

Staff Findings  
and Recommendations

Public Higher Education  
Involvement in  
State Urban Issues:  
Appendices

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Legislative Program Review  
& Investigations Committee

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## Central Connecticut State University

Activity/ program/ initiative name	Departmen ts, schools, institutions involved	Activity purpose and goals	Duration activity has existed	Names of community partners	Number of faculty annually involved	Number of students annually involved (approx.)	Number of annual participant s (by city) (approx.)	Funding source(s )	University impact	Communit y impact
Laboratory Experiences	Chemistry Department	Experiential Learning		Sports and Medical Sciences Academy, Naylor, Belizzi, and Kennelly Middle Schools			Hartford (200)	Strategic Planning Grant, UConn School of Medicin e		Experientia l Learning
Design Services	Department of Design	Experiential Learning		Southeastern Regional Action Council (SERAC), Connecticut State University System (CSU), Project for Addictions Cultural Competency Training, Waterford Drug Action Education (WADE), CT Prevention Network (CPN), CT Science Center, American Chemical Society, University Museum Community (UMC) New Britain Collaborative, Community Central	5	25	None	Scholarly Engagement	Promotiona l/design services	
American Voices, a Teaching American History grant project	History Department	Arts/Culture, American history and literacy	2006-2009	Cromwell Public School District, Cromwell, CT; Connecticut Historical Society	2	45	100 (12 central Connecticut school districts)	U.S. Departm ent of Educatio n Teachin g America n History grant	Scholarly Engagement	Educational Enrichment
"CAMPY on Campus"	Department of Mathematic al Sciences	Connecticut Association for Mathematically Precocious Youth. Brings middle school students with a strong interest in mathematics to campus for a day of workshops	2005- ongoing (annual)	Middle Schools include: Windsor, New Britain, Winchester, Granby			100+		Scholarly Engagement	Educational Enrichment
University Singers	Music Department	Partnership with Main Street Singers	2011- ongoing	Main Street Singers	1	19	100	None	Arts and Culture Engagement, Community Building	Arts and Culture Enrichment , Partnership Creation

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Choral Music Methods	Music Department	Coursework field experience, learning partnerships	2011-ongoing	Various local schools. School districts include: Farmington, West Hartford, East Hartford, South Windsor, Plainville, Meriden, Newington	1	12	250	None	Scholarly Engagement	Arts and Culture Enrichment
Free visits to Observatory and Planetarium	Physics and Earth Sciences Department	Shows and observation sessions free and open to the public	2007-ongoing (bi-monthly + special events)				1200 (+ approx. 400 per special event)		Scholarly Engagement	Educational Enrichment
Community-based Experiences	Department of Psychological Science	Students engage in field experiences that serve the community and enhance their classroom learning	20+	Various human service agencies	10	40	300	None	Scholarly Engagement	Social Service
"Improv Olympix" and "Laugh with Purpose"	Theater Department	Students from CCSU Improv Club mentor and train high school improv groups leading up to competition. Winners perform during "Laugh with Purpose" fundraiser	2010-ongoing (annual)	Open to all Connecticut High Schools. Participants have included New Britain, Windham, Avon, Northwest Regional	2	10	50 (10-15 per participating school)	SGA	Arts and Culture Engagement	Arts and Culture Enrichment
VITA	Accounting Department	Accounting Society Students provide free tax assistance for elderly and low-income individuals	3	Human Resources Association of New Britain	1	5	100-150 New Britain Residents	HRA of New Britain	Scholarly Engagement	Social Service
Travelers EDGE Program	Department of Management and Organization	Educate and support underrepresented middle, high school on their way, and once admitted, to CCSU students in the Hartford area with an interest in entering the insurance and financial service industries.	2010-ongoing	The Traveler's Companies Inc.	2	16	50 New Britain and Hartford students	Traveler's EDGE	Partnership Creation, Increased Enrollment, Scholarly Engagement	Partnership Creation, Educational Attainment, Educational Enrichment
Community-based Courses	Department of Management and Organization	Business courses focus on real world experience. Students interface with community members and business owners	2008-ongoing	The New Britain Downtown District, The New Britain Chamber of Commerce	1	50		None	Scholarly Engagement	Partnership Creation
Naylor/CCSU Supervised Family Therapy Program	Department of Counseling and Family Therapy	Graduate students provided in-school family therapy as part of coursework and licensure requirements.	4 years	The Naylor/CCSU Leadership Academy	3	10	100+	SEPS/MFT faculty and NCLA School Psychologist co-supervise (time/salary).	Licensure authentic co-supervised field site. Ongoing collaboration/connection with diverse urban community.	Year-round free school/community-based individual and family counseling services.
Supervised Outpatient Clinics	Department of Counseling	Students ran out-patient clinic under faculty supervision	2008-2012	Klingberg Family Center				None		

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	and Family Therapy									
Health Screenings	Nursing Department	Nursing students provide health screenings for New Britain residents.	2011- ongoing	Community Central and The Friendship Center	10	84	200 New Britain patients seen	University Grant	Scholarly Engagement	Health Education Service
Central Connecticut Writing Project	Department of Reading and Language Arts	Teacher development program to improve students' writing across all subject areas	2005-present		2	15-20	50-100	NWP 2006- 2012	Professional Development in Summer and Fall Institutes	Educational Enrichment , Mentoring
Literacy Center	Department of Reading and Language Arts	Free remedial reading and language arts services to students, grades 1-12 on a one to one basis	1970's	School Districts of New Britain, Plainville, Waterbury, Winsted, Hartford	1	24	48	none	Partnership Annually renewed, authentic experimental learning	\$96,000 annual free tutoring by certified teachers
Parent University	Department of Reading and Language Arts	Professional development classes for parents		The Consolidated School District of New Britain	1	30	50-100	\$3500 annual district support	Social Service, Professional Development, Educational Enrichment, Partnership Creation	Educational Enrichment
Mobilizing Malikowski Circle: Engaging CCSU Social Work Students & New Britain Residents in Community Change	Department of Social Work	Students actively engage in mobilizing residents of local housing project, "Malikowski Circle," and those serving them	2008-2010	Human Resources Association of New Britain, Malikowski Circle	1	40		None	Scholarly Engagement, Experiential Learning	Social Service
Naylor/CC SU Leadership Academy: A Professional Development School	School of Education and Professional Studies licensure programs	Teacher Candidates from all levels of the certification programs plus students from Marriage & Family Therapy, Nursing, Ed Leadership, Special Education, & Reading are involved in virtually all classrooms at the school, university classes meet on site and CCSU students and faculty from the wider university community	1998- ongoing	The Naylor/CCSU Leadership Academy: A PK-8 neighborhood school in Hartford Public Schools	University Facilitator + multiple SEPS faculty	200+	800+	SEPS University Facilitator or load credit plus various CCSU	Scholarly Engagement, Experiential Learning	Educational Enrichment , Arts and Culture Enrichment , Mentoring, Teacher PD, shared

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Partnership		participate in joint projects and events. Pre-professional and ongoing professional development.						internal grants, IMRP funds, Research Reassigned Time, periodic state and federal grants		prep/support of urban educators and school/community-based professionals. Local workforce development.
Academic Year Internship Program	Department of Biomolecular Sciences	Engage Pathways-Senderos students in scientific research with university mentors	2008-ongoing	Pathways-Senderos	3	12	10		Scholarly Engagement	Educational Enrichment, Mentoring
Go for Aerospace!	Engineering Department	Program for high school juniors with math and science strengths to learn about aerospace engineering	2009-2011	Minority and low-income high school students in Connecticut	5		40	NASA		Educational Enrichment
University Museum Community Collaborative	Campus-wide	Collaboration between New Britain and CCSU to engage students and community members in reflecting on important issues in the community	2007-ongoing (biannual)	The New Britain Museum of American Art, The City of New Britain, The Consolidated School District of New Britain, The Boys and Girls Club	50	500	800	Internal funding	Arts and Culture Engagement, Community Building, Scholarly Engagement	Arts and Culture Enrichment, Fundraiser, Partnership Creation
Connecticut Collegiate Awareness & Preparation Program (ConnCAP)	Office of Academic Affairs	Assist students to complete high school and enroll in post-secondary education	20+	New Britain Schools, Travelers EDGE, Community agencies and New Britain Public Library and CCSU's Departments	Teaching faculty 11 and 4 full time ADM & Secretary	132	120 (New Britain)	State Funded Dept. Of Higher Education	Educational Attainment, Recruitment of Diverse Population	Educational Enrichment, Enhancement of College Awareness

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Mural Projects	Community Central, Art Education Department , Department of Design	Large-scale artworks in local schools as means to express and explore issues of health, society, environment, and sustainability	2011- ongoing	Consolidated School District of New Britain	3	10	Varied	Alumni grant, AmeriC orps	Scholarly Engagement	Experientia l Learning, Arts and Cultural Enrichment
48-Hour Mosaic	Community Central, Art Education Department , Department of Design	Community engagement and empowerment in creation of public art piece	June, 2012 (similar projects will follow)	The New Britain Arts Alliance, The City of New Britain, Consolidated School District of New Britain, The YMCA, The Boys and Girls Club, The New Britain Downtown District, North-Oak NRZ, The ReConnstruction Center, Local artists, The Art League of New Britain	10	50	200+	City organiza tions and material donation s from local suppliers , Alumni grant, AmeriC orps	Partnership Creation, Experiential Learning, Community Building,A Arts and Culture Engagement	Experientia l Learning, Arts and Cultural Enrichment
Gallery Exhibitions	Community Central, Art Education Department , Department of Design	Community engagement and opportunities for University and high school students to gain art gallery and event experience	2010- ongoing (3-4 events per year)	The Consolidated School District of New Britain, The Arts Alliance, local artists	3	10	50 guests per event (CCSU and New Britain residents), 20 New Britain and E.C. Goodwin Technical High School Student volunteers	Alumni grant, Americo rps	Arts and Culture Engagement, Experiential Learning	Experientia l Learning, Arts and Cultural Enrichment
"Pathways to Sustainabili ty"	Community Central and Geography Department	Mentorship program to foster energy and environmental understanding	2012	Pathways-Senders	1	3	6	None	Partnership Creation, Scholarly Engagement	Experientia l Learning, Mentoring

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New Britain Reads Program	Community Central	Help to foster positive associations with reading through one-on-one reading buddy program at YMCA	2011-ongoing	YMCA, College for Every Student Program		7	20 New Britain Students	None	Scholarly Engagement	Educational Enrichment , Mentoring
YMCA Art Class	Community Central	Additional arts experience for children and experiential learning for CCSU student	2011-2012	YMCA		3	20 New Britain Students	Alumni grant, AmeriCorps	Experiential Learning	Arts and Culture Enrichment
Laugh With Purpose	Community Central, Department of Design, SCHLOCK	Connection to New Britain High School students (group formed own improv club). Mentoring relationship. Fundraiser at NBHS.	2012-ongoing	New Britain High School's "College for Every Student Program," Wounded Warriors Project	3	12	40	Alumni grant, AmeriCorps, CFES	Arts and Culture Engagement, Fundraiser	Arts and Culture Enrichment , Fundraiser
Communication Audits	Community Central and Communication Department	Communication students assessed internal communication audits on 3 small businesses and reported findings, made suggestions	2012-ongoing	The Connecticut Furriers, Omar Coffee, The ReConstruction Center	1	18	25	None	Scholarly Engagement, Experiential Learning	Partnership Creation, Business Development
Burlap Festival	Community Central, Art Education Department , Department of Design	Public art festival to promote community connectedness, local business, the arts, and celebrate use of recycled material	Fall 2012 (first annual)	Omar Coffee, The New Britain Arts Alliance, The City of New Britain, Consolidated School District of New Britain, The YMCA, The Boys and Girls Club, The New Britain Downtown District, North-Oak NRZ, The ReConstruction Center, Local artists, The Art League of New Britain, New Britain Museum of American Art	10	50	200+	Alumni grant, AmeriCorps	Partnership Creation, Experiential Learning, Community Building, Arts and Culture Engagement	Partnership Creation, Community Building, Arts and Culture Enrichment

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Airbrush Class	Community Central	Free arts activity for the community	2012-onging (weekly)	Local volunteers, Local business owner		10	9-12 per week	Alumni grant, AmeriC orps	Arts and Culture Engagement, Community Building	Community Building, Arts and Culture Enrichment
Sustainable Fashion Show	Community Central, Geography Department , Department of Design	Fashion Show to raise money for local nonprofit, ReConnstruction and to promote recycling/reuse	2012- ongoing (annual)	The ReConnstruction Center, Local designers	3	15	50	Alumni grant, AmeriC orps	Partnership Creation, Experiential Learning, Community Building, Arts and Culture Engagement	Partnership Creation, Community Building, Arts and Culture Enrichment , Fundraiser
Open-Mic Night	Community Central	Free arts and entertainment activity for the community	2012- ongoing (monthly)	Community Members	1	30	50 per month	Alumni grant, AmeriC orps	Partnership Creation, Community Building, Arts and Culture Engagement	Partnership Creation, Community Building, Arts and Culture Enrichment
CLIMB Career Ladder to Independen ce, Maturity and Beyond	Academic Technology Department	Three students from CLIMB worked in the Instructional Design and Technology Resource Center, creating multimedia tutorials and learning how to shoot and edit video.		New Britain Public Schools	1	up to 150			Scholarly Engagement	Professiona l/Skill Developme nt
Barnard Internationa l Community Education Project (BICEP): Intensive English Language Program (IELP) and Naylor- CCSU Leadership	SEPS/Teac her Ed & IELP	CCSU IELP students develop projects to share cultures and practice English with El Ed / Mid Schl students. IELP students visit NCLA and engage elementary children through games, stories, dance, language learning, and arts & crafts projects. They engage in Community Walk in diverse urban neighborhood and engage NCLA middle school students in leadership and college-bound activities on CCSU campus.	2008- ongoing	Naylor-CCSU Leadership Academy	4	40	300	Communi ty Engage ment Grant; SEPS Dean; NCLA Principal	Scholarly Engagement, Cross- Departmental Collaboration	Arts and Culture Enrichment ; Positive campus connections to college and CCSU for NCLA students and University visibility in local community

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Academy (NCLA) Collaborati on										
US-China High School Exchange	U.S.-China Center	Translation, interpretation, information search, research		Dan Gregg, Andrew R. Morrow	2	0	40	Grants for external source		Professiona l Developme nt
Project CLIMB Higher	Department of Special Education	Transition planning for students with disabilities; peer mentoring; campus inclusion		New Britain School District's Project CLIMB	1	0	2		Scholarly Engagement	Educational Enrichment
Vietnam Veterans Magazine Project	Department of English	Students interviewed Vietnam Veterans in CT and helped the men transform those interviews into essays.	2012	Veterans History Project	1	12	(Magazine given to 1200 veterans)	Internal grant	Scholarly Engagement	Arts and Culture Enrichment
Skilled Manufactur ing Training Program	CCSU School of Engineerin g and Technology	Manufacturers sponsor apprenticeship program for high school students. CCSU provides skills training in manufacturing.		Admill Machine (New Britain), Peter Paul Electronics (New Britain), Okay Industries (New Britain), Progressive Engineering (East Hartford), SPX Precision Components (Newington), New Britain High School, E. C. Goodwin Technical High School, Job Corps	1	12	15	Partner Compani es	Course Improvements based on program learnings	Workforce Developme nt, Professiona l/Skill Developme nt

