luke's Life Works with their Annual Holiday Gift Collection. With this collection, St. Luke's Life Works distributes thousands of toys to children affected by poverty, homelessness and AIDS.

For the first part of this project, St. Luke's Works provided us with a list containing the name, age and gender of 50 children, and the description of two toys from their wish list. In order to make this project fun and to reach out to the rest of the student body, our chapter decided to set up and decorate a holiday tree with 50 holiday cards containing each child's information. Students had to pick up a card, purchase the gifts and turn them in along with the card. E-mails were sent to all of the chapter members, and flyers were posted around the campus with all the requisite information. Our "Giving Tree" was such a success that the day after setting up the tree, there were no cards remaining. After having several requests for more cards, our chapter decided to sponsor more children. Since the deadline for requesting children to sponsor from St. Luke's Works was past due, we decided to sponsor another non-profit organization.

With our college having recently partnered with the Jewish Federation of Westport (UJA/Federation WWCN) and the Westport Weston Chamber of Commerce in establishing a program called Books2Connect, we decided to sponsor Books2Connect. Books2Connect "seeks new and gently used books for distribution to children from infancy through young adulthood, in an effort to build a foundation for life-long learning." Similarly, we placed 30 Christmas cards on our "Giving Tree" containing the age and gender of a child along with a request for two age appropriate books.

Officers and members would take turns in checking the box, placed next to the tree, pick up the gifts and place them in the PTK office. By the deadline, we were able to collect 100 toys, as well as 52 books.

The second part of this project was our chapter's participation in St. Luke's Works' gift wrapping events. Although we had over 25 requests for participation to these events, due to limited space, only 15 students were given the opportunity to participate at the gift wrapping events. NCC students, along with over a hundred other volunteers from our community, helped wrap up over 4,000 gifts, collected during the Annual Holiday Gift Collection.

Radiology Class of 2011, St. Vincent's College

Class of 2011 Radiography Students: Lauren Alfaro, Shirley Alvarado, Marisa Amodio, Jacob Dingfelder, Emily D'lorio, Jean Gutierrez, Garrett Isaacs, Theresa Kais, Susan Losty, Shelia Mastrony, Heather O'Day, Preeti Patel, Sara Scheer, Jessica Wanzie

This group of 14 students participated in a number of events organized by their class as well as those sponsored by the College and St. Vincent's Medical Center where students receive the majority of their clinical experiences. As part of the Radiography Program curriculum, students volunteer for two service projects each semester within our school program.

As a result of the Chilean Earthquake in March 2010 students mobilized their efforts to raise funds through St. Vincent's College and the Medical Center. Deeply touched by the devastation caused by the massive earthquake in Chile, they organized an Easter bake sale and raised money on behalf of relief efforts in that country.

In April of 2010 they conducted a campus-wide drive to support the clients and families residing at a local Safe House in Shelton. Students collected gently used and new CD/DVD movies and video games for children living at the safe house.

During the summer the class began planning their fall service projects to broaden their outreach efforts. The students selected Carolyn's Place in Waterbury for a two-week fall project. Carolyn's place is an organization which serves women and children in need. Each student collected money on an individual basis from local businesses, family, neighbors and friends. They were also each responsible for one additional aspect of the project: communication, advertising, banking, decorating, baking, set-up, clean-up, and distribution of the collection bottles. The event culminated with a bake sale at the Medical Center on October 27; a total of \$800 was raised to benefit Carolyn's Place in Waterbury.

Again, this group participated in the College's 2010 Winter Giving Tree to Benefit the Mercy Learning Center in Bridgeport. They assisted with decorating the giving tree and approached staff at the Center regarding volunteer activities for tutoring and mentoring of MLC clients. Due to timing issues, the Center was unable to accommodate students' requests for the fall 2010 or spring 2011 semesters.

It is important to note that these students continue planning service projects in advance. This fall they participated in planning a March 2011 food drive in conjunction with the St. Vincent's Medical Center to benefit the Connecticut Food Bank & Thomas Merton House. Additionally, the students were very involved in planning an April 2011 Fund Raising/Alumni Day event that will benefit the radiography program's equipment needs. They truly wish to leave a legacy to students who will take their place as they graduate from St. Vincent's and are totally committed to "paying it forward". Their vision mirrors that of our patron Saint, Saint Vincent DePaul whose mission was to serve the sick poor.

Roots & Shoots, Western Connecticut State University

Roots & Shoots engages and inspires youth through community service and service learning. Founded by Dr. Jane Goodall, this global program emphasizes the principle that knowledge leads to compassion, which inspires action. All Roots & Shoots groups show care and concern in three areas: the human community, animals, and the environment. Their mission is to foster respect and show compassion for all living things, to promote understanding of all cultures and beliefs, and to inspire each individual to take action to make the world a better place for people, animals, and the environment.

WCSU's Roots & Shoots community involvement during the fall 2010 and spring 2011 semesters included a benefit concert for Roots & Shoots, Pangaea Cultural Exchange, and Thule Swize. The funds raised supported further efforts to educate students around the world about the importance of inter-cultural communication. The members wrapped Christmas presents for local children in conjunction with WCSU Christian Ministries, Place Where He Provides, and The Jericho Samaritan House. A clothing drive was held and over 500 winter coats, hats, and gloves were collected. The items were donated to the Jericho Samaritan House, the Danbury Women's Shelter, and the New Street Shelter. The club members made fleece scarves to contribute to their clothing drive. In addition, Roots & Shoots organized a multicultural concert held in cooperation with the Bridges of Peace and Hope organization: teachers and students around the country who work to teach people of different cultures through art and music. Roots & Shoots fundraising efforts during the fall 2010 in total raised over \$2300.

