



# THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

## President's Higher Education Community Service Honor Roll Application

**Program Purpose:** The President's Higher Education Community Service Honor Roll recognizes higher education institutions that reflect the values of exemplary community service and achieve meaningful outcomes in their communities. The Honor Roll is part of the Corporation for National and Community Service's strategic commitment to engage millions of college students in service and celebrate the critical role of higher education in strengthening communities. Presidential Awards are made for General Community Service and for service in the Special Focus area identified in this year's Application Guidance.

**Uses of information:** Information provided in the "exemplary project" descriptions may be published in connection with the Honor Roll on the Corporation for National and Community Service (CNCS) website. Information provided by this collection will be held solely by CNCS staff.

Required fields are marked with a red asterisk (\*)

### Institutional Information

Institution of Higher Education:	Muhlenberg College
	<i>(Official institutional name, as you would like it to appear on the Honor Roll Certificate and in the Program Book)</i>
Name of chief executive officer:	First name: Randy
	Last name: Helm
	Title (President, Chancellor, other): President
Institution Address: <i>(List the school's mailing address used for receiving UPS packages. UPS generally does not deliver to a PO Box except in rural areas)</i>	Street Line 1: 2400 Chew St.
	Street Line 2:
	City: Allentown
	State: Pennsylvania
	ZIP: 18104
	Phone:
	Fax:
	Email Address: bhalpern@muhlenberg.edu
Name of Person Submitting Application:	First name: Beth
	Last name: Halpern
	Department / Community Engagement



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	Office:	_____
	Email Address:	<u>bhalpern@muhlenberg.edu</u>
Mailing Address:	Street Line 1:	<u>2400 W. Chew St</u>
	Street Line 2:	_____
	City:	<u>Allentown</u>
	State:	<u>Pennsylvania</u>
	ZIP:	<u>18104</u>
	Phone:	<u>(484) 664-3125</u>
	Fax:	<u>(484) 664-3107</u>
	Email Address:	<u>helm@muhlenberg.edu</u>
Campus Service Coordinator:	First name:	<u>Beth</u>
	Last name:	<u>Halpern</u>
	Department / Office:	<u>Community Engagement</u>
	E-mail address:	<u>bhalpern@muhlenberg.edu</u>
Contact Person Address:	Street Line 1:	<u>2400 W. Chew St</u>
	Street Line 2:	_____
	City:	<u>Allentown</u>
	State:	<u>Pennsylvania</u>
	ZIP code:	<u>18104</u>
	Telephone:	_____
	Fax:	_____
	E-mail address:	<u>bhalpern@muhlenberg.edu</u>
Institution's code	IPEDS (6 digit)	<u>214175</u>
	and 8-digit OPEID number	<u>00330400</u>
Total student enrollment (graduate and undergraduate, full and part-time):	<u>2225</u>	_____
Employee Identification Number (EIN):	_____	
Institutional type (Check one):	<input type="radio"/> Two-year public <input type="radio"/> Two-year private	
	<input type="radio"/> Four-year public <input checked="" type="radio"/> Four-year private	
	<input type="radio"/> Graduate students only, public <input type="radio"/> Graduate students only, private	



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Other (please describe)

Please describe: \_\_\_\_\_

Please indicate if your college or university is a:

- Alaska Native Serving Institution
- Asian American and Pacific Islander Serving Institution
- Hispanic Serving Institution
- Historically Black College/ University
- Native Hawaiian Serving Institution
- Native-American Serving (Non-Tribal) Institution
- Predominately Black Institution
- Predominately Minority Population Community College
- Tribally Controlled College/University

Is your Institution religious or faith-based?

- Yes
- No

Have you ever been a member of the Honor Roll?

- Yes
- No
- Don't know/ data not available

If yes, have you ever emphasized in your marketing materials (website, brochures, etc) membership on the Honor Roll?