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CCSU- Shipman & Goodwin Elevator Pitch Competition	Department of Management and Organization	Students make a one minute presentation of a business idea. A judging panel of 5-15 business leaders evaluate the presentations and award cash prizes and give feedback		Shipman & Goodwin, LLP	1	15	90	Grant(s) from Shipman & Goodwin, LLP	Scholarly Engagement	Economic/ Business Development
CSU Business Plan Competition and Incubation Program	Department of Management and Organization	A year-long business plan competition for CSU students, culminating competition with business community members as judges.		Northeast Utilities, TDBank North, Stanley/Black & Decker, MetroHartford Alliance, reSET	1	50	10	Grants for external foundations and organizations	Scholarly Engagement	Economic/ Business Development
TRiO Educational Talent Search (ETS) Program	Office of Academic Affairs	TRiO provides free of cost: academic and/or personal advising, career exploration, career competency development, tutorial services, guidance on post-secondary education and secondary school reentry/GED, cultural events, field trips, exposure to college campuses, and information on admissions/scholarships/loans/financial planning.	2011- ongoing	New Britain High School, Slade Middle School, Pulaski Middle School, Roosevelt Middle School, HALS Academy, DiLoreto Magnet School	20		57	Federal Grant	Scholarly Engagement	Workforce Development, Adult Education, Tutoring
Literature as Art: Arts Integration in the Language Arts	Department of Reading and Language Arts	Children from the Center will develop skills in visual arts, poetry, the dramatic arts/movement, and music.		Prudence Crandall Center	1	16		Dean's office SEPS	Scholarly Engagement	Arts and Culture Enrichment
Juvenile Probation Pilot Programs	Institute for Municipal and Regional Policy	Evaluation of youth pilot probation program to assist CSSD with adjusting to the expected change brought about by Raise the Age: changing juvenile jurisdiction from 16 to 18 year olds.		Judicial Branches' Court Support Services Division (CSSD)				contract with the Judicial Branches' Court Support Services Division (CSSD)		

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Drug Policy Project	Institute for Municipal and Regional Policy	Continued work with CCSU faculty and outside agencies interested in Connecticut's Drug Policy	2009- ongoing			3				
Anti- Truancy and Out of School Suspension s	Institute for Municipal and Regional Policy and Teacher Education Department	Evaluation of truancy and violence prevention initiatives in Hartford's Naylor School				6				
Judy Dworin Performanc e Project	Institute for Municipal and Regional Policy	Planning/supporting performance art pieces with inmates from York Correctional Institution in Connecticut. The purpose was to provide an outlet for the women to explore their experiences with incarceration		Trinity College, York Correctional Institution in Connecticut		20				
Civic Theatre Project	Institute for Municipal and Regional Policy, Theater Department	Collaboration to bring Civic Theatre to CCSU, the Hartford Public Library, Hall High School and the State Capitol Building to explore the issue of CT drug policy.		The Hartbeat Ensemble, Sojourn Theatre, Hartford Public Library, Hall High School and the State Capitol		62				
Course- based project: "Production in the Community "	Institute for Municipal and Regional Policy, Communic ation Department	CCSU undergraduate students instructed and mentored Hartford youth in video camera use and video editing				6		IMRP		

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New Britain Youth Network	Institute for Municipal and Regional Policy	IMRP conducted inventory of youth involvement in area services to assess the quality of after-school programs		YWCA		2		YWCA		
Summer Bridges Program	Department of Mathematic al Sciences, English Department	Improve the mathematical preparation of students as they transition from high school to college to reduce need for remedial courses at the University	2008- ongoing	New Britain, Bristol Eastern, Brisol Central High Schools	10		50	State Funded		Educational Attainment
Know How to Go	Office of Academic Affairs	New Britain High School students learn mathematics skills to enroll in college level mathematics course- work for their first year of college	2011	New Britain High School	4		80 (New Britain)	Federall y Funded		Educational Attainment
Ninth Grade Academy	Office of Academic Affairs	Collaboration on direct service programs to enrich educational experiences of New Britain and CCSU students and to build relationships	2009	New Britain High School	10		600 (New Britain)	Internal funding		Educational Enrichment
The Educational Opportunity Program, (EOP)	Five week rigorous Summer program for high school students who have the potential and desire to do college- level work, but do not meet	Improve the reading , writing and Math preparation of students as they transition from high school to college to reduce need for remedial courses at the University and transition into CCSU	20+	CCSU faculty, Community Foundation, Governor O'Neill, OIC, CT High Schools, Local Churches, Parent's Assoc. and Travelers EDGE	7 Faculty and 2 full time Adm.		170 (Mostly, Hartford, New Haven, Waterbury, Bridgeport, New London, Windsor and New Britain)	Internal funding	Educational Attainment, Recruitment of Diverse Population	Educational Enrichment , Enhanceme nt of College Awareness

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	CCSU's regular admissions standards									
Homeless Connect	Office of Community Engagement	Combat homelessness in New Britain	5	Pathways/Senderos Center, Literacy Volunteers of Central CT, CCARC, Community Health Center, Connecticut Legal Services, Department of Labor, EC Goodwin Tech. School, Faith Care, Inc., Friendship Center, Hospital of Central CT Joslin Diabetes Center, Human Resource Agency of NB, Lions International, New Britain YMCA, New Britain YWCA-Housing Employment Liaison, Social Security/Public Affairs – NB, Spanish Speaking Center, U.S. Dept. of Veterans Affairs, United Labor Agency, Bureau of Rehabilitation Services, Capital Workforce Partners, City of NB Dist. Truancy Officer, Community Mental Health Affiliates, Consolidated School District of NB, CT Works, Financial Advisor, New Britain Adult Literacy, New Britain Downtown District, New Britain Herald, New Britain Housing Authority, Prudence Crandall, Salvation Army, SNAP Program - CAHS CT Assn. for Human Svcs, Statewide Legal Services, and The Connection, Inc.	5	3	150	CCSU, Webster Bank, Sodexo	Social Service, Community Building	Social Service, Partnership Creation
Release News	Institute for Municipal and Regional Policy, English Department	Release news is a publication devoted to collecting stories about citizens with criminal histories and the organizations that serve them.	2011-present	various	2	12	400 (monthly readership), as well as local organizations and individuals that have been interviewed for the publication	Connecticut General Assembly allocated funds	Social Service, Professional Development, Partnership Creation	Community Building, Experiential Learning

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Children of Incarcerated Parents	Institute for Municipal and Regional Policy, Psychology Department , Teacher Education Department , Art Department , English Department	Supervision/evaluation of services administered to children with an incarcerated parent. Contracts for services, conducts research on this population, promotes sound policy	2008- ongoing	various - there are a multitude of separate projects within the CIP initiative	6	25-75	Thousands. Work is statewide, but there is a focus on CT's larger cities (Hartford, New Haven, Waterbury in particular)	Connecti cut General Assembl y allocated funds	Social Service, Professional Development, Educational Enrichment, Educational Attainment, Arts and Culture Enrichment, Partnership Creation	Community Building, Experientia l Learning
Drug Policy Project	Institute for Municipal and Regional Policy	Continued work with CCSU faculty and outside agencies interested in Connecticut's Drug Policy	2009- ongoing	various (CT Sentencing Commission, CT Departments of Correction and Mental Health and Addiction Services, Local police departments, partner universities, general community)	2	3	200-300, not including those impacted by policy changes resulting from Drug policy work.	Connecti cut General Assembl y allocated funds	Partnership Creation, Social Service	
Commissio n on Racial and Ethnic Disparity in the Criminal Justice System	Institute for Municipal and Regional Policy	The Commission's responsibilities are set forth in state law and include developing and recommending policies that will reduce both the number of African-Americans and Latinos in our juvenile and criminal justice systems and the number of minorities who are victimized by crime. The IMRP staffs the commission.	2008-present	various, depending on specific commission related projects/events. Commission members include Supreme Court Justice Lubbie Harper, various state agency commissioners, as well as legislative and gubernatorial appointments.	2	6	200	Judicial Branch	Social Service, Professional Development, Partnership Creation, Arts and Culture Enrichment	Community Building
The Connecticut Alliance to Benefit Law Enforcemen t (CABLE) Advanced Crisis Intervention Team Symposium	Institute for Municipal and Regional Policy	Police officers, and other state officials, gathered to learn more about the role of mental illness in the criminal justice system	2010-present	various police departments throughout the state	1	100	300	none	Professional Development	Professiona l Developme nt

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Connecticut Reentry Roundtable Collaborati ve	Institute for Municipal and Regional Policy	The Reentry Roundtables Statewide Collaborative represents the collection of individual, locally based roundtables that each began out of a recognized need for more intensive efforts to increase successful reintegration of formerly incarcerated individuals into their local communities upon release. To date the roundtables are from Bridgeport, New Haven, Hartford, Windham, Waterbury and New London, towns which represent more than 46% of the current prison population.	2009-present	Roundtables in New Haven, Bridgeport, Waterbury, Hartford, New London and Windham County. Also have worked with United Way and the 211 system.	1	14	Thousands.	Connecticut General Assembl y allocated funds	Social Service, Professional Development, Partnership Creation	Experientia l Learning, Community Building
Connecticut Racial Profiling Prohibition Project	Institute for Municipal and Regional Policy, Criminal Justice Department	The primary purpose of this project is to monitor and prohibit racial profiling in Connecticut.	2012 - present	Advisory Board consisting of multiple federal, state agency, municipal, and advocacy representatives. Also partnering with multiple entities on the public awareness component of the project.	4	10	The entire state will be impacted by this project. Direct participants number between 20 and 30. Indirect participants are in the hundreds.	Federal National Highway Traffic Safety Adminis tration and State Departm ent of Transpor tation	Social Service, Professional Development, Educational Enrichment, Educational Attainment, Arts and Culture Enrichment, Partnership Creation	Community Building, Experientia l Learning, Scholarly Engagemen t, Arts and Culture Engagemen t
Connecticut Sentencing Commissio n	Institute for Municipal and Regional Policy, Criminal Justice Department , Dean of Arts and Sciences	The Connecticut Sentencing Commission (CSC) was established as a permanent sentencing commission under Public Act 10-129 to review on an ongoing basis criminal justice and sentencing policies and laws of this state.	2010-present	Various state agencies, judicial branch, Quinnipiac Law and Yale Law Schools, multiple community members serving on working groups and participating in meetings and hearings.	4	2	45	Connecti cut General Assembl y allocated funds	Social Service, Professional Development, Educational Enrichment, Partnership Creation	Partnership Creation, Scholarly Engagemen t
Veterans History Project	Center for Public Policy and Social Research, English, Communic ation, History, Sociology	1. To collect and preserve the oral histories of CT's wartime veterans; 2. To educate students and citizens about U.S. History; 3. To honor and thank U.S. veterans; 4. To serve as a resource used worldwide by scholars, students and researchers	since 2005	CT Dept. of Veterans' Affairs, Canton Historical Society, Southington Historical Society, CT schools, CT National Guard	4	CCSU students - approx. 45; CT High School Students - various	approx. 80 veterans from all cities in CT are interviewed ; hundreds of people participate in the VHP public	CPPSR	student learning and participation at conferences, (i.e. success story; one of our students was recently hired by the Library of Congress in Washington D.C.) events	connects general public to CCSU (i.e. 1,500 citizens attended the Welcome Home Vietnam Veterans

Activity/ program/ initiative name	Departmen ts, schools, institutions involved	Activity purpose and goals	Duration activity has existed	Names of community partners	Number of faculty annually involved	Number of students annually involved (approx.)	Number of annual participan ts (by city) (approx.)	Funding source(s) )	University impact	Communit y impact
							events		open to public, gives a face to CCSU to hundreds of citizens, community engagement	event; connects CT high schools and middle schools to CCSU; impacts hundreds of CT veterans and family members ; speakers bureau speaks to hundreds of CT residents annually
Naylor- CCSU Leadership Academy Annual Family Health & Fitness Fair	Students and faculty from across teacher education, nursing, physical education, and human performanc e and including significant contributio ns by marriage and family therapy interns.	CCSU presentations and topics were identified via Family Health Surveys that were collected from members of the Naylor community during spring 2009 with input and assistance from Naylor teachers through PDS Steering Committee. Spring 2010 curricula and requirements for multiple CCSU courses were aligned to allow authentic community needs around health and fitness to be addressed and to effectively publicize the event and collect feedback data. Over 100 CCSU students and 6 faculty members (along with Naylor colleagues) participated in the creation and implementation of the Fair, which was well attended by Naylor community members, families, children, and teachers. Naylor Middle School students participated (with CCSU mentors) as guides and ambassadors. Community health-related partners were recruited and joined the fair. Invitations were translated into English, Spanish, and Bosnian in response to local community demographics.	4 years	Naylor-CCSU Leadership Academy, School Governance Council, PTO, Hartford Hospital, Charter Oak Cultural Center, Klingberg Family Services, local karate and yoga studios.	8 or 10	100	150-250	SEPS faculty load for PDS Facilitat or. One UPBC Grant, small local grants, donation s, volunte ers, Naylor- CCSU Leadersh ip Academ y school funds, PTO funds.	Multiple licensure and other CCSU field-based requirements were met in authentic setting. Curricula for multiple CCSU courses were aligned to allow authentic community needs around health and fitness to be addressed and to effectively publicize the event and collect feedback data. Future health & education professionals learn how to create curricula and experiences linked to authentic issues and needs.	Annual Fair promotes fitness, encourages collaboratio n and resource- sharing among community members to serve the health and fitness needs of local families.

Activity/ program/ initiative name	Departmen ts, schools, institutions involved	Activity purpose and goals	Duration activity has existed	Names of community partners	Number of faculty annually involved	Number of students annually involved (approx.)	Number of annual participant s (by city) (approx.)	Funding source(s )	University impact	Communit y impact
Naylor- CCSU Community Voter Registration Projects	SEPS, Teacher Education	Collaborative school-university- community civics & leadership project involves urban middle school students and teachers with Teacher Education students and faculty in learning about and engaging in civic responsibility through researching, planning, funding and implementing a successful voter registration drive based in Hartford community and on CCSU campus.	2008 & 2012	Naylor-CCSU Leadership Academy (esp Civics & Geog teachers, principal)	1	25	75	SEPS faculty load for PDS Facilitat or, Naylor- CCSU Leadersh ip Academ y school funds, local fund- raisers, SEPS Dean's Office funds, CCSU student project funds.	Authentic civic engagement opportunity for students, evidence of university involvement in community and opportunity to showcase urban students as leaders on campus and in community.	Support civic engagement and empower students and community members. Showcase school- university- community connections and potential for leadership developme nt.
The Klingberg/ CCSU Family Therapy Institute	Marriage and Family Therapy				4	68				
Swim Lessons	Boys and Girls Club New Britain & CCSU Athletics Department / Swim Team	introduce youth to swim techniques and water safety	began Fall 2012	Todd Czuprinski (B & G ) and Coach Bill Ball (CCSU)	1	23 students from CCSU, 2 sessions	20 children from NB B&G	B & G Club funded transport ation. All other time and expenses were	community engagement, exposure of youth to a university	assist in safety and well being of youth as well as offer an opportunity for their exposure to

Activity/ program/ initiative name	Departmen ts, schools, institutions involved	Activity purpose and goals	Duration activity has existed	Names of community partners	Number of faculty annually involved	Number of students annually involved (approx.)	Number of annual participant s (by city) (approx.)	Funding source(s) )	University impact	Communit y impact
								donated by the swim program		a university and college student role models
Walk to End Alzheimers	Men's Basketball Team and Coaches	support the Alzheimer's Awareness campaign	team has been involved for several years	Coach Dickenman from CCSU & Patty O'Brian from Alzheimer's Assoc	3	14		n/a	community engagement and positive experience for our student athletes	Community was aware that students were CCSU MBB therefore it promoted positive PR
Interval House	Men's Basketball Team and Coaches	assist the residents and staff at the Interval House with fall clean up	team has been involved for several years	Coach Dickenman from CCSU & Rosemary Padin of IH	2	13	unknown	n/a	community engagement and positive experience for our student athletes	positive contributio n to society and our students have a broader awareness of domestic violence services
Softball Clinics	CCSU Softball program	softball clinics offered to area children	since Fall 2010	Jeff Franquet, CCSU Softball	2	26	100	n/a	positive image for CCSU Athletics and promotion of CCSU	give back to the community, positve PR for CCSU and great experience for our students
New Britain Middle School Track Races	CCSU Athletics and New Britain Elementary Schools	assist the school system in NB to promote athletics and build interest and excitement with youth	since Fall 2011	Erik Blake & NB Schools	2	21			engagement with the community	positive CCSU exposure & great opportunity for our students to work with youth