For the spring 2011 semester, Roots & Shoots have several events planned including World Water Day in which they partner with the Social Work Department to raise funds to build a well in Africa. Ongoing projects include hand-made hemp and string bracelets, hand-made fleece scarves, and cell phone recycling: These projects will earn funds for the club, keep old phones out of landfills, and protect gorilla habitats where rare metals are mined for use in cell phone manufacturing. Three events planned for April 2011 include Animal Week, Earth Week, and Arbor Day. In keeping with 2011's international Roots & Shoots theme, examples of reptiles, birds of prey, and a wolf will be brought to campus for the education and enjoyment of all WCSU students during Animal Week. Emphasis will be on endangered species native to the Danbury area. During Earth Week, Roots & Shoots will organize the production of four short plays about protecting the environment and how we interact with it, produced by Theater Movement Company. An Aquaponics project to grow plants in an environmentally friendly, sustainable way, will be for sale during Earth Week. During the final event, Arbor Day, Roots & Shoots will plant its annual tree on campus. The trees selected are always native to our area and water/fertilizer efficient.

Rotaract, Western Connecticut State University

The purpose of Rotaract is to provide an opportunity for men and women to enhance the knowledge and skills that will assist them in personal development, to address the physical and social needs of their communities, and to promote better relations between all people worldwide through a framework of friendship and service. They strive to develop professional and leadership skills, emphasize respect for the rights of others, and provide opportunities for all WCSU students to address the needs and concerns of the community and their world.

To that effect, Rotaract's first project as a new club at WCSU with its' 23 active members was to host "Flip-Flops for Haiti" which was held in the spring 2010 semester. Rotaract members had a collection area set-up for an entire week and in total collected 620 pairs of flip-flops that were sent to survivors of the earthquake. A car wash to raise money to ship flip-flops to Haiti raised \$263.00. Also, in the spring 2010 semester, Rotaract participated in Campus Clean-Up Day with another organization called Roots and Shoots.

Throughout the fall semester of 2010, Rotaract hosted a few different "Letters of Love" events on campus. They set up tables with cards, stickers, markers, crayons, and pictures so students and faculty could stop by and make a 'letter of love' for a sick child. Over the course of the semester, over 200 handmade cards were sent to Connecticut Children's Hospital. Rotaract also had an event to write birthday cards to soldiers stationed in Afghanistan. In addition, Rotaract held a three day long bake-sale to raise money that would be donated to St. Jude Children's Research Hospital. In total they donated \$100. Also during the fall 2010 semester, Rotaract held a Wiffle Ball Tournament to fundraise for an organization called Nothing But Nets. This non-profit organization sends anti-malaria mosquito nets to Africa. \$120.00 was raised from the tournament and donated to buy these life-saving nets. During midterm week of the fall 2010 semester, Rotaract held another small fundraiser for this organization. The last week of the fall 2010 semester Rotaract hosted a week-long fundraiser to purchase Christmas trees that were sent to soldiers in Iraq and Afghanistan. "Trees for Troops" raised enough money to buy and ship three 6 feet tall Christmas trees to units in Iraq and Afghanistan.

Rotaract started the spring 2011 semester by holding an event to make Valentine's Day cards for nursing home patients. Over 50 handmade valentines were sent to Hancock Hall and Candlewood Valley nursing homes.

In the fall 2010 and spring 2011 semesters Rotaract hosted/will host a Free Midterm Breakfast for all students and on April 9th, 2011 Rotaract will be hosting a one day Convention open to all WCSU students as well as Rotaract members from throughout New England.

Student Athlete Advisory Committee, Sacred Heart University

The Dunbar School is a k-8 located in one of Bridgeport's in need neighborhoods. Derrick, who works at Dunbar and a former division one football player for both UConn and Ct Southern State, initiated Sacred Heart University's athletes participation because Dunbar tested well below the average and the school was considered a "failing" school by the State of Connecticut. Lucy Cox, the advisor of SAAC (Student Athlete Advisory Committee), brought this plea to the student athletes, who took the challenge on, no questions asked.

SAAC representatives met with Dunbar school and saw the old cement building with no grass, flowers or scrubs. Garbage and broken glass line the sidewalks and burned out cars are abandoned across the street; the security doors are worthy of prison grade. The Principal and Assistant Principal described to us that Dunbar was a school full of students who needed some attention, structure and mentoring and they had heard of other schools in Bridgeport doing better when students from local colleges came in to tutor/mentor etc. The Principal went on to say that many of the student s comes to the school hungry, angry and tired. SAAC had a meeting that night where Derrick presented to the active E-board (two Co-Presidents, a Vice President, Treasurer, Secretary and Member at Large) and over 70 SAAC representatives (SHU sponsors 32 sports at the division one level). At the end of the SAAC meeting there were over 40 volunteers from just SAAC representatives that wanted to go to the Dunbar School, and the actual plan and structure took place. Derrick modeled the program after the M.O.T.I.V.A.T.E. project; which stands for Meaningful Opportunities To Inspire Vision and Achieving Total Excellence.

The mission of the project is to provide opportunities to Dunbar students through mentoring that will enhance their sense of responsibility, pride and worth. The SAAC group arranged for athletic vans to be available everyday from 8am until 11am, driven by students and anywhere from 10-15 student-athletes go to Dunbar everyday of the week to help assist in the classroom. These student-athletes go to Dunbar every week to help out in the classes with school work and just being a positive influence.

