

Campus/Afterschool partnerships

Partnership 1:

Site: Plover Boys and Girls Club

Partnership: UW-Stevens Point

Program Overview: Service-Learning Course: Developmental Psychology has spent the last several semesters working with the Plover Boys & Girls Club to facilitate Power Hour (homework time) and other educational activities. Students in this class have started a dance club, a creative writing club, a chess club, and other activities. This semester they had have a student interested in doing gymnastics with the youth there as well.

Partnership 2:

Site: Cass Street; Fernwood Elementary; Summit Educational Program; Urban Underground; Pierce Elementary; 21st Street School; YMCA Project Excel; Milwaukee Education Center; Alliance High School)

Partnership: UW-Milwaukee

Program Overview: America Reads America Count Tutoring Program

America Reads is a national tutoring program model-(Additional Information accessible at: http://www.ed.gov/inits/americanreads/coluniv_fws.html)

Excerpt about America Reads Count Tutoring Program: "Beginning July 1, 2000, an institution(college/campuses receiving federal work study funding) is required to use seven percent of the total amount of the FWS(federal work study) funds to compensate students employed in community service activities."

The UWM Center for Volunteerism & Student Leadership (CVSL) works to promote volunteerism and effective leadership on the UWM campus and in the community. CVSL coordinates many UWM programs related to civic engagement, service, and leadership; including the America Reads Program. After placement at a school, college students will become tutors, mentors, and positive role models for the children they work with.

Partnership 3:

Site: Middle and High schools throughout Madison, Sun Prairie, and Verona(Middle and High Schools of Hope.)

Partnership: The Madison Campus Community Collaborate (MCCC) is a partnership between higher education institutions (Edgewood College, UW Madison) and community organizations (Urban League of Greater Madison, YWCA Madison, Centro Hispano). The MCCC partnership represents the interests of its community by providing a broad spectrum of services to families and children aimed at alleviating poverty.

Program Overview:

The placement of 291 long-term tutors in 12 middle and high schools throughout Madison, Sun Prairie, and Verona in 2007, over 70% of which were university student volunteers.

The involvement of 20 service-learning and practicum programs from the higher-education institutions, 8 of which are service-learning courses.

The providing of resources and volunteers for specific programs needs, such as bilingual volunteers, role models from student organizations, and support on service-learning and volunteer management.

Partnership 4:

Site: Afterschool sites

Partnership: University of Hartford

Program Overview: This program has been running for 18 years as Afterschool programming as service-learning. They specialize in literacy tutoring, educational coaching (study Skills, and e-tutoring in math/science. Students in Math/science log on in the evening to assist with public school students' questions. The Ed Coaches work with students in middle school, and the literacy folks (ed majors) work with literacy in their Reading Clubs.

Partnership 5:

Site: Afterschool Site

Partnership: University of Massachusetts – Amherst

Program Overview: A new service-learning Afterschool program, through the Office of Community Service Learning at UMass, called Kids/College. This is the first semester they are running this, with the idea that they are building a continuing relationship.

The program is designed to bring attention to access to college issues, particularly in relation to young people (in this case, 3rd graders in the school who are primarily low income ELL students) who might not imagine college to be on their horizon. The program has a focus on enrichment and literacy, and we are working closely with the Vice Principal and the teachers to design a program that is truly collaborative, that is, bringing in the resources of the local university and involving the leadership and expertise of the teachers and Vice Principal. They have designed a service learning course to compliment and staff the program, and again, the curriculum focuses on access to college issues, diversity issues, and provides a fundamental service learning framing of issues that are connected to entering a community.

Partnership 6:

Site: Extensive programs in the Afterschool hours at a number of schools in west Philadelphia, their neighboring community.

Partnership: The Netter Center for Community Partnerships at the University of Pennsylvania.

Program Overview: They the 21stCentury Community Learning Centers and Beacons (City funded) that engage student K8 and in high school. Penn students are involved as America Reads tutors, through academically based community service courses and as volunteers. They also include a nearly 100 high school internships, many of which work with the Afterschool programs.

Partnership 7:

Site: Providence Afterschool Alliance(PASA)

Partnership: Providence College (PC)

Program Overview: The College has integrated PASA's skill building, cultural, and social after-school activities with its own community service curriculum development. This kind of public service commitment has become a core element of PC's service learning academic programs.

Through PASA's partnership with Providence College, middle school students often connect in meaningful ways with the college students who assist in the after school programs. This personal bond provides guidance for many of these middle school students at a critical age. The everyday recognition and interaction with the youth creates a positive experience for PC's students, on and off campus.

Partnership 8:

Site: 10 schools in the Portland Public School System (2 high schools and 8 K-8 schools which feed into these high schools).

Partnership: Portland State University-Community-University Partnerships

In September, their office was granted \$100,000 to start an after-school program that focused on leadership development, community engagement, and service learning. The result was a program they are calling Educate, Dream, Give: Empower (or EDG:E). EDG:E is an after-school leadership and service club at 10 schools in the Portland Public School System (2 high schools and 8 K-8 schools which feed into these high schools). In short, Portland State students work with high school students who then work with K-8 students to identify critical issues in their community and develop service projects that address these issues.

Partnership 9

Site: Boys and Girls Club

Partnership: St. Norbert College

Program Overview: St. Norbert College brought youth from Boys and Girls Club and middle school for day event at St. Norbert College. Speakers highlighted study abroad experiences, tour of campus and get youth to think about college and what they can start to do in High School.

Partnership 10:

Site: Afterschool Programs in Kearney, Nebraska

Partnership: University of Nebraska-Kearney

Program Overview:

About 30 of their Teacher Education (TE) students here at the University of Nebraska Kearney are assigned to 5 different sites, which host after school programs here in Kearney, to complete their service-learning experience requirement for entrance into Teacher Education. Students have specific learning goals and complete reflection activities associated with their service-learning experiences. TE students spend time helping students complete homework and serve as role models and companions for the youth in attendance. Since they have this large number of University students involved in working with the after school program, and the Director of the program needs help in managing, assigning and monitoring the students in their service-learning experiences, they are partnering with the RSVP program here in the community to provide senior/retired volunteers to assist the Director of the Program with the logistics of the program. Eventually they plan to have their Teacher Education students leading service-learning projects with the after school students as a way to strengthen their skills and understanding of using service-learning as a method of teaching in their future classrooms.