Activity/ program/ initiative name	Departmen ts, schools, institutions involved	Activity purpose and goals	Duration activity has existed	Names of community partners	Number of faculty annually involved	Number of students annually involved (approx.)	Number of annual participant s (by city) (approx.)	Funding source(s) )	University impact	Communit y impact
CCSU Education through Athletics	Athletics department, Theater department	Increase the reading interest of each elementary school student who takes part in the program; offer the opportunity for elementary school students continue building relationships with CCSU student-athlete; expose elementary students to the possibility of a college educatio; increase the awareness of elementary school students to physical fitness, sports and nutrition; familiarize elementary school students with the importance of education and the possibilities it can offer them; expose CCSU student athletes to diverse populations	Spring 2012- present	Stafford Elementary, Gaffney Elementary, Lincoln Elementary, Vance Elementary, Smalley Elementary, Northend Elementary, New Britain Boys & Girls, Hartford Boys & Girls, New Britain Housing Authority, New Britain YWCA	3	200	500	Walmart Grant	create new fans of CCSU and Blue Devil Athletics, expose CCSU students to their community and diverse populations	Books were provided for each elementary student we worked with, elementary students were given the opportunity to come to CCSU's campus, elementary students were exposed to the possibilities of a higher education, introduce reading in a fun manner that students want to engage in
Dodging Breast Cancer Dodgeball Event	CCSU Athletics & Student Athlete Advisory Committee & Student Activities	provide a fun environment to bring the campus community together as part of the Thursday night Student Activities Initiative Devils Den 10 pm and also to raise money for the American Cancer Society	Since Fall 2011	Student Activities and Liz Urcinas of Rec Central and Molly McCarthy of Athletics	3	30	120	Student Activitie s and SGA	bring together students and student athletes at CCSU and provide an alternative activity for Thursday nights	broaden awareness of Breast Cancer Research and to raise funds
Youth Clinics	CCSU Athletics, YMCA	to bring area youth to CCSU, give them the opportunity to participate in athletic clinics with student athletes and then to attend a CCSU Football game	since Fall 2011	Steve Villanti and staff and Gwen Valencis of YMCA	1	20	100	Walmart Grant	give our student athletes an opportunity to give back to the community	bring youth to campus and expose them to college athletics



## Eastern Connecticut State University

### Academic Affairs

#### Grants:

1. In August 2008, Eastern's Center for Early Childhood Education was awarded a three-year, \$3.9 million Early Reading First grant from the U.S. Department of Education. Under the Community Partners for Early Literacy (CPEL) project, the Center partnered with the Windham Public Schools and provided professional development and literacy coaching to teachers and paraprofessionals in two early learning centers in Windham, Connecticut. Evaluation data shows that the project improved the language and early literacy skills of nearly 600 preschool-aged children in Windham (approx. 200 per year) and improved the knowledge and instructional skills of 50 teachers and paraprofessionals. The project was carried out by 3 faculty (2 from Education and 1 from Communication), 8 staff, and 38 students (approx. 13 per year). In addition to better preparing disadvantaged children for Kindergarten, the project gave Eastern students from 8 majors meaningful experiential learning opportunities, and resulted in the development of on-line training materials and videos that are currently in use by preschool teachers and others involved in early literacy in Windham and other towns and cities in Connecticut.
2. Eastern's Dual College Program, funded by grants from the Walmart Foundation, College Board, the Hartford Foundation for Public Giving, the federal Department of Justice, and other private foundations has provided college opportunities for urban high school seniors since 2008. In addition to offering an innovative and award-winning approach to transitioning under-prepared and under-resourced high school students to the four-year college environment, the program provides college counseling advice to seniors at Hartford Public High School and Manchester High School.
3. Eastern's STEP-CAP program annually provides a summer bridge program for approximately 70 students, primarily from Connecticut's urban areas. The exceptionally successful program brings economically challenged students to campus for a summer development program after which successful students enroll full-time at Eastern. The program has a four year graduation rate that consistently exceeds average rates at comparable public institutions for regular admits.
4. Eastern's Child and Family Development Center enrolls approximately 30 students from Windham each year who are eligible for School Readiness Grant funding. These students, who make up almost half of the CFDRC enrolment, come primarily from highly disadvantaged families in Windham. The CFDRC is funded partly through the School Readiness Grant but receives subsidies from other grants from private foundations including the Savings Bank of Manchester.
5. Eastern's School of Continuing Education has received a grant from the Community Foundation of Eastern Connecticut for each of the last two years to provide scholarships for adult part-time students who live in the Groton/New London region, which has been slower to recover economically than the rest of the state. The goal is to assist these students in completing their degree and thus their economic competitiveness in the region. Ten students have been in assisted each of the last two years.

## **Educational Programming:**

1. Recognizing that transportation, family demands, and employment constraints pose challenges for many students in urban areas, Eastern offers courses in locations other than the Willimantic campus to meet their needs. Courses are offered in the following urban locations: Capital Community College in Hartford, Manchester Community College in Manchester, and a site in Groton that meets the needs of students from New London and Groton, including the submarine base. To meet the needs of in-service pre-school teachers Eastern will begin offering courses for and Early Childhood Teaching credential program in Spring 2013 at Capital Community College. These courses will complement courses for a Bachelor of General Studies program already offered by Eastern at this site.
2. Eastern places Education majors and Social Work majors in student teaching and internship positions in urban areas throughout Connecticut.
3. Eastern offers a range of programs to support high school students in Windham and Norwich. These include: offering courses at Windham High and Norwich Free Academy that award credit at Eastern, providing tutoring and online support to seniors whose SAT scores would place them in remedial or developmental college courses, allowing high school seniors to enroll in Eastern's on-campus classes, and supporting AP classes at those schools.
4. Eastern annually brings approximately 700 middle school and high school students, primarily from urban areas, to campus for College Knowledge Days. These visits provide students with a glimpse into college life and information about strategies for preparing for college.
5. Eastern has annually offered a Summer Institute for Future Teachers that involves many urban high school students in a program that helps them to plan to become teachers. Eastern also hosts the annual Future Teachers Conference, which introduces more than 200 middle school and high school students to professional educational concerns.
6. The Center for Community Engagement organizes several programs that encourage students in Windham schools towards academic achievement, including the Education Club's literacy development programs, after-school enrichment classes, and Best Buddies and Pen Pals - programs in which undergraduate mentor elementary students.
7. The Dual College Program enrolls approximately 15 new students each year with a total enrollment of about 60 students at any point in time. All Dual College Program students come from challenging backgrounds and from urban schools.
8. The STEP-CAP program at Eastern annually enrolls approximately 70 new students with a total enrollment of about 300 students. Most of these students come from economically and educationally challenged backgrounds and are from Connecticut's larger urban areas.
9. Eastern's School of Continuing Education offers a wide variety of online, career oriented non-credit programs in the following fields: Sustainable Energy; Healthcare and Fitness; Business and Professional; IT and Software Development; Management and Corporate; Media and Design; Hospitality and Gaming; and Skilled Trades and Industrial. All courses are instructor led and students can begin them at any time. These programs are accessible to urban populations because no commuting is required. Eastern's School of Continuing Education collaborates with the Department of Labor to offer these courses to individuals who are eligible for Workforce

Investment Act (WIA) funding. Over the course of the last year, 26 WIA clients have enrolled in these training programs. Some of these individuals are from urban areas across the state.

10. Eastern is co-sponsoring with several other colleges and universities an event on November 17 that brings together entrepreneurs, government and local officials, faculty members and students to develop strategies for "Revitalizing a mill town through technology-based entrepreneurship."
11. Eastern's Business, Business Information Systems, and other students complete internships with small businesses in urban areas, with regional development agencies, and with non-profits to assist in the economic, social, and business growth of urban areas. Students complete many service-learning projects with the same goals.
12. Eastern collaborates with the Spanish American Merchants Association in Windham to support new entrepreneurs and small-business owners.
13. Eastern has housed a unit of the Small Business Administration in support of economic development.
14. Eastern's Child and Family Development Center enrolls 30 students from Windham each year who are eligible for School Readiness Grant funding. These students, who make up almost half of the CFDRC enrolment, come primarily from highly disadvantaged families in Windham. The CFDRC is funded partly through the School Readiness Grant but receives subsidies from other grants from private foundations including the Savings Bank of Manchester. The Center also accepts Care4Kids which subsidizes tuition based on income. In addition, Department of Social Services and Department of Children and Families assists with tuition for families as needed.

Departments involved: Child and Family Development Resource Center, Education, and an array of others including but not limited to: Communications, Sociology, Psychology, Visual and Performing Arts

Purpose and goals: In an effort to close the achievement gap, The Child and Family Development Resource Center, through the School Readiness Grant participation, provides access and opportunity to quality early learning experiences for children of Windham (a high priority school district).

Duration of activity: Ongoing with an annual renewal process.

Names of community partners: School Readiness Program: Town of Windham, Windham Public Schools (providing Special Education Resources)

Number of faculty involved annually: Dr. Jeffrey-Trawick-Smith serves as Educational consultant. University faculty (varies annually) provide development opportunities to teachers. Last year, seven University faculty provided staff development sessions. On average, Two faculty conduct annual research.

Number of students involved annually: The CFDRC employs 18-20 Eastern students a semester from a multitude of disciplines (mostly education) who gain valuable hands-on experience. The CFDRC hosted 6 Eastern volunteers who spent a total of nearly 185 hours of time in classrooms to gain experience prior to applying to the education program at Eastern. The CFDRC hosted an Eastern Social Work intern who did her required clinical hours over the course of the academic year at the Center. The CFDRC offered over 250 hours of time for coursework such as

observations for classes in Psychology, sociology, communication, education, communication, and physical education students at Eastern.

Number of annual participants by city: There are a minimum of 30 families from Windham attending the CFDRC's programs as well as events on campus.

Funding sources: State Department of Education: School Readiness Grant, Care4Kids, Department of Social Services, Department of Children and Families

University impact: The Center provides opportunities for both Eastern students and faculty. Students, from a variety of disciplines, have varied opportunities to gain hands-on experiences. For example, education students can work in classrooms while communication students can operate the state-of-the-art technology equipment. Students, under the guidance of faculty and staff, gain valuable experience.

Importantly, students gain experience working with diverse populations when they are at the Center. Careful attention is paid to having classrooms which represent global citizenship: classrooms are economically and culturally diverse. Therefore, the value gained by Eastern students grows exponentially when they have an opportunity to work with diversity.

Students also conduct research at the CFDRC. Under the supervision of a faculty member, Eastern students support research by collecting, gathering, and analyzing data. More recently, a student will be conducting her honors thesis research at the Center.

Faculty arrange for students to visit our Center to see what a model program can look like as well as learn about our curriculum and its implementation. Faculty from departments such as Sociology, Psychology, Social Work, Communications, Education, Physical Education, and Visual/Performing Arts are just some departments utilizing the Center. In addition, faculty conduct research at the Center sharing results with students, teaching staff, and families of children.

Community impact: Preparing children to enter kindergarten ready and available to learn contributes to closing the achievement gap in Windham. Through the resources of the Center such as quality teachers employing best practices based on research and current methods, children and families begin their formal schooling with a foundation.

## **Institute for Sustainable Energy**

There are four initiatives related to the Institute for Sustainable Energy's involvement in urban issues:

- I. Green-up Bridgeport – Dept. of Labor ARRA Demonstration Project for training unemployed for Green Jobs
- II. Energy Star Benchmarking of Public Building including Urban Schools
- III. BGreen 2020 – A Sustainability Plan for Bridgeport, Connecticut
- IV. Participation on Workforce Development Programs for regional WIBs and ARRA Grants.

### **Green-up Bridgeport**

1. Initiative Name: **Green-UP Bridgeport**
2. Institution Eastern Connecticut State University  
Department: The Institute for Sustainable Energy
3. Purpose & Goal: Green-Up Bridgeport is a program that has train people to work with environmentally friendly and energy-efficient technologies. The WorkPlace, Inc. is administering this job-training program which is open to those who are unemployed, live in the twelve most impoverished neighborhoods in Bridgeport and meet other requirements, such as not having a high school degree. Green-Up Bridgeport has trained participants in skills needed for a variety of careers, including installing insulation or evaluating the energy efficiency of buildings, alternative fuel vehicle servicing and sustainable landscaping.
4. Duration: Two years
5. Community Partner: The WorkPlace, Inc., a 501 (c) (3) not-for-profit corporation and a regional workforce investment board.
6. Staff Involvement: two staff members, 24 hours per week. ISE staff was contracted as a service provider under the ARRA Grant to: provide the initial program design; develop the Green Jobs curriculum materials, hire and train four instructors, supervise classes for 500 students, and assist in the program evaluation.
7. Student Involvement: Three student interns provided research Green Collar Jobs task analysis, and videotaped lessons for those students that were not able to attend all 20 half-day sessions.
8. Community Participants: 500 unemployed, over 18 year old participants who had been referred to the program by local community organization and faith-based organizations.
9. Funding Source: \$4.4m Grant to the workplace, Inc. from US Department of Labor, one of 33 Competitive Grants issued by the US DOL under ARRA for Green Job Demonstration Projects.
10. University Impact: Eastern and ISE were able to expand their capabilities to educate Connecticut citizens beyond the technologies of energy efficiency and renewable energy programs to include technical and job readiness training in Connecticut's Green Collar Job workforce.

11. Community Impact: 500 participants completed the four week Green Job career orientation, more than 200 received national credentials, 167 have been placed in permanent career related job, and 67 were placed in apprenticeship or internship positions by the Workplace, Inc.

## **Energy Star Benchmarking of Public Building including Urban Schools**

1. Initiative Name: **Energy Star Benchmarking of Public Building including Urban Schools**
2. Institution Eastern Connecticut State University  
Department: The Institute for Sustainable Energy
3. Purpose & Goal: EPA's Portfolio Manager Benchmarking process provides municipalities and K12 school systems with a report that includes: information on the level of efficiency is present in their public building and the potential for improvements based on analysis of actual building demographics and energy bills. This process aids them in establishing a baseline on energy consumption in their buildings and helps in prioritizing the limited amount of funds they have for building improvements to those building that are the least efficiency.
4. Duration: Past 8 years
5. Community Partner: US EPA Region 1 in Boston
6. Staff Involvement: Two staff members, 20 hours per month.
7. Student Involvement: Four student interns, 8 to 10 hours per week.
8. Community Participants: Schools in Stamford, New Haven, Bridgeport (all current) and Hartford (2006) as well as 30 other communities around Connecticut.
9. Funding Source: ISE receives funding for this service through an annual grant from the Connecticut Energy Efficiency Fund.
10. University Impact: Eastern and ISE have been Energy Star Partners since 2002, receiving the National Energy Star Partner of the Year for Energy Education in 2004.
11. Community Impact: The four major urban areas of Stamford, New Haven, Bridgeport and Hartford have utilized the benchmarking reporting to: determine inefficient buildings, prioritize energy projects, and track actual saving from projects over the past five years. New Haven has used the benchmarking tool to demonstrate how their facility management provider has saved the city literally millions of dollars in energy bill reduction in their operation of the schools.

## **BGreen 2020 – A Sustainability Plan for Bridgeport, Connecticut**

1. Initiative Name: **BGreen 2020 – A Sustainability Plan for Bridgeport, Connecticut**
2. Institution, Eastern Connecticut State University  
Department: The Institute for Sustainable Energy
3. Purpose & Goal: To develop and implement BGreen 2020, a Sustainability Plan for Bridgeport Connecticut that outlines the policies and actions to be implemented in the next decade to improve the quality of life, social equity, and economic competitiveness of the city while reducing carbon emissions and increasing the community's resilience to the effects of climate change and increasing energy costs. For a copy of the plan go to <http://www.rpa.org/bgreen/BGreen-2020.pdf>
4. Duration: Past three years
5. Community Partner: The City of Bridgeport through the Mayor's Office, and The Bridgeport Regional Business Council,
6. Staff Involvement: one staff member; 6 days per month; Serves as Chair the Green Energy and Green Building subcommittee and to serve on the Green Jobs committee.
7. Student Involvement: two student interns who performed research into sustainability opportunities and to develop material that was included in the plan.
8. Community Participants: The program engaged over 50 community and faith based organizations, plus state and federal agencies.
9. Funding Source: Funding came from a variety of sources, including; grants from state and federal organizations. ISE received the funds to participate in this program from the Connecticut Energy Efficiency Fund.
10. University Impact: Eastern and ISE extend it capabilities into being able to assist urban areas in the development of comprehensive Sustainability Plans that will improved the lives or the residents, the energy efficiency of its buildings and environmental climate of the city.
11. Community Impact: Already this Sustainability Plan has improved the lives of residents, has created businesses and jobs and has improved the environmental climate of the city.