- Yes
- No
- Don't know/ data not available

How did your institution learn about the Honor Roll



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program? (Check all that apply):

- ACE Annual Meeting
- CNCS's letter to higher education chief executives
- Media advertisement
- Media news story
- National Conference on Volunteering and Service
- Other
- Outreach (website, newsletter, etc.) by CNCS or its programs
- Outreach by another higher education organization
- Outreach by Campus Compact

## Definitions

Community service means activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning, co-curricular service-learning (not part of an academic course, but utilizing service-learning elements) and other co-curricular student volunteer activities, as well as Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank). Academic service-learning means: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.

CNCS programs include: AmeriCorps\*VISTA, AmeriCorps\*State and National, AmeriCorps\*NCCC, Learn and Serve America, and Senior Corps.

Academic term means quarter, semester or trimester.

\*\*\*\*All estimates requested in this application are for the 12-month period ending June 30 of the Honor Roll year\*\*\*\*

### **Institutional Commitment to Service Statement**

**Describe** your institution's commitment to service; provide the background and context of this commitment and brief, varied examples of how it is demonstrated on campus and in the institutional culture. This is your opportunity to explain the culture of service that exists at the institution and the impact that this culture has on the community.

This statement **MUST** include:

- Detailed discussion of the institutional commitment to service, including:
  - Explanation of the commitment of institutional resources to support service
  - Brief examples of this institutional culture of service as it is integrated into campus activities;
- Explanation of how that institutional commitment is implemented in the campus culture, academic programming and extracurricular activities;
- Discussion of the impact and effect of this commitment to service in the community; and
- Description of the conditions in the community that drove your institution to engage in service.

From the mission of Muhlenberg College to develop "independent critical thinkers.... equipped with ethical and civic values, and prepared for lives of leadership and service" to an institutional commitment to community engagement, the College values its



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symbiotic relationship with Allentown. Allentown is the 3rd largest municipality in the state of Pennsylvania whose population faces particular challenges due to the socioeconomic realities of a post-industrial community including unemployment, lack of access to resources and a large population of immigrants speaking English as a second language. Immigrant communities are an asset to our community, but socioeconomic struggles create unique challenges in terms of youth development and supporting a healthy community. Muhlenberg faculty, staff and students deepen and strengthen community partnerships in myriad ways to positively impact communities. The Office of Community Engagement (OCE) provides a central location on campus for coordinating service-learning, community-based work-study, weekly volunteer programs, social justice/civic clubs, AmeriCorps Scholars in Service, Civic Fellows, community-directed research and community events. Community engagement activities, however, occur across campus in many spheres of the College from religious life to the natural sciences. Muhlenberg's permanent operating budget includes allocations for community engagement with resources utilized for operation of the OCE, 4 summer camps for community participants, the Lehigh Valley Research Consortium, Healthy Youth Peer Education Program and the Institute for Jewish-Christian Understanding. Presence of local community members at Muhlenberg is encouraged through space utilization, in-kind donations, concerts/events/speakers and access to campus resources like the library. Over 30 institutional scholarships for students recognize community engagement activities, and the College hosts a variety of celebrations and awards related to community work. Faculty and staff are encouraged to participate in community engagement activities through paid time-off and verbal support; and students, faculty and staff together volunteer for several community engagement events during the year including campus-wide blood drives, Jefferson Field Day and "College Connect" visits. From administrators' public addresses to guided student tours, the institution's focus on involvement with local communities is clear. During the 2011-2012 academic year, 390 students participated on a weekly basis in 20 student-led community-based programs. Campus philanthropic efforts raised more than \$70,000 for community organizations. Twenty-eight service-learning classes across a variety of disciplines brought together community organizations/members and students in collaboration to accomplish community-identified goals and needs. After each event, program, class and/or project, constituent assessment (written & verbal) collected through OCE allowed for all those involved to determine future directions for programs, projects or courses, engage in joint goal setting and evaluate and address successes/challenges. Assessment data indicates that partnerships with Muhlenberg create multiple impacts in communities including increased socialization for seniors, increased physical activity for youth, opportunities for connection with people in hospice care, assistance with homework for youth, access to resources and grant assistance amongst other things. The depth of Muhlenberg's partnerships and the institutional commitment to engagement allows for strong community impact within Allentown communities.