SAAC also participated in a Breast Cancer Walk (raised over \$4,000), Freshman Olympics (designed to create an environment for all freshman student-athletes to meet and interact) and Letter to the Troops.

Sisterhood Project, Eastern Connecticut State University

The Sisterhood Project is a stress prevention program for at risk high school females using nontraditional approaches to stress management and mentoring. At risk female students from Journey House, a residence for incarcerated high school females, participated in an 8 week program consisting of physical, cognitive and experiential models of stress management and reduction. The project was held in the spring of 2010 and fall 2010.

The residents at Journey House are female high school students who are court ordered and labeled "committed delinquents" due to varied criminal offenses. This range of offenses could be from a status offense such as truancy to a felony offense such as assault or drug sales. They have been sentenced by the CT court system with DCF oversight. The residents are 13 to 17 years old and their sentence at Journey House is from 6-18 months. The psychological issues are namely trauma, mood disorders and substance abuse.

The Sisterhood Projects is implemented by female college students who volunteer to serve as program leaders and mentors. All ECSU mentors participated in a training workshop prior to the project start. This training helps mentors to understand the psychological issues of their mentees and preventive measures to prevent behavior issues. Students commit to serve as mentors and to actively engage in the project activities for eight weeks. Weekly session included activities for social and emotional learning; stress management, and mentoring.

The long term impact of this project has been to establish "The Sisterhood Project" as an effective on- going community service learning model collaboratively administered by the ECSU Center for Community Engagement. This project has impacted the community on a long term basis by providing exposure for at risk girls to cultural and social activities, increased their resiliency, and improves their ability to manage stress proactively. By actively participating in the "Sisterhood community", they will be engaged in positive mentoring relationships with college women and hopefully to see college as an option for their futures.

ECSU mentors gained the opportunity to explore the relevance of theory with the real needs of the community and to work collaboratively with their peers and the needs of the next generation. This allows for ECSU students to see the reality of at risk student's needs and issues that they may not have experienced before. College students in service projects are seen as role models that are young and enthusiastic and the information and skills conveyed may have a broader appeal and impact on younger community members. The long term and most important benefits of this hand on learning experience is the ability of ECSU students to connect to the community and identify their possible future roles in the community they may not have considered previously.

Teaching Everyone About Multiculturalism-Total Women Conference, Saint Joseph College

T.E.A.M. (Teaching Everyone about Multiculturalism) is a student group of diversity educators who are committed to educating the Saint Joseph College community about a variety of topics including (but not limited to) issues of multiculturalism, cross-cultural communication, racism, sexism, heterosexism, homophobia, classism, ableism, and religious oppression. T.E.A.M. Educators are trained to facilitate discussions among their peers and others on matters of human diversity. They do this through the art of facilitating games, dialogues, and exercises that are designed to teach others about diversity and multiculturalism and offer individuals a space to learn about themselves as well as others in a supportive environment. These students serve as ambassadors for diversity on the Saint Joseph College campus.

One of our Saint Joseph College Core Values is Multiculturalism and Diversity. The college has committed to fostering the growth of an inclusive community that welcomes differences among community members and benefits from them. T.E.A.M. Educators are mission driven and work with student clubs and organizations on campus to create an environment of acceptance here on our campus. This is done through activities at club meetings and Residential Life programming.

In addition to their efforts with student programming, T.E.A.M. was a vital part of hosting the First Annual Total Woman Conference for Girls and Young Women. The Total Woman Conference for Girls and Young Women (age 12 - 35+) was an empowering multicultural one-day conference to C.A.R.E. (Celebrate, Applaud, Refresh & Equip) for girls and women in all spheres of their lives. The conference theme for this year was Focused on Excellence and featured speakers and presenters who were recognized corporate, academic, business, and community leaders who offered practical information designed to help girls and young women succeed academically, personally, professionally and spiritually. T.E.A.M. Educators worked hand in hand with the office of Diversity Initiatives to contact speakers, organize conference logistics, recruit within the community and program to provide eye opening sessions to women in the greater Hartford community.

The T.E.A.M. Educators have worked hard to foster an environment of informed and accepting students on our campus. They have paved the way for the future of diversity education at Saint Joseph College.

WesReads and WesMath, Wesleyan University

The WesReads and WesMath programs were developed in partnership with the school leadership at Macdonough Elementary School in Middletown to help support the academic achievement of traditionally under-served students. Macdonough Elementary in the 2009 – 2010 academic year had approximately 215 students, 75% of whom were on free or reduced lunch and 70% students of color.

The programs are unique as they focus support from university students at the highest achieving elementary students rather than youngsters who struggle. We wanted trained teachers to take on the challenge of working with the most at-risk population of students as University students are not always equipped with the background knowledge to tackle complex learning issues in reading and math. We also wanted students who were demonstrating success with the core curriculum to have opportunities for weekly enrichment.

In 2006, only 6 students (out of 112 tested school-wide, 5%) from Macdonough scored at the Advanced Level on the math portion of the CMT. By the 2010, the number of students scoring at the Advanced Level soared to 31 students (out of 101 tested school-wide, 31%). Nearly every student who scored at the Advanced Level was involved with the WesMath program.

With many of the high achieving students being pulled out of the classroom to participate in WesReads, the student-teacher ratio in our classrooms was decreased. This allowed the Macdonough teachers to spend more time with struggling learners. In 2006, 52 students (out of 111 students tested school-wide, 42%) scored at the Below Basic Level on the CMT. This number dropped to 16 students (out of 93 students tested school-wide, 17%) at the Below Basic Level in 2010.