# Organizational Chart



## **Participation on Workforce Development Programs for regional WIBs and ARRA Grants**

1. Initiative Name: **Participation in Regional Workforce Development**
2. Institution: Eastern Connecticut State University  
Department: The Institute for Sustainable Energy
3. Purpose & Goal: The Staff of ISE has served on four Workforce Development Task Force Boards in support of the development of Green Collar Job training programs.
4. Duration: Past three Years
5. Community Partner:
  - a. The Connecticut Business & Industry Association (CBIA) Education Foundation, and Connecticut Energy Workforce Development Consortium (CEWDC)
  - b. The Connecticut Green Jobs Partnership Committee (DOL, DEEP)
  - c. Eastern CT Green Jobs Committee (EWIB)
  - d. Southwestern CT Green Jobs Committee (Workplace, Inc)
6. Staff Involvement: two staff members 16 hours per month
7. Student Involvement: Student interns utilized for Green collar Job research.
8. Community Participants: Workforce development organizations serve the needs of thousands of unemployed and under employed individuals throughout Connecticut, including urban areas.
9. Funding Source: Connecticut Dept. of Labor, US Department of Labor, ARRA, and EEF.
10. University Impact: These activities provide Eastern and ISE with an opportunity to assist in the development of effective workforce training programs and expanded ISE expertise from technical information and education on energy issues and equipment to include Green Collar Job task analysis and training materials provider.
11. Community Impact: Many individuals, including those in urban settings were served by the programs offered by the Workforce Investment Boards supported by these organizations.

**Center for Community Engagement  
Urban Engagement Report 2009 -2012**

	<b>Event Title</b>	<b>Location</b>	<b>Goal</b>	<b>Names of Community Partners</b>	<b>Duration Program has Existed (yrs)</b>	<b>#Fac Involved</b>	<b># of Students Involved</b>	<b>Funding Source</b>
1	After School Program	North Windham Elementary School North Windham, CT	The goal for this program was to help the students improve their math and reading skills by giving them one on one time that they do not always get in a classroom setting. The volunteers offered more guidance for the students in order to keep them engaged so the staff could effectively conduct the program.	William Stover, Luis Rodríguez, Windham Public Schools	3	7	152	University operating budget, FWS
2	After School Program	Windham Center Elementary School Windham Center, CT	The goal for this program was to help the students improve their math and reading skills by giving them one on one time that they do not always get in a classroom setting. Also the volunteers offered more guidance for the students in order to keep them engaged so the staff could effectively conduct the program.	William Stover, Hector Gonzalez, Windham Public Schools	3	7	52	University operating budget, FWS

	<b>Event Title</b>	<b>Location</b>	<b>Goal</b>	<b>Names of Community Partners</b>	<b>Duration Program has Existed (yrs)</b>	<b>#Fac Involved</b>	<b># of Students Involved</b>	<b>Funding Source</b>
3	After School Program	Sweeney Elementary School Willimantic, CT	The goal for this program was to help the students improve their math and reading skills by giving them one on one time that they do not always get in a classroom setting. Also the volunteers offered more guidance for the students in order to keep them engaged so the staff could effectively conduct the program.	William Stover, Desiree Parciac, Windham Public Schools	3	7	127	University operating budget, FWS
4	After School Program	Windham Middle School Willimantic, CT	The goal for this program was to help the students improve their math and reading skills by giving them one on one time that they do not always get in a class room setting. Also the volunteers offered more guidance for the students in order to keep them engaged so the staff could effectively conduct the program.	William Stover, Omar Rosario, Windham Public Schools	3	7	194	University operating budget, FWS
5	After School Program	Village Heights Apartments Willimantic, CT	The goal for this program was to help the students improve their math and reading skills by giving them one on one time that they do not always get in a class room setting. Also the volunteers offered more guidance for the students in order to keep them engaged	Nicole Ortiz, Caleb Foundation	2	4	10	University operating budget, FWS

	<b>Event Title</b>	<b>Location</b>	<b>Goal</b>	<b>Names of Community Partners</b>	<b>Duration Program has Existed (yrs)</b>	<b>#Fac Involved</b>	<b># of Students Involved</b>	<b>Funding Source</b>
			so the staff could effectively conduct the program.					
6	Project Academic Advancement (PAA)	West Avenue Community Center Willimantic, CT	The goal for this program was to help the students improve their math and reading skills by giving them one on one time that they do not always get in a classroom setting. Also the volunteers offered more guidance for the students in order to keep them engaged so the staff could effectively conduct the program	Lorri Villorio, Willimantic Housing Authority	3	7	59	University operating budget, FWS
7	Positive Steps	Windham Regional Community Council, Willimantic, CT	This program, run by Windham Youth Services, provides after school and summer programming focused on teen pregnancy prevention for middle school students in Windham. Student volunteers assist with homework help, leadership development, positive mentoring and skill building activities.	Patricia Calvo, Windham Youth Services	1	0	3	University operating budget

	<b>Event Title</b>	<b>Location</b>	<b>Goal</b>	<b>Names of Community Partners</b>	<b>Duration Program has Existed (yrs)</b>	<b>#Fac Involved</b>	<b># of Students Involved</b>	<b>Funding Source</b>
8	Food Justice Committee	Willimantic, Ct	1) To learn about food insecurity and farming in general 2) Increase access to healthy and freshly grown food to low-income populations in Willimantic 3) Educate the community how to grow and prepare healthy food	Sally Milius, Uconn Cooperative Extension Service	1	0	22	University operating budget
9	Evening Guest Support	No Freeze Hospitality Center Willimantic, CT	For students to interact positively with local Willimantic residents who are homeless.	Leigh Duffy, No Freeze Hospitality Center	3	0	42	University operating budget
10	Office assistance	No Freeze Hospitality Center Willimantic, CT	For students to volunteer in a nonprofit and see the "business" side of things. They will assist the No Freeze with any projects they have, including fundraising, event planning, reports, office tasks, etc.	Leigh Duffy, No Freeze Hospitality Center	3	0	9	University operating budget
11	After School Program	Salvation Army, Willimantic, CT	For Eastern students to assist the local school children with their homework and to provide additional recreation.	Lt. Felix Torres	3	4	16	University operating budget
12	Girl Scouts Lunch Program	Windham Middle School Willimantic, CT	For the volunteers to act as role models for the young girls while working with them on crafts and character building.	Caitlin Dorrington, Girl Scouts	2	4	15	University operating budget

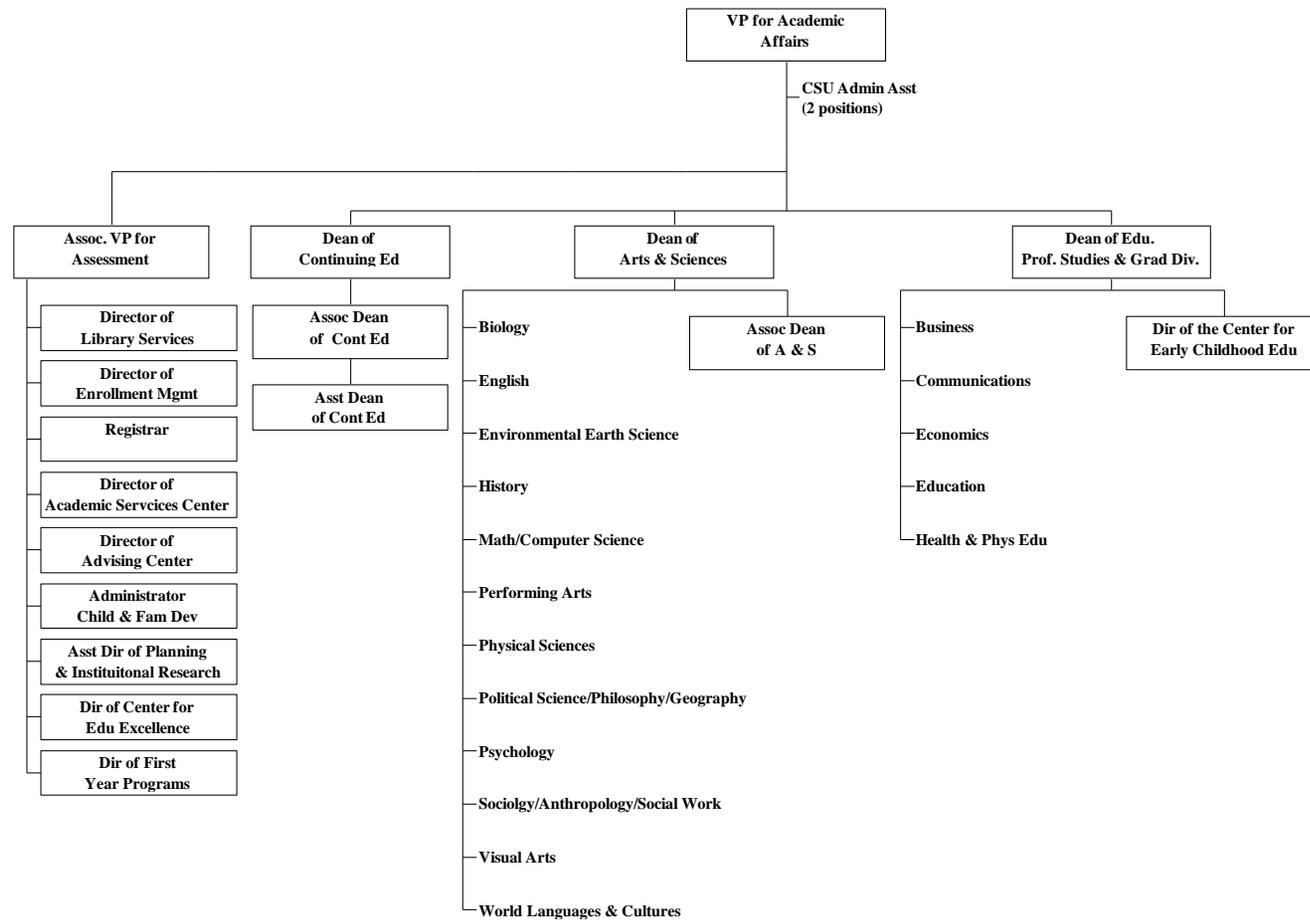
	<b>Event Title</b>	<b>Location</b>	<b>Goal</b>	<b>Names of Community Partners</b>	<b>Duration Program has Existed (yrs)</b>	<b>#Fac Involved</b>	<b># of Students Involved</b>	<b>Funding Source</b>
13	In-School ELL tutoring and mentoring	Windham Middle School Willimantic, CT	To support WMS ELL students academically and through positive role modeling.	Ms. Yusomil Bonet, Windham Middle School	2	4	104	University operating budget, FWS
14	In-School ELL tutoring and mentoring	Windham High School Willimantic, CT	For Eastern students to assist ELL students with their homework and study skills, which will hopefully encourage them to finish high school and go on to advanced education.	Ms. Julie Christensen, Windham High School	1	1	35	University operating budget, FWS
15	Puentes al Futuro/Bridges To The Future after school and summer camp	Windham Middle School Willimantic, CT	To help Middle School students transition into High School, keeping them focused on the possibilities of higher education; providing math and language arts enrichment as well as Latino folkloric dance and music instruction.	Ms. Rose Hernandez, Windham Middle School	2	3	23	University operating budget; State of CT Extended School Hours Grant, FWS
16	Cooking Matters program	Windham Middle School Willimantic, CT	To teach Willimantic parents how to plan, purchase, and prepare healthy, tasty, and affordable foods at home.	Mr. Robinson Camacho, Windham Middle School	1	0	4	University operating budget
17	High School Panel	Windham High School Willimantic, Ct	To provide Windham students with information about college life, and to encourage students to volunteer in their communities.	Ms. Nicole Williams, Windham High School	1	0	6	University operating budget

	<b>Event Title</b>	<b>Location</b>	<b>Goal</b>	<b>Names of Community Partners</b>	<b>Duration Program has Existed (yrs)</b>	<b>#Fac Involved</b>	<b># of Students Involved</b>	<b>Funding Source</b>
18	Cameo Club After School Program	Village Heights Apartments Willimantic, CT	To train college students in nutrition and health promotion and to provide children in a local public housing complex with after school activities related to nutrition, health and exercise.	Ms. Lily Rogers, Eastern Area Health Education Center	1	4	6	University operating budget
19	Hartford High College 411 In-School mentoring	Hartford Public High School Hartford, CT	This program, run by Eastern students who are alumni of Hartford Public High School's Law and Government Academy, provides mentoring and honest information from the college student's perspective to high school students in Hartford.	Ms. Charlene Senteio, Hartford High School	1	0	6	University operating budget
20	Office assistance	Town Hall, Willimantic, CT	Students work in various offices of Windham Town Hall assisting with office duties.	Ms. Gay St. Louis, Tax Collectors Office, Windham Town Hall	1	0	1	FWS
21	Database assistance	Willimantic, CT	Students work with a local nonprofit to assist in revitalization efforts in the town of Willimantic.	Ms. Jean DeSmet, Willimantic Renaissance	2	0	2	FWS
22	Greater Windham 10 year Plan to End Homelessness project	Willimantic, CT	Students work with a local coalition of nonprofits focused on ending homelessness in the region, with a primary focus on Willimantic.	Mr. Jeffrey Beadle, Windham Regional Community	2	0	2	FWS

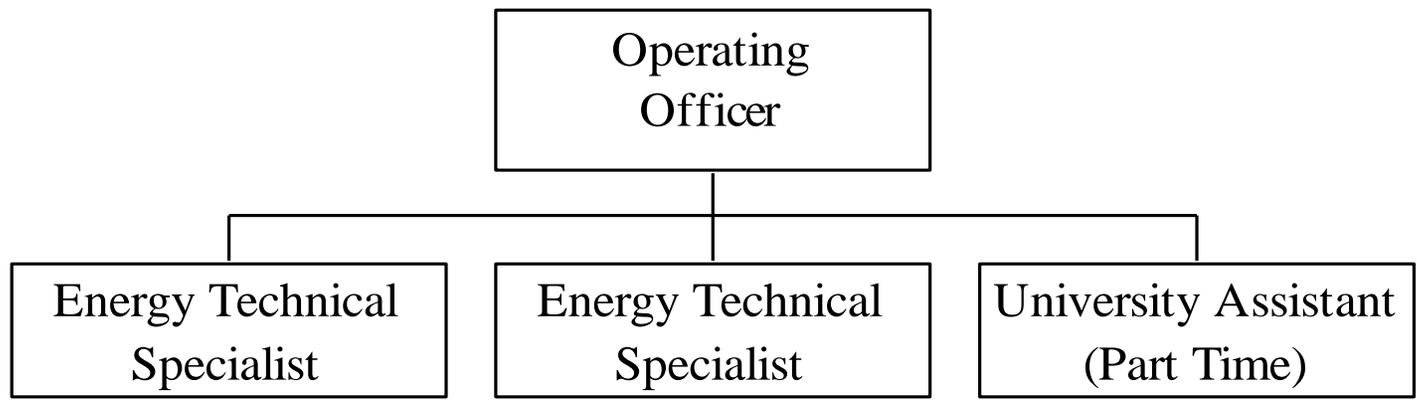
	<b>Event Title</b>	<b>Location</b>	<b>Goal</b>	<b>Names of Community Partners</b>	<b>Duration Program has Existed (yrs)</b>	<b>#Fac Involved</b>	<b># of Students Involved</b>	<b>Funding Source</b>
	assistance			Council				
23	Perceptions Program office assistance	Willimantic, CT	Students work in local drug treatment, mental health care and prison re-entry program in Willimantic.	Ms. Ruth Gordon, Perception Programs	2	0	1	FWS
24	Volunteer Income Tax Assitance	Willimantic, CT	Students learned how to prepare tax returns and provide the service free of charge to low income residents.	Brian Mills, Co-Opportunity, Inc.	3	0	52	University operating budget