## Apply for Competition

Which competition is the institution applying for?

- General Community Service
- Special Focus Area

Sub-Category

- Promise Neighborhoods
- Summer Learning
- Innovations in Early Childhood Education



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## Definitions:

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**Scope** assesses the breadth and depth of the project. Factors include: number of students serving (relative to school size), time dedicated to service, institutional staff support, participation and time committed, expertise utilized, collaboration with other organizations, leveraging of college or university, and community resources, and innovative use of creative solutions to address local problems.

**Evidence of Project Effectiveness** includes the estimated number of individuals served, and measurable effects of service in the community (e.g., number of houses cleaned, renovated, built, etc.).

**Impact on Community** describes either short - or long - term benefits of the service to the community. The project will be assessed on the evidence provided to demonstrate measurable impacts on the community.

**Required fields are marked with a red asterisk (\*)**

## General Community Service: Exemplary Project Descriptions

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## Project 1

Project title College Access - Exposure for Allentown Youth

In this section, select one (1) service project that best exemplifies the "Institutional Commitment to Service Statement." This section provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to service, and the impact of this service in the community

The project selected for this section should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
  - Who from your institution participates in the service (faculty, teachers, students, etc.);
  - Who benefits from the service;
  - Detailed evidence, including quantification, and description of the project's benefits to the population served; and
- Clear connection to the Institutional Commitment to Service Statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective;
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service);
- Collaborations with community agencies, including K-12 schools; and
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Faculty, staff, students and local organizations partner regularly to increase youth academic achievement and vision for the future. The College focuses on consistent relationships through weekly opportunities and on breadth of impact through one-time experiences intended to reach children with limited knowledge of College. Student volunteers worked with kids in 9 weekly programs every day of the week helping with homework, engaging in community projects, encouraging active lifestyles and talking with older youth about the college application process. Federal Work-Study and 2 AmeriCorps members also supported youth-related organizations, while 2 Summer Service Fellows worked 700 hours with local kids and 4 summer-intensive experiences brought youth to the Muhlenberg campus. Over \$6,500 worth of gift donations continued a 10+ year partnership with local family service organizations. A total of 9 schools and 16 youth-serving agencies partnered with the College - each producing different mutually beneficial outcomes. Youth involved with the College demonstrated decreased bullying, increased reading/math test scores, decreased recidivism, increased self-esteem, weight loss and strengthened understanding of future career and educational possibilities.

Implemented as a year-long initiative in 2011-12, College Connect brought elementary school children to Muhlenberg's campus for a full-day college experience. Over 7 visits, more than 350 3rd-5th graders researched in the library, experienced science, improvised with theatre games and exercised in the Life Sports Center. Through these activities Muhlenberg students, staff and faculty talked with the youth about future opportunities and what they might like to do when they are older. Teachers reported that College



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Connect participants continued to discuss the visit to Muhlenberg and their desire to attend college long after the initial visits, and Muhlenberg participants remarked how much they learned from the children.

Participating students	Number:	<u>820</u>
	Service hours:	<u>7859</u>
Participating faculty/staff	Number:	<u>83</u>
	Service hours:	<u>3601</u>
Estimated Number of Individuals Served		<u>3824</u>

Evidence of Project  
Effectiveness:

- Economic Opportunity
  - Houses built \_\_\_\_\_
  - Meals served \_\_\_\_\_
  - Hours of job training and support provided \_\_\_\_\_
  - Other \_\_\_\_\_
- Education
  - Students tutored/mentored 524
  - Students assisted in undertaking service-learning 12
  - Books read 295
  - Other \_\_\_\_\_
- Environment
  - Community gardens built \_\_\_\_\_
  - Streams monitored/remediated \_\_\_\_\_
  - Bags of garbage collected \_\_\_\_\_
  - Cans and bottles recycled \_\_\_\_\_
  - Other \_\_\_\_\_
- Health