The WesReads and WesMath programs grew from a handful of elementary students during the first year to touching the lives of nearly every second, third, fourth, and fifth grader at Macdonough School and engaging over 50 Wesleyan students. Participating Wesleyan students, about one-third of the group, are able to earn Federal Work Study.

Yale Co-op Dance Collaborative/Alliance for Dance at Yale, Dwight Hall at Yale University

The Yale Co-Op Dance Collaborative is a Yale student-run community service initiative that strengthens the partnerships between Yale University and Cooperative Arts and Humanities High School in New Haven, CT by enabling college volunteers and high school students to develop mentoring relationships and explore artistic expression through the medium of dance.

The Alliance for Dance at Yale consist of over 20 student dance troupes featuring styles such as ballroom, hip-hop, tap, step, and modern to culturally-centered dance such as bhangra, konjo, ballet folklorico, and belly dancing. Cooperative Arts and Humanities High School (Co-Op) is an interdistrict magnet high school located in downtown New Haven with an enrollment of 650 that enables its students to select an arts concentration in writing, dramatic arts, visual arts, or performance arts. Alliance for Dance at Yale provides meaningful afterschool enrichment in dance techniques as part of the Co-Op After School program, which leverages partnerships and support between Yale University, Co-Op, New Haven Public Schools, Dwight Hall at Yale, CT State Department of Education, Coop Center for Creativity, Inc., and several other entities to provide afterschool enrichment for over 40% of the student body four days per week.

The Yale Co-Op Dance Collaborative has established weekly afterschool enrichment option for over 20 Co-Op students in the Spring 2010 and Fall 2010 semesters. In addition to over 500 service hours provided by a corps of dedicated Yale dancers in weekly dance instruction and mentoring, the Collaborative hosted a Spring Dance Show in April 2010 that featured over 60 Yale dancers – contributing another 210 hours of volunteer service – and 30 Co-Op student performers. A second annual show is scheduled for April 2011.

The Collaborative has continued providing afterschool enrichment for Co-Op students in Spring 2011 and has enabled the students to explore a diverse range of dance techniques with cultural exposure while strengthening the attachment between high school students and their school community to cultivate an atmosphere of achievement.

SPECIAL AWARD NOMINEES

The 2011 Special Award category is to honor college and university faculty and staff who are considered leaders in community service by their personal contributions and have made a sustainable impact within the institution and the community.

Award recipient is identified with an asterisk.

***Betsy Bowen, Fairfield University**

Dr. Betsy Bowen, Professor of English, has been a leader in the institutionalization of community engagement at Fairfield University through her demonstrated and sustained commitment to a community partnership with Mercy Learning Center (MLC) in Bridgeport, CT, a non-profit organization that provides basic literacy and life skills training to low-income women in the Greater Bridgeport Area.

The relationship between Fairfield University and Mercy Learning Center is a robust and multi-dimensional one that has grown and matured over several years through Betsy's creative and consistent leadership. She has engaged the partnership through her teaching, research and personal commitment. Through the partnership, she has directly engaged approximately 30 students in the time period of January –December 2010 through her service learning course: Language and Literacy and indirectly engaged over 100 students by connecting several other professors and courses with Mercy Learning Center. The professors that Betsy has connected have taken on various roles with MLC through service learning, research, and one has become a MLC Board member. Through Betsy's connection to MLC, another Fairfield University faculty member is working with MLC's President as part of a funded research project. Betsy has strengthened the partnership between Fairfield University and Mercy Learning Center through her personal commitment as a regular volunteer tutor at the Center.

Betsy's work with the Mercy Learning Center is a model for best practices in university-community partnership development. The partnership has grown steadily over time on a foundation of trust, respect and reciprocity. Betsy has been attentive to working with the professionals at MLC to design her service-learning course and to recognizing the professionals at MLC as co-educators. For example, during a recent professional development event, Betsy invited the director of MLC to introduce the keynote speaker, highlighting the important role that MLC has played in the education of community members, students, and university faculty. In part because of her service to MLC, Betsy was recognized this year as the 2010 Connecticut Professor of the Year by the Carnegie Foundation for the Advancement of Teaching.

Betsy is committed to reflecting on her own practice with community engagement and sharing her knowledge with others. To that end, she has written about her work with MLC in articles published in professional journals including *Community Literacy Journal* and *Reflections: A Journal of Writing, Service Learning, and Community Literacy*. In 2010, her sabbatical proposal for additional work at MLC was approved; during the sabbatical she will teach at MLC and conduct research on MLC students' goals and resilience in learning.

Betsy has contributed to the institutionalization of community engagement at Fairfield University by demonstrating how to integrate personal commitment with community-engaged teaching and research and through sharing her philosophy and best practices with colleagues, students and community members.

Jennifer Bruening, Ph.D., University of Connecticut

Dr. Jennifer Bruening is an associate professor in the Department of Kinesiology at the University of Connecticut (UConn). Outside of her faculty position, she is the founder and director of Husky Sport (HS).

HS is a service learning and community outreach program that looks to both reinforce and teach the making of positive life choices in the areas of healthy nutrition, relevant and transferable life skills, exposure to varied sports and physical activities, and academic opportunity and excellence. Through HS, students and staff work to positively engage with members of the Hartford, CT and UConn communities through the development of relationships with youth, their adult family members, college students, and community organization collaborators. Through efforts with schools, afterschool programs, and weekend programs, HS aims to be a continuous part of the lives of children and families in Hartford's North End, an area with significant levels of poverty and educational deficiencies. Consistent engagement within HS's growing community of role models, mentors, and mentees, allows for a reciprocal process of personal and social growth.