# Organizational Charts of Involved Departments

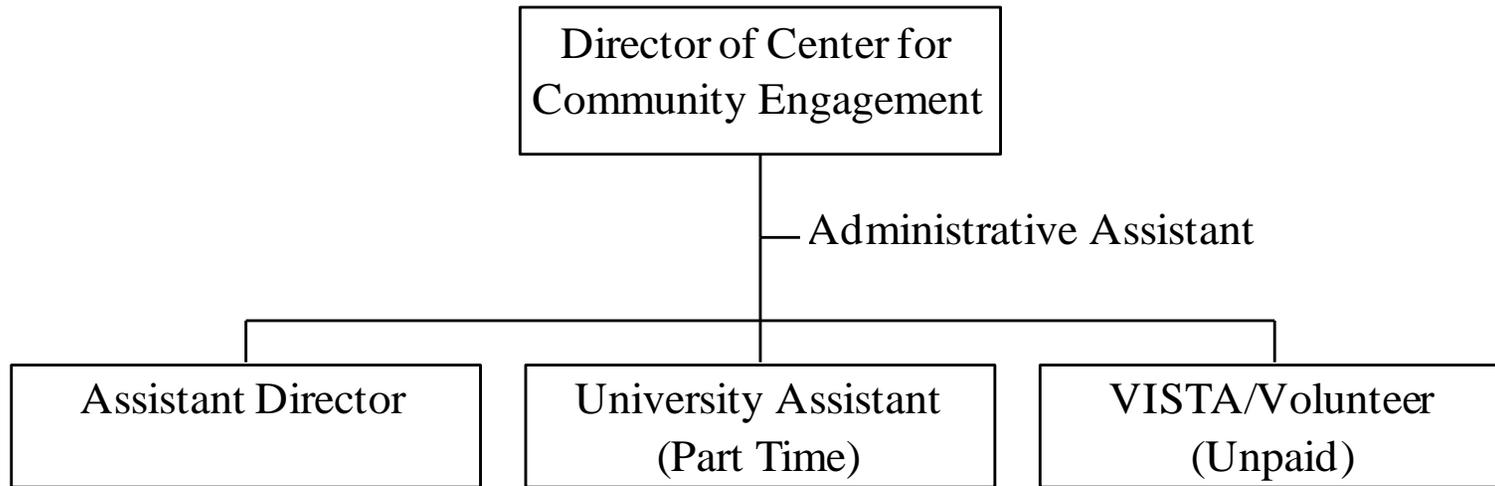
## Academic Affairs



**Institute for Sustainable Energy**



## Center for Community Engagement



### Southern Connecticut State University

#### Community Engagement at SCSU November 29, 2012

Southern Connecticut State University (SCSU), one of seventeen colleges and universities within the Connecticut State College and University System (ConnSCUS), is a comprehensive university offering 118 undergraduate and graduate degree programs on its 168-acre campus. Located in the city of New Haven, Connecticut, Southern confers approximately 2,200 degrees each year and leads the state in the number of degrees conferred in the Health and Life Sciences, Social Sciences, Humanities, Arts, Communication, and Education (according to data reported by the Connecticut State Department of Higher Education). Southern draws approximately 92 percent of its student body from Connecticut, and 90 percent of all SCSU graduates continue to live in and contribute to the economic, intellectual and social well-being of the state after graduation. In its 119 year history, Southern has grown to approximately 11,000 students and has expanded its full-time faculty ranks to more than 430 members.

With the development of its 2007-2012 Strategic Plan, “Pursuing Excellence, Fostering Leadership, Empowering Communities,” Southern Connecticut State University has clarified its mission, reaffirmed its core values, and crafted a vision of preparing and intentionally diverse student population for leadership in the 21<sup>st</sup> century. Within that plan, student success is the highest priority. Among its overarching goals is the commitment to recruit, retain and graduate an increasing number of underrepresented minority students. It also commits to providing the necessary resources, support services, projects and specialized programming to achieve these aims.

Given the fact that the university is situated in one of the three largest urban centers of Connecticut, Southern is focusing its diversity efforts on the minority student population within the New Haven Public School System (NHPS). The University is enhancing its recruitment activities, expanding its academic bridging efforts, and creating new student support initiatives for students of color. The *2005-2007 U.S. Census Bureau* documents that Black Americans (37.4%), Hispanic Americans (21.4%), American Indians (.5%) and Asian Americans (3.9%), comprise 63.2% of the population, and that 85% of the total student population of New Haven is minority. According to the *American Community Survey of the 2005-2007 U.S. Census Bureau*, 16.2% of total households in New Haven earn less than \$10,000; 8.8% earn between \$10,000 and \$14,999 annually; 12% earn between \$15,000 and \$24,000 annually; and 11.7% earn between \$25,000 and \$34,000 annually. Almost 50% of the total households make less than \$35,000 per year, and 27.6% of these households are receiving financial assistance. Furthermore, 40% of single mothers in New Haven with children under 18 years of age have an income below the federal poverty level; 34.5% of single mothers with children under five years old have an income

below the federal poverty level; and 28.2% of families in two-parent household with children under 18 years old fall below the federal poverty level. More than 80% of these poverty-level households are families of color who are living in New Haven public housing units. (Sources: *U.S. Census Bureau, 2005-2007 American Community Survey; Profiles of our Schools, Conditions of Education in Connecticut*, Connecticut State Board of Higher Education *Profiles 2007-2008*; and Department of Higher Education Office of Educational Opportunity *report on annual low-income levels*). Clearly, this is a community with special needs and challenges.

For years Southern Connecticut State University has had a special relationship with New Haven Public Schools and other school districts in the surrounding areas. Southern prepares the largest number of certified teachers in the State of Connecticut and, therefore holds a highly respected position in K-12 education. Consistent with our mission of providing opportunities to underrepresented minorities is the SCSU - **Hillhouse Minority Teacher Preparation Program** which provides full-tuition scholarships, renewable annually, to students from New Haven's Hillhouse High School who commit to becoming teachers and working in the New Haven public schools upon graduation. This demonstrates Southern's commitment to urban public education and preparing exceptional, culturally sensitive teachers who will teach future generations of young people in urban areas.

In recent months New Haven Public Schools has gained national recognition for its bold school reform efforts. The New Haven Public School district has a student population that is approximately 85% students of color. These efforts include one of the first, if not the only teacher contract which includes a provision for student performance being one of the elements upon which teacher evaluations will be based. Superintendent Reginald Mayo and Mayor John DeStefano, Jr. have been applauded by Secretary of Education Arnie Duncan and President Barack Obama himself. As New Haven Public Schools launched this School Change Initiative, with an intent on implementing the best practices in contemporary public K-12 education, the district called upon Southern to provide a group of math, English, and science faculty to work with district personnel in developing the standards for an effective teacher and an appropriate evaluation process. This kind of collaboration is consistent with other efforts to more effectively align curricula and expectations with the university, thus, facilitating smoother transitions for students from high school to college. These strong relationships between New Haven Public School and Southern has also led to the appointment of the ...former Provost to the Board of Education by the Mayor of the city. The ultimate goal is a systemic solution to the highest quality of education for all students.

In November, 2010, after partnering with SCSU to research other "Promise" models, the City of New Haven announced The New Haven Promise Program. This visionary program is one that promotes college education as an aspiration for the New Haven Public School (NHPS) students; assisting graduating students from NHPS to pursue education after high school; and enhancing the growth, stability, and economic development of the City of New Haven. The mission of New Haven Promise is to improve the school district by complementing and promoting School Change, the NHPS education reform initiative, and support economic development in New Haven by growing a competitive workforce and increasing homeownership. The program is

designed to provide economic access to two- and four-year colleges and universities to young people who want to learn, while promoting parental engagement, building community and growing economic development in the City of New Haven. The program covers full tuition to in-state Connecticut public colleges and universities or up to \$2,500 annually to in-state private nonprofit colleges and universities.

All students who are residents of the City of New Haven and complete their education in the New Haven Public Schools or public charter schools, in the City, are eligible to participate in the program. Students graduating in the class of 2014 are the first students eligible to receive 100% of the scholarship benefit. Students graduating in years 2011-2013 have an additional formula from which the scholarship is scaled. Recipients must achieve a 3.0 or better grade point average in high school, have a positive disciplinary record and a 90% or better attendance record, complete a community service requirement, and maintain a 2.5 or higher GPA while enrolled in college.

As a partner to the New Haven Public Schools in college readiness programs, Southern Connecticut State University is likely to be the choice schools for the New Haven Promise Students.

SCSU initiated the *Galileo Project*, a collaborative review and revision of middle and high school curriculum designed to improve the academic preparedness of disadvantaged middle and high school students, thus increasing their chances for academic success in college. The *Galileo Project* brings together middle school and high school teachers and university professors to discuss the transition students make from high school to college. Divided into two teams, English and Mathematics, the project facilitates the creation of a more streamlined education curriculum in which the higher-level education builds on a stronger foundation of previous education. Of the three principal schools involved, one had 98% non-white student population, the second had a 50% non-white student population, and the third had 70% non-white student population. Both of these consulting projects and other similar education reform initiatives are described in more detail below.

As further evidence of its commitment to address the social and economic needs of its surrounding communities, Southern Connecticut State University is a member of the Connecticut Campus Compact (CTCC). The CTCC is a coalition of public and private Connecticut college and university presidents dedicated to increasing their campus capacity for service and civic engagement. CTCC member campuses involve students, faculty and entire campus communities in meaningful community service enterprises in order to contribute positively to the life of local communities. CTCC requires that member institutions develop community service plans that fight poverty and the negative consequences of poverty on education, job skills, employment and the overall quality of life. By its membership, Southern has pledged to increasing the number and intensifying the efforts of its educational outreach programs to the surrounding urban communities of New Haven. Southern's aim is to join the fight against poverty by mentoring, tutoring and recruiting more minority students who are living in poverty along the borders of Southern's campus.

Southern was included in the Center for Student Opportunity's *College Access and Opportunity Guide*, a first-of-its-kind college guidebook for first-generation and traditionally underserved college-bound students. Southern's inclusion denotes its level of commitment to promoting a college-bound culture among the minority students throughout New Haven and other urban based communities, and ultimately to draw these students into its baccalaureate programs. The Center for Student Opportunity serves as a conduit between these students and the colleges and universities that have targeted first-generation and underserved students for admission. It assists colleges and universities to develop specific outreach, recruitment and retention programs. By its inclusion in the new publication, Southern pledges to follow the Center's vision: *"To increase economic opportunity and social mobility among first-generation and other historically underserved students through the promotion and expansion of college programs that serve them. As a leader and expert in college access and success for first-generation and other historically underserved students, the Center for Student Opportunity will bridge the divide between leading institutions of higher education and those that most need college guidance, preparation and admissions assistance."*

In an attempt increase academic success in New Haven's poorest and most crime-ridden communities, former President Stanley Battle recruited comedian, actor and educational activist Dr. William H. (Bill) Cosby to join Southern's outreach. Together, Dr. Battle and Dr. Cosby .....accompanied by students and administrators.....walked the streets of the Newhallville section of the city, talking to children, parents and gang members asking for "safe passage" for students trying to go to school. Together, Dr. Battle and Dr. Cosby founded the Southern Academy which takes poor and minority students from the area elementary schools and mentors them. These students are provided with technology, tutoring, homework assistance and summer intensive academics to improve their chances of success and college readiness. Continuing Southern's community outreach, jazz legend, Ramsey Lewis and legendary comedian, Bill Cosby took the stage at the SCSU's Lyman Center for the performing arts and entertained an awestruck crowd as part of "Two Legends. One Evening" event held to raise support for *Southern Academy* and benefit student scholarship programs. While the event featured music and comedy, SCSU's President used the platform, in front of a packed house to emphasize the need for community to band together for the success of the economically and educationally underprovided in surrounding communities. Currently, a second group of students is being selected to join the Southern Academy and Dell has already provided the technology to support them in their endeavors.

Southern has recruited several new Deans since 2009. In particular, the Business school Dean and the Health and Human Services Deans have become well known in the community. Currently, the School of Business, the School of Arts and Sciences and Student supportive services are collaborating on a GEARUP program grant designed to improve college readiness for 385 students in New Haven's lowest performing middle schools. Additionally, The Dean of the School of Business now serves on the New Haven Public School Metropolitan Business Academy Advisory Board.

**1. Galileo Project.** The Galileo Project, first implemented at SCSU in 2008-2009, is a yearly program designed to improve the academic preparedness of disadvantaged middle and high school students and thus increase their chances for academic success in college. The Galileo Project brings together middle school and high school teachers and college professors to discuss the transition students make from high school to college. Divided into two teams, English and Math, the project facilitates the creation of a more streamlined education curriculum in which the higher-level education builds on a stronger foundation of previous education. By collaboration with university faculty in English and mathematics, the middle and high school teachers acquire a better understanding of the necessary level of academic performance required of entering college freshmen. In turn, the teachers develop a curriculum that enhances the university-level academic preparedness and academic success of their students. The project also includes a panel presentation by students who discuss their transitional issues directly with educators. The project is in its second year at SCSU and is part of New Haven's Public School Reform Project. The three principal schools currently involved are Hillhouse High School in New Haven, CT whose student population is 98% non-white, Hamden High School in Hamden, CT with a 50% non-white student population, and Maloney High School in Meriden, CT with a 70% non-white student population. In 2008-2009, the project was funded by a grant of \$71,250. In 2009-2010, the university provided \$75,000 to sustain the project.

**2. Summer Educational Opportunity Program (SEOP).** The Summer Educational Opportunity Program (SEOP) is an integral part of Southern's commitment to attracting and retaining minority students. Approximately 60 high school students are chosen to live on campus for five weeks during the summer, attending classes and exploring college life. Counselors and advisers are available to provide students with the necessary support for a smooth transition from high school life to the markedly different on-campus life of college. The university-funded summer program provides the students with a social network of peers, support from faculty, academic incentives, and a head start on their degree with four (4) academic credits for their experience in the SEOP. The SEOP's primary aim is to break down the preconceived notion that many students often have, that college isn't in their future. The program interviews students who didn't meet SCSU's admissions requirements, but show promise. The Admissions Office recommends students to the SEOP. These students, usually around 200, are individually interviewed until 50 have been chosen. While SEOP is open to all students, the majority % of the 60 students are African American or Hispanic/Latino. An average of 75% are TANF eligible based upon family income reported.

**3. Educational Opportunity Program (EOP).** The Educational Opportunity Program (EOP) is an undergraduate support program designed to provide special academic support in a personalized way. The primary purpose of EOP is to enhance the efforts of the University in recruiting, counseling, and educating academically promising minority students who have the desire, motivation, and willingness to assume responsibility for achieving their academic potential. EOP provides comprehensive academic advisement, personal counseling, tutorial assistance, and referrals in career-oriented, work-study, and learning skills development. EOP also maintains a liaison with each of the University's academic schools and many individual

academic departments. The program incorporates all students emerging successfully from each successive Summer Educational Opportunity Program (SEOP), and incoming freshmen each year from the general student body whose credentials (SAT scores, high school rank and grades, SCSU placement test scores) indicate a need for support. The EOP has three goals that aim to change the student's lives: improving the student's self-image and academic skills, strengthening their academic performance in specific studies, and developing realistic career choices based on their strengths and interests. These tools result in students with greater academic diligence, increased confidence and a goal of college graduation into employment. In total, the EOP ameliorates the learning and study skills habits and improves the academic performance of 200 students each year. While EOP is open to all students, the majority of the EOP students are African American and Hispanic/Latino.