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- Number of people provided with health screenings \_\_\_\_\_
- Nutrition/healthy living lessons taught 79
- Other \_\_\_\_\_
- Veterans and Deployed Personnel \_\_\_\_\_
- Veterans assisted with reintegration into the community \_\_\_\_\_
- Military families assisted \_\_\_\_\_
- Other \_\_\_\_\_
- Other \_\_\_\_\_
- Interfaith Engagement \_\_\_\_\_
- Number of students who learned something new about a denomination, religion, or secular perspective different than their own \_\_\_\_\_
- Number of students who committed to participating in future interfaith events \_\_\_\_\_
- Number of the above students who were first-time participants of an interfaith event \_\_\_\_\_
- Number of students who met and/or worked with some one of a different denomination, religion, or secular perspective \_\_\_\_\_
- Number of students who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own \_\_\_\_\_
- Interfaith Engagement Story: Share one student participant story that best encapsulates the positive attitude toward diversity on religious matters among your student participants. (250 word limit)



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## Project 2

Project title Community Health & Resilience

In this section, select one (1) service project that best exemplifies the "Institutional Commitment to Service Statement." This section provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to service, and the impact of this service in the community

The project selected for this section should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
  - Who from your institution participates in the service (faculty, teachers, students, etc.);
  - Who benefits from the service;
  - Detailed evidence, including quantification, and description of the project's benefits to the population served; and
- Clear connection to the Institutional Commitment to Service Statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective;
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service);
- Collaborations with community agencies, including K-12 schools; and
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

The College contributes to Allentonians physical and mental health in many capacities. Students volunteered weekly at Allentown's Federally Qualified Healthcare Center, visited people in hospice care, organized and participated in blood drives providing 399 people with necessary blood, increased awareness and raised funds related to cancer, encouraged healthy lifestyles through fitness programs and a community garden and worked with local people with disabilities. College students also volunteered weekly with a program for adults who are in treatment: serving meals, visiting with members, and partnering in an ongoing philanthropic endeavor. Faculty, staff and students across campus connect in Muhlenberg's community garden, participate in the on-campus blood and food drives and contribute to the College's annual Relay for Life. Focused initiatives partnering with the school district supplement a diminished physical education program, provided a walkability study and bolster city-wide efforts to fight childhood obesity. Family members of people in hospice care have remarked on the value of the students' weekly visits, volunteers with kids who have disabilities allowed for gains in behavior and classroom skills while the Annual Relay for Life raised \$52,600 for the local American Cancer Society. Activities occurred throughout the calendar year and included service-learning classes, community-based research and volunteer efforts impacting participants in myriad ways.



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Participating students      Number:            502  
Service hours:            18489

Participating faculty/staff      Number:            32  
Service hours:            400

Estimated Number of  
Individuals Served            1328

Evidence of Project  
Effectiveness:

Economic Opportunity

Houses built

Meals served

30

Hours of job training and support provided

Other

Education

Students tutored/mentored

Students assisted in undertaking service-learning

Books read

Other

Environment

Community gardens built

Streams monitored/remediated

Bags of garbage collected

Cans and bottles recycled

Other

Health

Number of people provided with health screenings

300

Nutrition/healthy living lessons taught

72

Other



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Veterans and Deployed Personnel \_\_\_\_\_

Veterans assisted with reintegration into the  
community \_\_\_\_\_

Military families assisted \_\_\_\_\_

Other \_\_\_\_\_

Other \_\_\_\_\_

Interfaith Engagement \_\_\_\_\_

Number of students who learned something new  
about a denomination, religion, or secular perspective  
different than their own \_\_\_\_\_

Number of students who committed to participating in  
future interfaith events \_\_\_\_\_

Number of the above students who were first-time  
participants of an interfaith event \_\_\_\_\_

Number of students who met and/or worked with  
some one of a different denomination, religion, or secular  
perspective \_\_\_\_\_

Number of students who experienced a positive  
impact on the way they think about a denomination,  
religion, or secular perspective different than their own \_\_\_\_\_

Interfaith Engagement Story: Share one student participant story that best encapsulates the positive  
attitude toward diversity on religious matters among your student participants. (250 word limit)