In 2010, Dr. Bruening spent 25% of her time, equivalent to 10 hours a week, volunteering as HS director. She oversees two full-time staff, 10 graduate students, and 12 hourly workers including training them to work with the children and community partners in Hartford, evaluating them on the job, and developing their leadership skills. She develops and maintains community partnerships with organizations in Hartford, and works on creating partnerships with other UConn programs and departments. She writes and manages grants that support HS programming, develops program curriculum, and oversees evaluation of programs.

In conjunction with HS, Dr. Bruening created and facilitates a Kinesiology course that she took on outside of her regular course load. The course, Service Learning through Sport and Physical Activity, introduces students to the HS program and provides the opportunity for involvement within a structured community outreach organization. Throughout the semester, students are required to serve a minimum of 40 hours community engagement at specific locations within the North End of Hartford.

In 2010, HS logged 7,932 volunteer hours and held 27 events including sport and nutrition clinics, afterschool events, and a HS Olympics competition for children. HS also organized a community clean-up day in Hartford which involved 145 UConn students, 60 youth, and 40 adults. Another HS initiative, Teens Through College, emphasizes the exploration of professional options for teenagers after receiving their diplomas. An HS highlight, the Read and Raise initiative, challenged pre-K through 8th grade students at John C. Clark, Fred D. Wish, and Martin L. King schools to read 10,000 books and complete 10,000 worksheets at each school. Students completed grade-level activities to improve literacy skills, and the students who reached specific benchmarks were offered rewards. Students surpassed the combined goal of 30,000 books, and Connecticut Mastery Test scores showed improvement compared to previous years.

Pamela Edington, Norwalk Community College

An advocate of Service-Learning, Dean of Academic Affairs, Dr. Pamela Edington initiated the Service-Learning program at NCC when she joined the institution in 2005. Dean Edington furthered Norwalk Community College's commitment to civic engagement in 2007 with the hiring of a Service-Learning Coordinator and the start of a Service-Learning program.

Service-Learning at Norwalk Community College has served as a dynamic method of integrating classroom lessons with community action. She led a collaboration of her fellow Academic Deans in CT to establish community engagement as a priority. She provided a keynote speech on "The Joy of Service-Learning" at the 2009 Community College National Center for Community Engagement national conference and has consulted for the AACC on Chief Academic Officers and Service Learning. She is quoted in the most recent AACC publication, "Creating a Climate for Service Learning Success," as saying, "Service-Learning is this big, amazing, magnificent concept. It's part of everything. It has survived different Republican and Democratic administrations, different college presidents and different initiatives. This is our work- it involved all of us- at all community colleges. Our students deserve to have an opportunity to do service learning at our colleges."

She also serves on the non-profit Women's Business Development Center Board of Directors. Dean Edington serves on the Board of Directors for the CT Campus Compact.

Lindsey Eichler, Trinity College

Lindsey Eichler is completing her third and final year as graduate assistant in Trinity's Office of Community Service and Civic Engagement. Besides the director, Lindsey is the only other staff member, and hence she plays a crucial role in all aspects of the Office's work. Among Lindsey's many work highlights over the past year are:

1. Relay for Life: During the Spring 2010 semester, Lindsey was responsible for overseeing Trinity's 5th Relay for Life (she also organized the 4th and currently the 6th) and did so in a new location—the Koepfel Community Sports Complex. While attending to all the event's details, Lindsey also constantly had to address frequent concerns about moving the event inside (it was previously held outside on Trinity's track and football field). She handled all these concerns with great aplomb, and the event itself had more people who stayed longer than in the past few years, as well as raising over \$50,000 for the American Cancer Society.

2. M.D. Fox Elementary Mentoring Program: Lindsey started this weekly mentoring program during the Fall 2008 semester, and it has grown from approximately 20 Trinity mentors to one that by the end of the Fall 2010 semester involved 120 Trinity students. In addition, Lindsey has developed a strong and very active student leadership team who play a large role in running the program and who themselves have identified and developed new student leadership for the program. Finally, besides all her work overseeing the program, Lindsey also serves as a mentor.

3. Haiti relief/Bantam Bazaar: As part of Trinity's Haiti relief efforts during the Spring 2010 semester, Lindsey came up with one of the more interesting and original ideas—the Bantam Bazaar—a giant tag sale and bake sale with all proceeds directed to Haitian Ministries of the Diocese of Norwich, Connecticut and Partners in Health. Lindsey mobilized the student group members of FACES (Friends Active in Civic Engagement and Service—Trinity's umbrella organization for all service and civic engagement efforts) to assist in collecting, organizing, and displaying items for the event. In addition, she was able to get each of the FACES members to donate baked goods, and Chartwells (Trinity's food service provider) served no desserts on the day of the event and instead directed people to the Bazaar to buy dessert and support a good cause. Overall, the Bantam Bazaar raised over \$1,600 for Trinity's Haiti relief efforts. Moreover, Lindsey might have started a new tradition as the 2nd annual Bantam Bazaar was held in February 2011, and raised over \$1,300 for Pakistan flood relief.

In addition to the above, Lindsey oversees FACES, plans and runs the Office's annual leadership training, produces the Office's semi-annual newsletter, created and maintains the Office electronic photo library, works with Greek and multicultural organizations on their service efforts, advises approximately ten student service and civic engagement organizations, including co-advising Praxis (Trinity's community service residence hall), and organizes the Office's annual volunteer appreciation banquet.