**4. Connecticut Collegiate Awareness and Preparation Program (Conn CAP).**

The Conn CAP Program is a collaborative partnership among Southern Connecticut State University, the Connecticut Department of Higher Education, and the New Haven Public Schools. As a state sponsored Minority Advancement Program (MAP), its goal is to engage New Haven public school students in meaningful learning experiences for the purpose of enhancing their basic skills, critical thinking, and social competencies. Conn CAP is geared toward improving the student's chances of competing in an advanced society by offering enrichment classes in the areas of math, science, history, visual arts, and English. Students enrolled in the program spend the summer attending classes for six weeks, attending an after-school tutorial program, and participating in a Saturday Academy on the university campus. One hundred students are selected each year to participate in Conn CAP. 100% of the 100 students enrolled are minority students. For 2008-2009, the program was funded \$169,000 by the Department of Higher Education; for 2009-2010, it is funded at \$175,000. For 2010-2011, the program will receive approximately \$175,000.

**5. Connecticut Collegiate Access and Success (ConnCAS).**

As a state sponsored Minority Advancement Program (MAP), the ConnCAS program is an intensive experience for graduating high school seniors who wish to attend the University the following academic year. The program, which has five-week summer component, is designed to refine academic skills, acquaint the student with the University and its procedures, and to raise the level of academic preparedness for the college level work. Those students who complete the program successfully are provided with academic support, monitoring, and advisement throughout their time at the University. Approximately 85% of the students in ConnCAS are minority. ConnCAS is funded by the Department of Higher Education under a five-year grant, receiving \$61,681 annually. Southern is in its second year of the.... renewal grant.

**6. Gaining Early Awareness and Readiness for Undergraduate Programs**

**(GEAR-UP).** The GEAR UP program is a national discretionary grant program funded by the U. S. Department of Education (USDOE). As a federal Minority Advancement Program (MAP), it is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. USDOE provides six-year grants to states and

partnerships to provide services at high poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort(s) through high school. The Connecticut State GEAR UP Project, sponsored by the state's Department of Higher Education, is currently in the fifth year of its second six-year funding cycle. During the 2009-2010 program year, the Project will serve approximately 1,600 high school juniors and seniors at six high schools in Bridgeport and New Haven, Connecticut. In both FY 2007 and FY 2009, it received a \$3 million federal grant. The Project's early intervention component includes college tours, workshops and other informational activities to inform participating students and their parents of the benefits of attending college, and of financial aid resources to pay for the cost of attending college. After-school and summer programs provide students with advisement and other motivational activities to positively impact their aspirations for postsecondary education. The students are provided opportunities to further their cognitive development through tutorials, introductions to high school courses, college courses, SAT-Prep and other test-prep activities. Seniors are provided assistance with the college application and financial aid process. Graduating students may also participate in summer programming at partnering institutions of higher education. The Project's scholarship component provides approximately 100 Pell-grant eligible participants in each cohort of graduating high school seniors with four-year college scholarships. The Project also provides financial assistance to target secondary schools to further the development of a college-going culture, to improve the rigor of their curriculum and to further progress in their school improvement plans. At SCSU, the opportunities provided for these students include transition workshops, college exploration seminars, Saturday Academy on campus, and summer academic enrichment programs. 100% of the 100 students in GEAR-UP are African American and Hispanic/Latino.

**7. Health Occupations Students of America (HOSA),** hosted by the SCSU Office of Diversity and Equity, is a one-day conference for middle and high school minority students on exploring health and allied health careers. HOSA brings together students from the surrounding urban centers who are interested in pursuing careers in health occupations such as nursing, medicine, pharmacology and other areas. Participants learn entry routes and educational requirements for these careers and are exposed to a wide range of career possibilities. The students experience the college classroom and campus life and receive information and guidance about medical careers.

**8. Developing Tomorrow's Professionals.** The SCSU School of Education, working with the Connecticut State Department of Education Host a 10-week *Academic Saturdays* summer program for sophomore and junior high school men of color. This grant-funded program focuses on preparing young men of color for success in college. Students learn study skills, computer skills, professional behavior, and etiquette. Strong advisement and mentorship are provided.

**9. Southern's Consulting Team for New Haven School Reform: Narrowing the Achievement Gap in New Haven Public School Students** Beginning in December 2009, a team of SCSU faculty from English, Science, Mathematics, History and the Social Sciences

began meeting regularly with a team from the New Haven Public Schools, led by Assistant Superintendent Garth Harries, to reshape pre-K-12 education for one of the state's largest urban school districts, New Haven, with an approximately 85% minority student population. The team is committed to three overarching tasks. First, to acquire approval for the sharing of Institutional Review Board (IRB)-approved data between New Haven Public Schools and SCSU so that the city can assess the aggregate performance (e.g. placement in Math and English, retention rates, rates of academic probation, etc.) of NHPS students who become first-time, first-year students at SCSU (completed). Secondly, to articulate the attributes, both academic and "soft skills" (e.g. self-management, resilience, fundamental reading and numeracy, etc.) deemed essential for college-readiness. Rubrics are being developed to help define the continuum from high school readiness to the level students should achieve in these attributes upon exiting the university (in progress). Thirdly, a public presentation for the New Haven Board of Education will be made at the end of the year emphasizing the value of utilizing the information gleaned from the rubrics to address curriculum weaknesses.

**10. QUEST/Higher Education Orientation Forum.** Sponsored in collaboration with the National Society of Hispanic MBA's (NSHMBA) and other entities within the corporate sector, this program entitled *Envisioning Your Future* ~provided all day workshops for approximately 300 Hispanic high school students from the urban centers across the state. . . November 2012 was the 5<sup>th</sup> year that event has been hosted on the Southern Connecticut State University Campus. The program focused on the college application process, leadership skills development, managing a college workload and understanding financial issues that relate to college life. Workshops leaders are composed of professionals from the various career fields as well as current students from the universities that commit to partnering with the university for this event.

**11. S.C.S.U Athletes Mentoring Program:** Athletic teams from SCSU have "adopted" and are providing mentoring and tutoring services at New Haven middle schools. The Men's Basketball team provides service at King-Robinson middle school, and the Men's Track and Field Team provides services at Beecher school. The Swim Team is at Sheridan Middle School. Other teams are providing service at Clinton Avenue, Roberto Clemente in New Haven and in Hamden Church and Helen Street Schools. These college athletes provide role models to urban youth, encouraging them to pursue their education and stay in school.

**12. Opportunity for Women's Leadership (OWL) Empowerment Symposium,** a leadership conference with young women from New Haven high schools presented by the Women's Center.

**13. Pathways to Academic Excellence (PAcE),** a new scholarship program affiliated with the University's newly established *Center for Excellence in Mathematics and Science* , provides full, four-year scholarships for highly-qualified students majoring in a STEM discipline (Science, Technology, Engineering and Mathematics). At Southern, PAcE scholarships will cover all tuition and fees for students majoring in Physics, Chemistry, Math, Computer

Science, Biology or Earth Science. While the scholarship program is open to all Connecticut high school students with at least a B average and who have a financial need, it aims to focus on New Haven and Bridgeport students in particular and the goal of the program is encourage more minority students to pursue STEM degrees.. Beginning this year, a total of 26 full scholarships will be fully funded through a \$600,000 grant from the National Science Foundation. The program will start by recruiting promising math and science students from urban high schools and community colleges in New Haven and Bridgeport. 2010.

**14. Community Outreach Initiatives** - Southern Connecticut State University's Interim President, Dr. Stanley F. Battle, was passionate about disenfranchised children, particularly in the City's urban areas. He worked to communicate and connect with, not only the administrators of the City of New Haven, but with the neighborhoods as well. To promote and enhance the programs designed to encourage parents to get involved with the children's education and to reinforce the importance of education, he reached out to his personal friend, *Dr. William (Bill) Cosby* to inspire students and their parents to maximize their educational opportunities. On November 23, 2010 Dr. Cosby visited New Haven with a solid message about staying in school and pursuing higher education. He used his vintage brand of humor to make salient points with people of all ages – to reach out to the underprivileged urban community. Dr. Cosby said greater efforts are needed to be made across the board to change the negative cultural phenomena occurring in disproportionately high numbers throughout many urban areas – phenomena like high dropout rates for high school students, gang membership, and teen pregnancy. He was very impressed with the efforts of SCSU, *“This (SCSU) should be the first place and the last place that they think of coming—other than the community colleges,”* Cosby said. Dr. Battle invited Dr. Cosby to come to New Haven because his message resonates with the efforts of our university and our city to bridge the achievement gap and help children in grades k-12 realize that college is an attainable dream. *To this end, the university is developing several initiatives, including a "Southern Academy," which would offer middle and high school student a chance to improve their skills in subjects from reading to calculus.*

**15. The University Success Program** has been funded for its two years with \$265,000 from the Connecticut Department of Higher Education with a mission further the Access2 Success initiative to increase the number of students entering and graduating from Southern Connecticut State University, with special focus on minority and low-income students, recognizing Connecticut's changing demographics and the increasing demands of global competition. The initiative includes participation in national efforts to achieve similar goals and is part of a national partnership with the National Association of Systems Heads (NASH), and the Education Trust (Entrust).

**16. Aspirations for Higher Learning** - 6-week summer program of academic enrichment for New Haven Public School students. Program includes English, math, computer science, science, art, and video production. Funded by NHPS, Aspirations

serves 100 NHPS middle and high school students and SCSU provides in-kind use of its facilities.

**17. Southern Academy.** The program was launched in the summer of 2011 and included a group of 25 fourth graders from New Haven schools who spent a good part of their summer days at SCSU in an instructional program designed to improve literacy among local youth and help close the student achievement gap. The goal is for the students to return each summer through 12<sup>th</sup> grade. The program will add an additional 25 4<sup>th</sup> graders in summer 2013.

**18. a) Southern New Haven Academy for Professional Development (SNAP)** was established in 2011, partly in response to the New Haven Promise and to meet the goal of having New Haven students ready for college. The other purpose for the partnership was the establishment of a professional development schools relationship. This relationship would enhance the opportunities for faculty from Southern and teachers from NHPS to work together to enhance the preparation of Southern students. It also provides the opportunity for students to have field placements in urban settings to provide increased support for NHPS teachers and students. Additionally, the partnership involves Southern faculty providing professional development for New Haven teachers to support major initiatives identified by the district.

Initially, the partnership involves field placements in five New Haven elementary schools. However, the professional development component of SNAP operates district wide. For example, in July 2011, 125 teachers from New Haven attended the Pathways to Literacy conference on the Southern campus, where the focus was on literacy and technology strategies.

**18. b) The SNAP Urban Education Fellows program** is a competitively selected group of students in Southern's elementary and early childhood undergraduate programs. It specifically selects students who demonstrate a commitment to urban education. Students' participation in the Fellows program includes: intensive field experience and student teaching in a select group of partner schools within the New Haven School system; participation in monthly meetings; attendance at state, regional, and local professional development opportunities; on-line discussion and reflective writing. All of these, with the exception of the work within schools, are extra-curricular activities for these students.

**19. SCSU University/New Haven Public School (SCSU/NHPS) Education Mentoring Program.** This project annually assists 35 underachieving African-American and Hispanic male students enrolled in the 5th grade at Beecher School. Students receive academic services and social mentoring by specially selected SCSU and Hillhouse High School students, under the supervision of program staff. The project aims to improve academic performance and to encourage and guide students toward college. The program involves the collaboration of parents, teachers, Beecher School administrators and SCSU faculty and program staff.

**20. SCSU collaborations with Common Ground and New Haven Academy High Schools** – English department faculty have worked with faculty from these two high schools. Collaborations include shared course assignments, joint writing workshops for students (e.g., freshman comp class partners with high school senior writing class), visits to each other’s campus, shared assessment activities between faculty.

**21. The SCSU Foster Youth Program**, launched in 2010, assists SCSU students who are foster youth to achieve their academic goals. Foster youth are provided support, advice and counsel about their education throughout their undergraduate studies, from the applications and admissions process through graduation, including career and graduate school counseling

**22. “Proof of Ability” option.** The new 6-week program, to be piloted in summer 2012, targets prospective freshmen who were not initially admitted to the university but demonstrated sufficient academic aptitude and interest in matriculating at Southern that they will be provided an opportunity to prove themselves. The program will offer more than 40 seats this summer in two Tier 1 LEP courses for this population of potential students (ENG 110 and COM 205). Instructors with experience in Southern’s FYE Program were selected to teach the courses. The program was developed to provide students with extra time to succeed. Students who earn a “C” or above in both classes will be permitted to matriculate either as part-time or full-time students in the fall semester. The Program accepts up to 40 students who did not meet criteria for admission but show promise for success.

**23. Small Business Development Center:** SCSU is currently a finalist in the SBA’s competition for host institution to lead the Small Business Development Centers in CT. In preparing the proposal, SCSU amassed a coalition of over 50 Public and private entities willing to contribute space and resources. If awarded, the cooperative agreement will make Southern’s School of Business a premier resource for small business growth across the state.

**24. Educational Leadership** offers in-district cohort program for students seeking Sixth Year Diplomas in Educational Administration. Classes meet in school district buildings in four priority school districts. This enables faculty within the district to conveniently take the classes that will enable them to sit for the intermediate administrator examination, helping the districts to be build the leadership from within their own ranks.

**25. PK-4 School** to be built on SCSU campus by NHPS if funding is approved by State of CT. This professional development school will provide exemplary educational opportunities for NH students as well as for SCSU future teachers.

**26. Jumpstart** is a national early education organization that recruits and trains college students and community Corps members to serve preschool children in low-income neighborhoods. Our proven curriculum helps children develop the language

and literacy skills they need to be ready for school, setting them on a path to close the achievement gap before it is too late." From jstart.org this initiative came to SCSU because Dave Lavande, a faculty member in EDU brought it to the attention of the former dean of the SOE. In the summer of 2012, I met with the Provost and members of the Jumpstart management and we made the decision that this was an important initiative with potential to address closing the achievement gap and SCSU should be involved. We moved very quickly and within 2 months we had a program started here at SCSU and we now have more than 30 volunteers receiving training and getting ready to start working in low-income pre-school classrooms.

**28. The Annual Ronald D. Herron Day of Service-** Field each September, the Day of Service is planned collaboratively with the New Haven Police Department. Students, faculty, staff and New Haven Police Officers work together to arrange for service projects throughout the ten different districts in New Haven. This initiative began in 2006 with a small group of 50 students volunteering at a local park and since has grown to over 600 participants who have included clubs, organizations, NCAA athletic teams, club sports teams, fraternities, sororities and over 15 sections of First-Year Experience classes. For the past two years, the day has exceeded the capacity of the districts and projects have been expanded to four additional sites coordinated through the New Haven Parks and Recreation Department. Members of the New Haven community and city officials have worked side-by-side with Southern students on these service projects. While the service has been meaningful, the interaction between students and the community has been just as valuable. The Day of Service is planned by a student committee. In the spring of 2011, the Student Government Association passed a resolution to name the Day of Service in honor of Dr. Ronald D. Herron, Vice President of Student and University Affairs upon his retirement for his contributions to the university and support of service initiatives and student activities.

**29. Annual American Cancer Society's Relay for Life** - This event requires well over 500 hours of dedication from the committee that helped to plan the event. Over 700 students, faculty /staff and community members joined in the overnight walk to remember those who have passed from cancer and honor those who have survived. Cancer survivors are invited to celebrate their victories and educate participants on ways to help prevent cancer. This year's event raised over \$35,000 for cancer research, education, and advocacy. Not only has this event raised funds for the American Cancer Society, but it has raised the spirits and moral of the community. Relay for Life is a well-recognized and highly anticipated service event not only for Southern campus, but the New Haven community as a whole.

**30. Sigma Sinderella** - During the Fall 2009 semester the Sigma Gamma Rho Sorority Incorporated partnered with a local New Haven youth group called Higher Heights and began new program entitled Sigma Sinderella. The program was a semester long prom dress drive, where the ladies of Sigma Gamma Rho Sorority Incorporated encouraged students to donate new and mildly worn prom and formal gowns. These

gowns were then donated to young girls with financial need from the New Haven community. Along with receiving a dress they participated in a four week self-esteem and leadership program facilitated by the members of Sigma Gamma Rho. Ten young ladies selected prom dresses and in addition one girl received free make up-services by Mac to wear on the day of their Prom. The program has continued each year since then. This program provided a service to underprivileged teens in the New Haven community. The experience was designed to foster a relationship with the university and expose them to role models-- college students-- allowing them to see Southern Connecticut State University as a school that is accessible to them.