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## Project 3

Project title Economy & Environment

In this section, select one (1) service project that best exemplifies the "Institutional Commitment to Service Statement." This section provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to service, and the impact of this service in the community

The project selected for this section should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
  - Who from your institution participates in the service (faculty, teachers, students, etc.);
  - Who benefits from the service;
  - Detailed evidence, including quantification, and description of the project's benefits to the population served; and
- Clear connection to the Institutional Commitment to Service Statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective;
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service);
- Collaborations with community agencies, including K-12 schools; and
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Muhlenberg faculty, students and staff connected to projects for economic opportunity through service-learning initiatives, event participation and volunteerism addressing a number of issues. Students staffed sites of the Volunteer Income Tax Assistance program which completed tax returns for 1,200 households and produced over \$1,700,000 of refunds for local community members while teaching students valuable skills related to tax preparation. A new partnership was forged between a Non-Profit Marketing course and the Literacy Center which supports over 650 adult GED and ESL students. Students researched barriers to volunteering with the organization and reinvigorated existing fundraisers. Student groups also partnered with the City's Main Street District to staff neighborhood festivals encouraging patronage at local merchants. One student led and supervised the City's growers market full-time during the summer months. Other initiatives built homes with and fundraised to assist the local Habitat for Humanity chapter, and contributed to food access through staffing a local pantry and hosting campus drives garnering several thousand pounds of food. Students also teamed-up with faculty and community constituents to produce an ecologically and environmentally sustainable food source through aquaculture. Another new partnership with Allentown's local Farmer's Market more intentionally connected faculty, staff and students to the small business owners housed within the Market.



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Participating students      Number:                      326

Service hours:                      4235

Participating faculty/staff      Number:                      18

Service hours:                      816

Estimated Number of  
Individuals Served                      2533

Evidence of Project  
Effectiveness:

Economic Opportunity

Houses built    1

Meals served    780

Hours of job training and support provided                      \_\_\_\_\_

Other    \_\_\_\_\_

Education

Students tutored/mentored                      \_\_\_\_\_

Students assisted in undertaking service-learning                      \_\_\_\_\_

Books read    \_\_\_\_\_

Other    \_\_\_\_\_

Environment

Community gardens built                      \_\_\_\_\_

Streams monitored/remediated                      \_\_\_\_\_

Bags of garbage collected                      \_\_\_\_\_

Cans and bottles recycled                      \_\_\_\_\_

Other    \_\_\_\_\_

Health

Number of people provided with health screenings                      \_\_\_\_\_

Nutrition/healthy living lessons taught                      \_\_\_\_\_

Other    \_\_\_\_\_



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- Veterans and Deployed Personnel \_\_\_\_\_
  - Veterans assisted with reintegration into the community \_\_\_\_\_
  - Military families assisted \_\_\_\_\_
  - Other \_\_\_\_\_
- Other \_\_\_\_\_
- Interfaith Engagement \_\_\_\_\_
  - Number of students who learned something new about a denomination, religion, or secular perspective different than their own \_\_\_\_\_
  - Number of students who committed to participating in future interfaith events \_\_\_\_\_
  - Number of the above students who were first-time participants of an interfaith event \_\_\_\_\_
  - Number of students who met and/or worked with some one of a different denomination, religion, or secular perspective \_\_\_\_\_
  - Number of students who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own \_\_\_\_\_
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## Definitions:

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Community service means activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning, co-curricular service-learning (not part of an academic course, but utilizing service-learning elements) and other co-curricular student volunteer activities, as well as Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank). Academic service-learning means: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.

CNCS programs include: AmeriCorps\*VISTA, AmeriCorps\*State and National, AmeriCorps\*NCCC, Learn and Serve America, and Senior Corps.

Academic term means quarter, semester or trimester.

Notice: All estimates requested in this application are for the 12-month period ending June 30 of the Honor Roll year.