Sr. Beth Fischer, RSM, Saint Joseph College

Students need to be empowered. They need to know that what they are learning in the classroom can be applied to real life situations. Sister Beth Fischer has been influential in providing opportunities for Saint Joseph College students which allow them to blend their academic content with a commitment to the community through service. Such a commitment greatly impacts the lives of the underserved population in Hartford.

Sr. Beth was instrumental in establishing The Wellness Center on Church Street in October of 2005 as a partnership between Saint Joseph College and the Franciscan Center for Urban Ministry. The intent of the center is to provide no cost services to Hartford's most vulnerable population. It offers a holistic approach to meeting the physical, emotional and spiritual needs of the underserved by providing community based health screenings and referrals, health and nutrition education, case management and counseling services. Since many of those served are homeless, it is almost impossible to quantify the number of people who take advantage of these services.

The Wellness Center operates a dual mission. It exists to (1) address the on-going health needs of poor and marginalized citizens of Hartford by actively reaching out to the indigent, the working poor, and the medically underserved whose wellness needs historically have not been met and (2) integrate practical experience and education by providing students and faculty practitioners with an opportunity to serve in their specialized areas.

Since its inception, Sr. Beth has worked tirelessly to increase the number of students who participate in the program and has worked at increasing the breadth of services offered. For example in 2008, there were 41 students who volunteered at The Wellness Center and the majority of them were nursing students who provided health screenings. As of 2010, the number of students who volunteer has grown to 132 and they represent nursing, counseling, nutrition and social work students. In addition to the health screenings, the counseling and social work students have created support groups and along with the nutrition students have presented programs to meet the needs of the populations served.

This growth in the number of students who participate in this program has grown tremendously due to the efforts of Sr. Beth. She not only supervises the students when they are at The Wellness Center, she has focused her efforts on educating our faculty and students about the importance of giving back to the local community in Hartford. In fact, some students continue their volunteering once they graduate since they have found it to be so transformative and important.

Jen Goldberg, Fairfield University

Dr. Jen Goldberg, Associate Professor of Curriculum and Instruction and Director of the Graduate Program in Elementary Education at Fairfield University, first offered an afterschool math club for upper elementary students in the Bryant School in Bridgeport in the early 2000s. In the intervening years, with the assistance of several enthusiastic graduate student volunteers and local teachers, she's been able to broaden the scope, bringing the Mighty Math Kids Club to scores of elementary students in Bridgeport and New Haven. Research resulting from the project has been funded in part by a grant from GE, books for students have been donated by Scholastic, and some expenses have been underwritten by the Graduate School of Education and Allied Professions at Fairfield University.

The theme of the Mighty Math Kids Club (MMKC) is Math In, Around, and For our Community. Through math explorations, students this year have learned more about their local, national, and global communities, using connections between math and the arts as the vehicle for exploration. In the MMKC, students discuss mathematical ideas, talk about which strategies they use to figure out problems, and these ideas connect to other things in our lives. In December 2010, 80 students from St. Martin de Porres Academy, Edgewood School, Amistad Academy, Six-to-Six Interdistrict Magnet School, Thurgood Marshall, and Blackham School spent an exciting day on the campus of Fairfield University, where they, their teachers, Fairfield faculty and graduate students explored math through yoga, graphic design, drumming, rap and poetry. A second day at the university is planned for early May, 2011.

Dr. Goldberg's leadership in the MMKC provides the vision for this important project. She is the lead teacher for one of the clubs, and coordinates the teaching led by her graduate assistants in the other sites. With her graduate students and the classroom teachers (several of whom were MMKC graduate students leaders in past years), she is documenting and analyzing the MMKC's positive impact for the participating students, their teachers, and for the teaching alums of the project.

Cheryl Kerison, Quinnipiac University

In March 2010 five Quinnipiac students, two juniors and three seniors, enrolled in the Masters of Arts in Teaching (MAT) program traveled to Leon, Nicaragua to facilitate a three day teacher training conference. These student volunteers were part of the MAT Nicaragua Service-Learning team led by Professor Cheryl Kerison, from QU's School of Education who has been leading students to Nicaragua to develop a teacher training for six years.

This project works in conjunction with the Albert Schweitzer Institute's alternative break trip. Under Prof Kerison's guidance the team meets each Sunday starting in October to develop unit outlines and lesson plans in the areas of mathematics, science and language arts in response to conference attendees identified needs. At the conference, Prof Kerison holds a group session with attendees for a day and a half and then the students present their lesson plans in small group sessions. Supplies that have been fundraised are provided to attendees, including materials to complete lesson plans (fraction kits, books, flash cards, etc) and basic school supplies (pens, pencils, notebooks, etc).

In 2010 Prof Kerison and her team presented to sixty teachers. By authorization of the government district schools close so that all teachers may attend the conference, which was also attended by two delegates from the Ministry of Education. QU is the only outside entity permitted by the Nicaraguan government to provide training to teachers in Nicaragua.

Chantal Krcmar, Three Rivers Community College

Professor Chantal Krcmar is an outstanding leader in community service development at Three Rivers Community College. Living a life of service comes naturally to Chantal and she selflessly gives her time, talent and resources to benefit the experience of our students.