**31. Adopt-A-Family-** For over 15 years, the Dean of Student Affairs Office has sponsored the Adopt-A-Family Food Drive in which student organizations, university offices, departments, and Residence Halls fill large boxes with food to be donated to families in the New Haven community. Partnering with the Family Centered Services in New Haven, the food drive helps families throughout the holidays and the calendar year. In 2010, the Dean of Student Affairs Office and Service Team partnered to plan and coordinate the program collaboratively. Annually, we donate between 250 to 300 boxes of food to Family Centered Services and other local agencies.

**32. Friends of Rudolph-** SCSU has partnered with the New Haven Police Department for our Friends of Rudolph program for over 20 years. This "toys for tots" type event welcomes between 1500 to 2000 children and families from New Haven to campus annually. Prior to the Adanti Student Center opening, the event featured a Holiday show in the Lyman Center followed by the children meeting Santa and receiving a gift. As students became more involved in the planning of the event, they developed the concept for a "winter wonderland" in which all children would participate in a craft fair, photo station with Rudolph and Frosty, holiday carol room and treated to holiday snacks prior to seeing Santa and receiving a gift. Each year, approximately 200 SCSU students, faculty and staff volunteer at the event. The SCSU student volunteers include athletes, residence life staff, orientation staff, club and organization members and fraternity and sorority members that spend the day interacting with thousands of children. The small student committee that plans the event begins meeting in the early Fall and continues throughout the semester.

**33. Southern Connecticut State University supports the Connecticut Special Olympics Summer Games** every year by hosting the event and housing athletes in the campus residence halls. Southern students, faculty and staff support the CT Special Olympics in all aspects. They volunteer countless hours not only during the three day event but throughout the year by serving on the Special Olympics planning committee. Our students and student groups conduct extensive fundraisers and volunteer to assist at events held during the year. The University has hosted the games for the past 13 consecutive years, prior to 1999; the University hosted the event sporadically for 15 years. Annually, the University collaborates with the Police Department to have a Jail n' Bail – an event where students faculty and staff pay to swear out warrants on colleagues and friends, have them “arrested” and placed in a “jail” where they can use phones and raise “Bail” to get out. All proceeds are donated to the Special Olympics.

**34. Adaptive Technology Loan Program** - On September 1, 2006 the Center for Adaptive Technology at Southern Connecticut State University (SCSU) signed a memorandum of understanding with the Connecticut State Department of Social Services (DSS) under which the Center received a grant from DSS to establish an assistive technology loan program. Scheduled to run through September 30th 2014 the grant provides \$358,105 to provide assistive technology and support to three categories of users: members of the community with significant disabilities, special education departments within public school districts and SCSU students with disabilities. Since September 2008 when the Center started making loans we have made 259 loans of assistive technology hardware and software. Of those loans 143 were to SCSU students with disabilities, 50 were long-term loans to members of the community with significant disabilities and 66 were loans to public school districts (to 49 different schools). The equipment loaned out consists of 60 PC laptops and 7 desktops with various assistive technology software and 30 iPads with a variety of assistive and educational software.

Southern Connecticut State University is a dynamic urban institution that is striving to increase educational opportunities for the minority and underserved populations in the New Haven Community. With the public school students of New Haven reaping the benefits of the New Haven Promise scholarship program enabling more low income students to consider college a financial reality, SCSU's commitment to Access4Success and other outreach programs means that it primed to become the University of choice for a large population of local, minority, first generation college students. *When compared to the entering class of 2010, the class beginning in 2011 showed an increase of 1.7% in the number African-American students, and an increase of a full 4% in the number of Hispanic students enrolled.* We are committed to continuing this trend by reaching out to urban minority youth.

The University values community service, civic engagement, and social responsibility by all university members and encourages the integration of these principles in the learning experiences of students, invites community participation in university affairs, and promotes local, regional, national, and international collaborations. The University values its responsibility to provide opportunities for individuals with potential and motivation to become productive members of the University Community and demonstrates that value by eliminating barriers that hinder full participation. The University values all students, believes in their potential to achieve, and commits to "challenging, supporting, and empowering them to transform their lives."



## LOOKING BACK AT ANOTHER BANNER YEAR

### OWLS' IN THE COMMUNITY

#### CAMPUS COMMUNITY EVENTS

- **Girls and Women in Sport Day** – Attended by approximately 200 youngsters from New Haven and outlying areas. Student-athletes serve as instructors in an array of sport offerings. Youngsters also have an opportunity to interact with the student-athletes through a meet-and-greet and post-event autograph session.
- **SCSU Day of Service** – Student-athletes joined campus-wide effort to clean up local facilities.
- **Jail N Bail** – Student-athletes, coaches and staff took part in campus-wide initiative to raise funds for Connecticut Special Olympics by 'being jailed' and by serving as 'judges'.
- **Bring Your Child To Work Day** – In conjunction with campus-wide initiative, members of the gymnastics team hosted youngsters and discussed proper nutrition and basics of the sport.
- **Adopt-A-Family** – Student-athletes, coaches and staff supported campus-wide effort by collecting and donating food.
- **Friends of Rudolph** – Student-athletes and staff assisted at annual campus event which entertains more than 1,000 individuals during the December holiday season.
- **National Bone Marrow Registry 'Be The Match Program'** – An event spearheaded by the football program. Members of the squad assisted with the event, while student-athletes from numerous programs participated in becoming potential matches.
- **The Big Event** – Student-athletes joined campus-wide effort to clean up local facilities.
- **Homecoming 5K Race** – Members of the men's and women's cross country/track and field teams took part with assisting at the annual event.

#### GREATER NEW HAVEN/NCAA INITIATIVES

- **Reading program at Clinton Avenue School** – Student-athletes participate in a weekly event at the school which features reading in small group sessions, arts and crafts and interactive games.
- **Tutoring program at Beecher School** – A weekly program in which student-athletes tutor students in a variety of subjects.
- **Make-A-Wish Foundation** – As part of the NCAA Division II primary fund-raising initiative, collected funds for the organization at numerous athletic events.
- **Susan G. Komen Foundation** – Initiated a Play 4 The Cure event in conjunction with field hockey contest. Assisted the organization's efforts in raising funds for breast cancer research and in promoting breast cancer awareness.
- **American Cancer Society** – Assisted the organization in numerous events – both internally through partnership with 'Think Pink' women's basketball games, as well as through external volunteer efforts at ACS 'Making Strides Against Breast Cancer', 'Relay For Life' and 'Daffodil Days' events.
- **Connecticut Food Bank** – Student-athletes donated food items and assisted in the collection of items at home athletic contests.
- **Connecticut Special Olympics** – Student-athletes volunteered at numerous area events for the organization.
- **New Haven Public Library** – Softball team spearheaded efforts with 'Paws to Read' program which, in conjunction with area dog handler and her pets, intertwines academic skill development and animal awareness.
- **Academic and athletic programming assistance at Church Street School** – Members of the men's basketball team took part in academic visits as well as a clinic with students at the school.
- **Walk to Cure Psoriasis** – Student-athletes and coaches from the softball team participated in the event at Castle Island Park in Boston.



## OWLS' IN THE COMMUNITY

### GREATER NEW HAVEN/NCAA INITIATIVES (CONTINUED)

- **Hoops for Hope** – Members of the men's basketball team assisted at an event in Danbury.
- **St. Ann's Soup Kitchen** – Members of the baseball team volunteered at the facility to distribute meals.
- **Comcast Cares Day** – An annual clean up event of area venues that was participated in by student-athletes, coaches and staff.
- **Academic assistance at Ridge Hill School** – Members of the men's cross country/track and field team took part in an academic session with students.
- **Greater New Haven Chamber of Commerce Sports Council cleanup** – Student-athletes took part in a clean up of area along the Quinnipiac River in New Haven.
- **Springfield (Mass.) Rescue Mission** – Student-athletes baked pies for the facility for the Thanksgiving holiday.
- **Wallingford Boys and Girls Club** – Student-athletes assisted local youngsters with their weekly 'Sports Night' event.
- **Hoops for Hunger clinic** – Hosted by the men's basketball team in an effort to collect non-perishable food items for the area community.
- **Academic assistance at Helen Street School** – Members of the baseball team took part in sessions at the Hamden school.
- **Programming assistance at Keefe Community Center** – Members of the baseball team assisted at events for youngsters at the Hamden facility.



*Senior women's basketball captain Alex Fiola works with students at the Beecher School in New Haven.*

## Western Connecticut State University

TO: Carrie Vibert, Director, Legislative Program Review and Investigations Committee

FROM: James W. Schmotter, President, Western Connecticut State University

RE: Western Connecticut State University's Involvement in State Urban Issues

DATE: November 16, 2012

The following report is divided into four sections so that the information provided about our current involvement in state urban issues will be understood in terms of the mission of our institution, the nature of our community service programs and our plans for public service in the future.

### **Section I: Mission Statement**

“Western Connecticut State University serves as an accessible, responsive and creative intellectual resource for the people and institutions of Connecticut. We strive to meet the educational needs of a diversified student body through instruction, scholarship and public service.”

One of the guiding principles in the fulfillment of the mission is “strengthening our partnership with the people and institutions of Connecticut.”

These programs take a number of forms to include:

- community partnerships with WCSU faculty employed to coordinate delivery of the program
- community partnerships with WCSU faculty contributing to the effort to deliver the program
- community partnerships with WCSU leaders representing the university on committees
- service learning projects associated with specific courses
- community service provided by students

### **Section II: Community Service Related to Urban Issues**

Five of our programs provide service related to urban issues. They are:

- Community Report Card, a community partnership with WCSU faculty and staff employed to research and deliver the program
- IT Support for Non Profits, a partnership with WCSU staff contributing to the effort to deliver the program
- Building a Bridge to Improve Student Success, a partnership with WCSU faculty employed to deliver the program

- Candlewood Lake Project, a community partnership with WCSU faculty employed to research and deliver the program as well as WCSU students.
- Community Organizing Project, an effort associated with a specific course.

Western Connecticut State University does not have an organizational chart specific to community engagement. Typically, complex projects are discussed and approved at the leadership level and then delegated to appropriate faculty and staff and the more focused, more specific projects are initiated and implemented at the departmental level.

In the next section, we will provide detailed information about each of the five programs.

### **Section III: Requested Data for Each Program**

#### **Program 1:**

1. Activity/Program/Initiative Name: Community Report Card for Western Connecticut 2009 and 2012
2. Departments, Schools or Institutions Involved: President's Office, Provost's Office, Nursing Department, Health Promotion and Exercise Department, Publications & Design Department, University Computing Department.
3. Activity Purpose and Goals: 2009 Report Card: To develop a comprehensive profile of the education, economic situation, risk factors, health and lifestyle behaviors, and diseases of residents in the Housatonic Valley Region (HVR) by focusing on a broad array of specific indicators in each category. To provide recommendations on how partnerships among providers and the community could improve the health and well-being of residents.  
2012 Report Card: To provide a narrative and statistical update of key indicators in the areas of economic stability, education, health status, behavioral risk factors and diseases for HVR. To provide current recommendations on how provider and community partnerships could improve the health and well-being of HVR. To provide deeper insight into the health and social needs of older adults living in our community.
4. Duration Activity Has Existed: 2007-2012
5. Names of Community Partners: Danbury Health, Housing, and Welfare Department, Danbury Hospital, United Way of Western Connecticut, and Western Connecticut State University.
6. Number of Faculty Annually Involved: 7 faculty, 1 administrator, 4 staff.
7. Number of students annually involved: Approximately 4-8.
8. Number of Annual Participants (by city if possible): 15-50
9. Funding Sources: Aetna Foundation, Boehringer Ingelheim, Danbury Hospital, Fairfield County Bank, Fairfield County Community Foundation, Peter and Carmen Lucia Buck Foundation, Poland Spring Natural Spring Water, Savings Bank of Danbury, Union Savings Bank, United Way of Western Connecticut, and Western Connecticut State University.
10. University Impact: An opportunity for students to participate in concrete, real life data gathering, research and data analysis. An opportunity for faculty to demonstrate the

resources and expertise the university can provide to the region to address and solve quality of life issues.

11. **Community Impact:** The Report Card brings together many existing sources of current information about HVR. This includes studies, surveys, government reports and statistics, along with data collected from individual organizations and agencies. The Report Cards collect, organize and interpret data to provide readers with one source of unbiased information concerning the health needs and trends of HVR. The 2009 Report Card spurred interest in behavioral health and pediatric obesity resulting in the establishment of a pediatric obesity collaborative with issue-specific funding secured. It is anticipated that the data in the 2012 Report Card will continue to stimulate discussion and action around identified needs, particularly those of seniors.

*Comments on the 2009 Report Card:*

“I’m the planner of CACD and used several examples of the Report Card to write a grant that we won. Part of the grant required us to profile Danbury and I used some of the homeless and housing data and the educational data when writing the grant.” Barbara West, CACD Planner  
“The administrative team in Bethel met and discussed the report in detail for ideas of how better to communicate to parents and community members and how best to meet emerging needs or needs we were unaware of at present. In addition, the Wellness Committee is using the report to create its plan for this year. Thank you. We found the report very useful.” Janice M. Jordan, Ph.D., Associate Superintendent, Bethel Public Schools

**Program 2:**

1. **Activity/Program/Initiative Name:** IT Support for Non Profits
2. **Departments, schools or institutions involved:** University Computing.
3. **Activity Purpose and Goals:** Sandra Rankin, chair of Technology Solutions for Non Profits, one of the organizations that has partnered with Western Connecticut State University to deliver this community service reports: “It’s a cookie-cutter offering to clients, a canned back-office suite. We provide programs that our research shows they ought to use. We store and backup information, manage their IT and provide training on how to use the programs. And we can’t find anyone else in the country who is doing this.”
4. **Duration Activity Has Existed:** The activity began in July 2010.
5. **Names of Community Partners:** Technology Solutions for Non Profits, Greater Danbury Non Profit Resource Center, Danbury Area Computer Society, Greater Danbury Funders Group and The Network Supply Company.
6. **Number of Faculty Annually Involved:** 2-4 staff in University Computing.
7. **Number of Students Annually Involved:** Typically, students are not involved.
8. **Number of Annual Participants (by city if possible):** Four agencies have signed on for services: Renewal House, Cultural Alliance of Western Connecticut, Danbury Youth Services, and Ives Concert Park.
9. **Funding Source(s):** Meserve Foundation, Western Connecticut State University, Union Savings Bank, and United Way of Western Connecticut.
10. **University Impact:** It’s on the cutting edge. As Sandra Rankin, 30-year IBM veteran notes, “We can’t find anyone else in the country who is doing this.”
11. **Community Impact:** It helps small non profits to achieve IT independence.