Required fields are marked with a red asterisk (\*)

## General Community Service: Student Service Estimates

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### Estimate:

- a. The number of students who engaged in academic service-learning. 248
- b. The number of students who engaged in forms of community service not including the students counted in determining a) (unduplicated count). 1054
- c. The total number of students who engaged in community service of any kind (sum of a and b). 1302
- d. The number of students who engaged in at least 20 hours of any kind of community service per academic term. 293
- e. The number of students whose service was supported by one or more CNCS programs. 3
- f. The total number of all community service hours engaged in by the institution's students. 40961





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## Institutional Supports for Service

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1. Is community service or service-learning explicitly cited in your institution's mission statement or strategic plan?  
 Yes       No       Don't know/ data not available
2. Does the institution make internal budgetary allocations to support service?  
 Yes       No       Don't know/ data not available
3. Does the applicant institution have at least one full-time staff member responsible for coordinating student community service or service-learning activities?  
 Yes       No       Don't know/ data not available  
How many? 2
4. Does the applicant institution provide scholarships or other financial rewards to students for community service, such as "matching" the Segal AmeriCorps Education Award?  
 Yes       No       Don't know/ data not available
5. Does the applicant institution offer academic courses that integrate community service with academic content, i.e., academic service-learning courses, as defined above?  
 Yes       No       Don't know/ data not available  
Approximately how many? 25
6. Does the applicant institution require academic service-learning courses as part of the core curriculum of at least one major or disciplinary area?  
 Yes       No       Don't know/ data not available
7. Does the applicant institution reward the use of academic service-learning through faculty promotion and tenure decisions, or by providing awards or professional development opportunities?  
 Yes       No       Don't know/ data not available



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

## Government Supports for Service

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

Muhlenberg College partners with Federal/State government along with the City of Allentown to support community engagement activities physically and financially. A federal appropriation supported the Healthy Youth Peer Education program (HYPE) bringing Allentown youth to Muhlenberg for an intensive year-long experience in youth media. Partnerships with the City of Allentown included ongoing collaborations with departments including: Allentown Health Bureau, Special Events, Parks & Recreation and Community & Economic Development. These collaborations ranged from service-learning projects and weekly programs to full-time summer student employees/interns. City officials partnered with the College to install audio alerting cross walks on campus. This project was supported by an approximately \$80,000 grant awarded to the City. In celebration of Allentown's 250th anniversary, students organized and hosted a festival for hundreds of local residents; the College also hosted the City's celebration of volunteers through the "Cities of Service" initiative. The Corporation for National and Community Service, in partnerships with the Philadelphia Higher Education Network for Neighborhood Development and Pennsylvania Campus Compact, allowed Muhlenberg to host 3 Scholars in Service to Pennsylvania and Community Fellows during 2011-2012 who fulfilled over 900 hours of service throughout the year. State Senator Pat Browne hosted "Senator-for-a-Day" inviting 50+ area high school students to campus to engage in the political process. These are but a few examples of the College's continued conversation with many scales of government to support civic and community engagement, reciprocal partnerships and sustained collaborations between the College and local communities.



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## The Paperwork Reduction Act Statement

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**Public Burden Statement:** The Paperwork Reduction Act of 1995 requires the Corporation to inform all potential persons who are to respond to this collection of information that such persons are not required to respond unless it displays a currently valid OMD control number (See 5 CFR 1320.5(b)(2)(i)).

The President's Higher Education Community Service Honor Roll application is approved under OMB Control #: 3045-0120, expiration date 9/30/2013.

**Time Burden:** The time required to complete collection of information is estimated to average 1 hour per applicant.

**Use of Information:** The information collected constitutes an application to the Corporation for recognition. The Corporation evaluates the application and makes decisions through the review and selection process.

**Effects of Non-Disclosure:** Providing this information is voluntary; however, failure to provide the information is would not allow the Corporation to assess the applicant's request for recognition. In this case, it will not be possible to consider the applicant for inclusion on the President's Higher Education Community Service Honor Roll.

**Privacy Act:** Information provided for this collection may be shared with federal, state, and local agencies for law enforcement purposes.