Chantal was inspired to a life of service by her parents. Her father was a refugee from behind the Iron Curtain, so he knew hardship, and her family knew of it through him. Her parents helped as many people as they could (whether they were refugees, homeless people, prisoners, elderly shut-ins) and they encouraged her, mainly by example, to do the same. She sees community service as a duty, a responsibility and a privilege. She wants to pass this privilege on to her students as her parents passed it to her. "Our lives are so inter-connected. Sometimes we are those who need help; sometimes we are those who can give help. Community service is a win-win situation. It strengthens communities, helps people feel bonds in an increasingly lonely and splintered world, gives needed service to folks experiencing hard times, and empowers people who can give them the help they need. We can sit around moping about-- or ignoring-- all the problems of the world, or we can do something to help affect critical change and progress. Besides all the lofty ideals of community service, there is one more thing: it is just plain fun. Dealing with very difficult and miserable situations (i.e. homelessness in the Lower 9th Ward of New Orleans) is of course very sad. But the work itself, whether we are cooking a meal, rebuilding a house, playing with a child starved for affection, or whatever, is fun and fulfilling."

The college has been transformed by her passionate desire to make a difference and help others. A list of her accomplishments includes: founded and organized three New Orleans Reconstruction trips for student volunteers (this is funded strictly through fundraising and Chantal does not receive any remuneration); revived the service learning course; chair of the service learning committee for the past three years; coordination of a VISTA volunteer who is our Service Learning Coordinator; provided a service component for her Social Science Department Retreat by organizing them to go to St. Vincent de Paul Place to do service work at the facility; and our first MLK 1st Annual Day of Service. She also founded and is the advisor of the Amnesty International Club, a group that does many awareness activities about human rights issues, as well as head up campaigns to help prisoners of conscience. All of Chantal's classes have the option of doing a service learning project in the community, and it is mandatory in her social problems class.

Chantal tries to live her life so aptly put by Albert Schweitzer, "I have always held firmly to the thought that each one of us can do a little to bring some portion of misery to an end." She certainly inspires others to follow that thought.

Hannah Moeckel-Rieke, Norwalk Community College

Hannah Moeckel-Rieke has been a Service-Learning faculty member since the program inception in Sept 2007. Hannah offers Service-Learning in her ESL 152 (Reading/Writing V) course. During her involvement Hannah has supported twenty-five students in this endeavor. These students have provided approximately 500 hours of service in a variety of community organizations. Some of the community placements were:

- Family and Children's Agency
- Norwalk YMCA
- Stamford Hospital
- Elderhouse
- Yerwood Center

Quote from community partner regarding student Service-Learning: "Service-Learning students brought a level of energy, enthusiasm and fresh ideas that were appreciated by both staff and client."

Service-Learning is a process that links academic learning and community participation. The goals of Service-learning are generally to:

- facilitate the development of effective community participants;
- teach academic content in an applied, experiential and reflective manner, and
- contribute to the community in ways that build on community identified assets and strengths and address community needs.

Hannah offers Service-Learning as an option in her course. Through Service-Learning, Hannah is facilitating students in giving a useful service to the community while also meeting her course goals and objectives. She feels that giving the students a chance to get hands-on experience in a career field, geographic location or with a population they are interested in working with in the future is a wonderful learning opportunity. Hannah takes a personal interest in each one of her students and will assist in any way to ensure they succeed in this program. She demonstrates outstanding achievement in connecting learning with community service through reflection essays, e-portfolio and class presentations.

Hannah develops the students' leadership and citizenship skills through this innovative program. One student who provided 20 hours of service at an adult day care said, "It was not just professional experience, in the meaning of which most people have it, it was something that I needed; something that convinced me that nursing was the right choice for me."

In addition, Hannah presented at the Conference on College Composition and Communication on the benefits of offering Service-Learning in her courses. She is an active member of the Norwalk Community College Service-Learning Advisory Committee. Hannah has gone above and beyond to help her students, Norwalk Community College and the community.

Rebecca Townsend, Manchester Community College

Students learn especially well through activities that engage them directly. Academic engagement with the community is a natural fit, since we know that our students are direct links to the community. This is especially true at a community college level where students for the most part still reside in their neighborhoods. They have connections and resources that are hot commodities to regional planners who are looking to learn about diverse community needs. With this in mind, Manchester Community College Communications Professor Rebecca Townsend organized a special community service project in partnership with the Capitol Region Council of Governments (CRCOG).

CRCOG wanted to learn about ideas and opinions youth, minorities, and individuals with low incomes from this region have regarding transportation needs. The information that students gathered will help to further develop and address issues of transportation in the greater Manchester Area. This in turn will help create more access to resources in education and employment in area that need for transportation. "Safe, reliable transportation is something everyone needs; from cars to sidewalks, buses to trains. Some CT residents have choices in transportation; others do not. Whether or not we rely on public transportation systems, all of us benefit from lower pollution and less traffic that fewer cars on the roads brings. Too often, the voices of people who rely on public transportation go unheard, and a system designed to help the public is less connected to the public's needs."

CRCOG partnered with MCC students to increase public participation in the planning processes. Over 40 students participated as "Assistant Researchers for the Federal Transit Administration's Public Transportation Participation Pilot Program" (FTA-PTP). At the end of this community service project, students felt a level of pride in their education that they had not anticipated. Students' involvement in this type of project helped them feel more ownership, not only in their learning but their increased participation in being a community partner by seeing first hand community needs related to transportation with underserved populations.

Working together in research teams, they connected first hand with community organizations and people, to learn about transportation issues relevant to people's needs. They led meetings outside the classroom in their communities that featured a discussion and survey about transportation. Participants were able to get to the meetings because the location was one where they are familiar. They had trust in the student leaders, since many of the students shared a connection with the organization. Discussions were very free-flowing and provided a great deal of information that planners have found of use. Participants enjoyed the opportunity to share their needs with people they could trust. Also, many students have asked to be connected to this semester's students so that they can continue their involvement in the project. The program is expanding to include classes in American Government, Environmental Science, and Community Engagement.

Nanette Tummers, Eastern Connecticut State University

Service-learning is an integral component of Dr. Nanette Tummers' teaching and research. For the past five years, Dr. Tummers has had a history of significant impact on the lives of young women in Willimantic through coordination of a stress management workshop and mentoring program called "The Sisterhood Project".

In the program, at-risk high school girls from a residential treatment program at Natchaug Hospital have been connected with female students from Eastern in an 8-week per semester program. The program consists of mentoring and social/emotional development experiential activities for the "Big Sisters" and Little Sisters" to experience together. Each session begins with a discussion and a journal question and is followed by an activity that focuses on stress management, trust building, and team building. Activities include yoga, meditation, working with a massage therapist, and art therapy. The program has been a resounding success and Dr. Tummers has done so with great commitment and energy. Both the young girls and the Eastern students learn so much from the program, including how to deal with school pressures, family pressures and social pressures. The at-risk youth build trust and friendship with an older girl, which helps them to build resiliency. The culminating experience of the project is the graduation ceremony where the "littles" and the "biggs" celebrate the accomplishments of their time together with photojournals, heartfelt letters, and memories to last a lifetime.

Despite a full teaching load, Dr. Tummers continues to keep her commitment to the young women in our community. Reflections from the youth have demonstrated growth and empowerment through having someone who respects and listens to what they have to say, as well as helping the girls to see college as an option in their futures. The college students grew from the experience as well through fostering positive relationships, experiencing the power of serving and building community. This program has been sustained through Dr. Tummers' tireless efforts, and she serves as a role model to students, staff and faculty.

Julia Yakovich, University of Connecticut

Julia Yakovich, Service-Learning Program Coordinator at the University of Connecticut, consistently provides learning opportunities to students outside of the University's walls. She challenges the expectations of students and forces them to think beyond their surroundings, to understand the complexity of the issues that afflict the community. Julia is adept at identifying unique and valuable opportunities to connect students to their community, aligning the needs of the student with the needs of the community for mutual benefit.

One example of Julia's ability to create symbiotic relationships is her Alternative Spring Break which she offers to all University of Connecticut students at all levels. With her 2010 Alternative Spring Break entitled "Accessing Food for the Table," Julia brought 20 University of Connecticut students into the Hartford area for a variety of activities and lessons surrounding access to food. Over two days, her program covered topics such as food security, hunger, sustainable gardening, nutrition and equality of food distribution. By partnering with a myriad of organizations from Foodshare to Billings Forge Community Works to Mercy Housing Shelter, Julia designed a program that began with theory and moved into practice, connecting the principles behind food production and availability to the tactile exploration of local food. The students were presented with what it means to be hungry with a role playing activity, Hunger 101, which demonstrated the difficulty surrounding access to food. Acting as people who deal with food scarcity daily due to monetary limits, the students began to see the layers of difficulty that surround food access and how hunger becomes a part of existence for many people in the Hartford area.

After learning about hunger, the students traveled to Foodshare's warehouse where they saw the inner workings of a large food bank. The students then followed one of the recipient organizations of Foodshare's supplies, Hyacinth Williams Foundation for Children, to see how the donated food was used. Tracking the trail, the students packed backpacks for Hyacinth Williams' Backpack Program, which provides food for the weekend for Bloomfield students whose families cannot afford to purchase food. From there, the students divided up to complete a diverse set of service projects, from cleaning gardening beds with Grow Hartford to providing assistance at Mercy Housing Shelter.

At the end of the two-day Alternative Spring Break, Julia asked orated reflection into the experience, having the students discuss what they learned and the importance of food access. Further, Julia has kept in touch with the students who participated, continuing to build on their relationship with food and hunger and emphasize the need for greater food security in the Hartford area. Her vision and passion aligned to create a memorable and valuable experience for not only the University of Connecticut students, but also for the Hartford area community.

Virginia Yoder, U.S. Coast Guard Academy

The Coast Guard Academy cadet community service program is coordinated by a group of approximately 40 cadets led by a permanent staff member, Senior Chief Virginia Yoder who provides overall oversight and management. While each semester a new group of cadets is put in place to run this department, Senior Chief Yoder provides the continuity, leadership, and corporate knowledge necessary to ensure this program is successful each semester.

Through exceptional planning and foresight, Senior Chief Yoder has been able to develop a system that provides cadets with numerous opportunities to participate in community service despite the cadet's demanding and very compressed schedule due to academic, military and other obligations. Working in this capacity, Senior Chief Yoder has demonstrated an outstanding ability to motivate cadets towards pursuing opportunities for service to the community and has established an excellent rapport with many local service organizations during her tenure such as Big Brothers Big Sisters, Habitat for Humanity, area retirement homes, and local schools, to name a few. Senior Chief Yoder is directly responsible for providing the neighboring community with dedicated, hard working cadets, who are committed to a career of service. During the Spring and Fall semesters of 2010, the Corps of Cadets completed over 13,000 hours of community service which is over a 60 percent increase in the total number of hours completed the previous year.

In addition to her leadership of the cadet community service program, Senior Chief Yoder has played an integral role in providing opportunities for Academy staff members to take part in community service. Most recently, she planned and coordinated the efforts of a group of senior enlisted personnel and their participation in the United Way's "Day of Caring" program with the Salvation Army in which Academy staff/faculty assisted with the preparation of food donations.

Senior Chief Yoder's efforts are exemplary as they have provided much needed help throughout the Academy's surrounding communities and are critical to instilling the concept of a lifetime of service in the Coast Guard's future leaders.