**Program 3:**

1. Activity/Program/Initiative Name: Building a Bridge to Improve Student Success
2. Departments, Schools or Institutions Involved: 2009-2011: Western Connecticut State University Math, Physics, Meteorology, Chemistry, Biology and Writing Departments; Bethel, CT Public Schools (Bethel middle and high schools); Danbury, CT Public Schools (Rogers Park Middle School, and Danbury High School).  
2011-2012: added WCSU Music Department and Danbury Broadview Middle School.
3. Activity Purpose and Goals: WCSU Bridges faculty and staff worked with math, writing, and science faculty from partnering schools to help their students prepare for college level classes. In addition, the program provided enrichment days and a summer camp for at-risk middle school students from partnering school systems to encourage them to pursue a college education. These students also received academic support from WCSU honors students, who provided tutoring in math, writing and science. Moreover, Bridges offered academic support and enrichment in the form of a junior meteorology program and a writing camp for area middle school and high school students.
4. Duration Activity Has Existed: The Bridge program was created in 2004.
5. Names of Community Partners: Danbury, CT public school system (Rogers Park Middle School, Broadview Middle School and Danbury High School; Bethel, CT public school system (Bethel Middle School and Bethel High School).
6. Number of Faculty Annually Involved: From WCSU: approximately 25; from Bethel: approximately 25; from Danbury: approximately 25.
7. Number of Students Annually Involved: From Danbury: approximately 1,330; from Bethel: approximately 600.
8. Number of Annual Participants (by city if possible) Danbury: approximately 1,355; Bethel: approximately 625.
9. Funding Source(s): 2009-2011: Praxair, Woman's Club of Danbury/New Fairfield, People's United Bank, State of Connecticut.  
2011-2012 Praxair, Woman's Club of Danbury/New Fairfield, People's United Bank and State of Connecticut.
10. University Impact: Bridges has reduced the number of incoming freshmen from partnering schools needing to take remedial writing and math classes. Thus, students who have participated in Bridges graduate sooner and with less debt. In addition, one-year retention percentages for Bridges students are almost 16 points higher than for non-Bridges students.
11. Community Impact: The majority of graduating seniors from Danbury and Bethel who have participated in the Bridges Program enter college ready for college-level work; as a result, they graduate sooner and with less debt. Before the creation of Bridges, 61% of juniors from partnering schools were placed in remedial writing classes. In 2012, that number was 3.7 %. For Math, 62% needed remediation before Bridges, but by 2012, only 20 % were placed in remedial classes. In addition, at-risk middle school students who would be first generation college students are encouraged to pursue a college education by staying in school and enrolling in college prep courses. Students also receive support by attending specialized programs in writing and meteorology.

**Program 4:**

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1. Activity/Program/Initiative name: Candlewood Lake Project.
2. Departments, Schools or Institutions Involved: Western Connecticut State University Biology Department
3. Activity Purpose and Goals: Research and teaching about fresh-water ecology.
4. Duration Activity Has Existed: 2008-present
5. Names of Community partners: Western Connecticut State University, Candlewood Lake Association, FirstLight Power Resources, Danbury, Brookfield, New Fairfield, and New Milford municipalities.
6. Number of Faculty Annually Involved: 3-5
7. Number of Students Annually Involved: 2
8. Number of Annual Participants (by city if possible): While many residents are positively affected by this work, we would identify community leaders in the municipalities as participants and that would number approximately 20.
9. Funding Source(s): EnviroScience
10. University Impact: The project provides opportunity for WCSU students to get out of the classroom and into the field, working alongside professionals working on real-world research projects.
11. Community Impact: Western's research and exploration of the fresh-water ecology of Candlewood Lake represents a scientific and public policy planning resource for the Candlewood Lake Association, Candlewood owner FirstLight Power Resources, and the municipal governments of the shoreline communities. "Having the university involved is an extremely important component in achieving well-informed and effective natural resource management in this area. They have the tools, the expertise and the talent to do the necessary research that the Authority cannot do on its own." Larry Marsicano, Executive Director, Candlewood Lake Authority.

**Program 5:**

1. Activity/Program/Initiative Name: Community Organizing Project, Section 1 and 2
2. Departments, Schools or Institutions Involved: Social Work Department and various other university departments depending on the nature of the project identified.
3. Activity Purpose and Goals: 2010 Financial literacy for high school students; 2011 Raising funds to build a well ; 2012 Homeless outreach.
4. Duration Activity Has Existed: Started in 1990 and continues.
5. Names of Community Partners: 2010 Danbury High School, Danbury Youth Services, Wells Fargo Bank, Uno Chicago Grill, Super Eight Hotel, Danbury Housing Partnership; 2011 Charity Water, Pepsi, local day care centers; 2012 Paul Mitchell Hair School, Bimbo Bakery, Danbury/Bethel Pathfinding Club, Family and Children's Aid, Danbury Housing Authority, Mental Health Association, Stop and Shop, Connecticut Coalition to End Homelessness, Jericho Partnership, Escape to the Arts, Dorothy Day Homeless Shelter
6. Number of Faculty Annually Involved: 2-3
7. Number of Students Annually Involved: 40
8. Number of Annual Participants (by city if possible): 2010 200 participants; 2011 400 participants; 2012 613 participants
9. Funding Source(s): student fundraising and donations

10. University Impact: 2010 links to Danbury High School; 2011 student attention to global issues, specifically water and interdisciplinary cooperation; 2012 opening campus to the community by bringing new people to campus.
11. Community Impact: 2010 financially literate adolescents; 2011 students demonstrate concern for global issues to the community; 2012 providing goods and services to needy people in the community.

#### **Section IV: The Future**

The recent two-day visit of the Dalai Lama to Western Connecticut State University has encouraged a continuing partnership with Do Ngak Kunphen Ling (DNKL) to create a place or a program dedicated to the concepts of compassion, creativity and innovation at Western Connecticut State University. As this plan is coming together, the core goals include a commitment to community service. We look forward to a future with even more opportunities for students, faculty, staff and community partners to be engaged in meaningful work to identify ways to enhance life on campus, in Danbury, in the region and beyond.

## Appendix F

### Asnuntuck Community College

1. Activity/program/initiative name
Inmate Self-Pay Programs
2. Departments, schools or institutions involved
Department of Corrections
3. Activity purpose and goals
Provide inmates with “primer” career courses to consider upon release
4. Duration activity has existed
September 2012
5. Names of community partners (if any)
6. Number of faculty annually involved
5
7. Number of students annually involved
45
8. Number of annual participants (by city if possible)
9. Funding sources(s)
Student self pay
10. University impact
11. Community impact –providing inmates returning to society with skills & concepts to obtain employment and become valuable members of the community when released.

1. Activity/program/initiative name
Science Tutors
2. Departments, schools or institutions involved
ACC Skills Center
3. Activity purpose and goals
Assist students in improving academic performance in their science classes
4. Duration activity has existed
4+
5. Names of community partners (if any)
6. Number of faculty annually involved
1
7. Number of students annually involved
57
8. Number of annual participants (by city if possible)
57
9. Funding sources(s)
Perkins
10. University impact
Able to assist student population in the area of science.
11. Community impact
Students are able to receive support in their science studies and have increased success in that academic area.

1. Activity/program/initiative name	CT WIA
2. Departments, schools or institutions involved	All
3. Activity purpose and goals	Retrain and obtain employment
4. Duration activity has existed	Approximately 14 years
5. Names of community partners (if any)	n/a
6. Number of faculty annually involved	Varies each year
7. Number of students annually involved	15-20 students each semester
8. Number of annual participants (by city if possible)	unknown
9. Funding sources(s)	Workforce Investment Act within the CT Department of Labor
10. University impact	Increased need for support services
11. Community impact	Allows currently unemployed individuals become retrained and obtain future employment

## Appendix G

### Capital Community College

#### Academic Programs

<b>Activity</b>	Academic Media Technology “El Show de Analeh” Spanish-language TV program
<b>College Division/Department</b>	Academic Affairs/Social Sciences
<b>Purpose and Goals</b>	Provide Communication students experience in all phases of television production, working with local TV producer to create regular talk show that airs weekly on WUVN Channel 18 (Univision) in the Hartford/New Haven market, while fulfilling their internship requirement for the Communication program.
<b>Duration of Activity to Date</b>	Yearly Fall and Spring semesters
<b>Community Partners</b>	Analeh Television Productions/WUVN Channel 18
<b>Faculty Involved Annually</b>	3-5
<b>Students Involved Annually</b>	25-30
<b>Number of Annual Participants by City</b>	60-80 plus TV audience
<b>Funding Sources</b>	College
<b>College Impact</b>	Extends positive image for College as a Hispanic-Serving institution with regular sponsorship mentioned on every TV broadcast and on the program’s website, while increasing the visibility among varied community and national VIPs in the Latino community that appear on the program
<b>Community Impact</b>	Provides news, information, and insight into many social issues of interest to the Latino community, program themes center around local people in the news, arts and culture, health and nutrition, controversial real-life issues, and educational topics related to business and government the partnership also provides a community-based production studio “home” for the program within Hartford’s Hispanic-Serving institution of higher education.

<b>Activity</b>	Business and Technology Internship
<b>College Division/Department</b>	Academic Affairs/Business & Technology
<b>Purpose and Goals</b>	Assists students with placement in both paid and unpaid work experiences that are related to an area of study for which they can earn three (3) academic credits

Duration of Activity to Date	Yearly Fall and Spring semesters
Community Partners	Hartford Hospital/St. Francis Hospital/Hartford Stage/Travelers/Cigna/Bank of America/Pepperidge Farm/IRS/Senator Lieberman's Office/CT Historical Society/Offices in City Hall (including the Mayor's office)/Hartford Parking Authority/Hartford Business Journal/CT Science Museum/Young Studios/Hartford Botanical Gardens Project/Univision/Capital Region Education Council/Community Renewal Team (CRT)/Seabury Nursing Home and other retirement facilities/LAZ Parking/Metropolitan District Commission/Merrill Lynch/Citizen's Research Education Network/Day, Berry & Howard/Crumble Law Group,he Hartford/Blum & Shapiro Accounting Firm/Junior Achievement/H&H Media Group/Clear Channel Radio/Newington Fire Department/Conard Library/O'Connell, Pace, & Company/P.C., Nexgen Wellness/NIRO Design Center/Hartford Behavioral Health/Ebony Horsewomen, Inc.
Faculty Involved Annually	3
Students Involved Annually	40-50
Number of Annual Participants by City	NA
Funding Sources	College
College Impact	Provide real work experience for business students as well engagement of community partners with the college that has led to membership on the department's Business Advisory Council.
Community Impact	Offers internship employers an opportunity to work with students with the possible outcome of hiring the "best fit" students, employers also gain: motivated and skilled workers, release time for regular employees to do higher priority tasks, ongoing, positive contact with the college system and influence in curricula to meet business/industry needs

<b>Activity</b>	EMT-Paramedic Clinical
<b>College Division/Department</b>	Academic Affairs/Allied Health
<b>Purpose and Goals</b>	Provide students the opportunity to demonstrate their ability to apply classroom theory in the patient care setting relative to their role as an EMT and/or paramedic in the delivery of emergency care
<b>Duration of Activity to Date</b>	August 2011 to October 2012
<b>Community Partners</b>	St. Francis Hospital/Waterbury Hospital/American Medical Response Ambulance Service/Aetna Ambulance/Ambulance Service of Manchester/Bristol EMS Ambulance

	Service/Enfield School Nurse program/Lawrence & Memorial Hospital Emergency Medical Services/Manchester Fire Department/New Britain Emergency Medical Services/Ridgefield Fire Department/UCONN Health Center Paramedic Service/Wallingford Fire Department
<b>Faculty Involved Annually</b>	Three part-time clinical instructors
<b>Students Involved Annually</b>	125 students
<b>Number of Annual Participants by City</b>	NA
<b>Funding Sources</b>	College
<b>College Impact</b>	Provide students experience to develop career skills within emergency medical services
<b>Community Impact</b>	Produces entrylevel health care providers in Emergency Medical Services as an EMT and/or Paramedic. Graduates hired by health care agencies

<b>Activity</b>	Hartford Heritage Program
<b>College Division/Department</b>	Academic Affairs/Humanities
<b>Purpose and Goals</b>	Increase student success and positively influence student views of Hartford through focused and engaged place-based learning strategies.
<b>Duration of Activity to Date</b>	Yearly
<b>Community Partners</b>	Mark Twain House/Harriet Beecher Stowe Center/Hartford Stage Co./Wadsworth Athenaeum/Old State House/CT Landmarks/Connecticut Historical Society/Caribbean Urban Research, Education, and Training Center
<b>Faculty Involved Annually</b>	14
<b>Students Involved Annually</b>	150-200
<b>Number of Actual Participants by City</b>	NA
<b>Funding Sources</b>	Federal
<b>College Impact</b>	Increase teaching and research collaboration of faculty from different disciplines and departments and connection of the college with network of organizations in the downtown community and enhancing the college's identity as a college invested in its community
<b>Community Impact</b>	Assists and supports Hartford revitalization efforts educating students on the rich history and culture of Hartford leading to increased civic attachment and engagement

<b>Activity</b>	Medical Assisting Internship
<b>College Division/Department</b>	Academic Affairs/Allied Health
<b>Purpose and Goals</b>	Provide students the opportunity to demonstrate their ability to apply classroom theory in an

	outpatient care setting
<b>Duration of Activity to Date</b>	Yearly
<b>Community Partners</b>	Collins Medical Associates/Grove Hill Medical Center/ProHealth Physicians/ECHN Family Practice/St. Francis Hospital/The Hospital of Central Connecticut
<b>Faculty Involved Annually</b>	1
<b>Students involved Annually</b>	18
<b>Number of Annual Participants by City</b>	NA
<b>Funding Sources</b>	College
<b>College Impact</b>	Provide students experience to develop career skills within emergency medical services
<b>Community Impact</b>	Produces entry level health care providers in Medical Assisting services. Graduates hired by health care agencies

<b>Activity</b>	Nursing Clinical
<b>College Division/Department</b>	CT Community College Nursing Program 9(Capital, Three Rivers, Naugatuck Valley, Gateway, Norwalk and Northwestern Community Colleges)
<b>Purpose and Goals</b>	Nursing program retention and completion, increased performance results on licensure exam, and increased job placement percentages
<b>Duration of Activity to Date</b>	Yearly
<b>Community Partners</b>	Hartford Hospital/The Institute of Living/ECHN – Manchester Memorial./Rockville General, St. Francis Hospital/Mt. Sinai./The Hospital of Central CT- New Britain Campus./Bristol Hospital/Hebrew Health Care/Saint Mary’s Hospital/McLean Health Center/Riverside Health & Rehab Center/Avery Heights/Jefferson House/Middlesex Hospital/Evergreen Health Care Center/Hospital for Special Care
<b>Faculty Involved Annually</b>	16 full-time faculty and 25 part-time clinical nursing faculty
<b>Students Involved Annually</b>	162
<b>Number of Annual Participants by City</b>	NA
<b>Funding Sources</b>	College
<b>College Impact</b>	Required part of curriculum
<b>Community Impact</b>	Increase Registered Nurses to meet demand for health care workers and provides staffing support

<b>Activity</b>	One Play
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<b>College Division/Department</b>	Academic Affairs/Humanities
<b>Purpose and Goals</b>	Focus on one play produced by the Hartford Stage each semester to engage students, faculty, and staff in interactive and intellectual experience of live theater that impacts learning, critical thinking, and global perspective
<b>Duration of Activity to Date</b>	Yearly
<b>Community Partners</b>	Hartford Stage, Co
<b>Faculty Involved Annually</b>	25-35
<b>Students Involved Annually</b>	1,000
<b>Number of Actual Participants by City</b>	NA
<b>Funding Sources</b>	College/Hartford Stage,
<b>College Impact</b>	Provides opportunity to introduce theater to students; students, faculty and staff attend pre-play symposia and post-play discussions; faculty are able to incorporate the play into their syllabus, and offer credit for attending play and related events; faculty are offered a teaching workshop on the play and study notes
<b>Community Impact</b>	The Hartford Stage engages and is able to develop and broaden audiences bringing the stimulation and educational advantages of theater to a community that has had little exposure

<b>Activity</b>	Service Learning through Social Services
<b>College Division/Department</b>	Academic Affairs/Social Sciences
<b>Purpose and Goals</b>	Provide students an opportunity to experience a work placement in their area of expertise while giving back to the community
<b>Duration of Activity to Date</b>	Yearly Fall and Spring semesters
<b>Community Partners</b>	CT Court System and area shelters
<b>Faculty Involved Annually</b>	2
<b>Students Involved Annually</b>	134
<b>Number of Annual Participants by City</b>	NA
<b>Funding Sources</b>	College
<b>College Impact</b>	Students engage in real world experiences related to coursework
<b>Community Impact</b>	Agency partners receive support and are able to supplement their workforce

<b>Activity</b>	TheatreWorks partnership
<b>College Division/Department</b>	Academic Affairs/Humanities

<b>Purpose and Goals</b>	Provide students opportunity to attend theater and support the Hartford Heritage Matching grant that offers students exposure and access to the arts
<b>Duration of Activity to Date</b>	Yearly
<b>Community Partners</b>	TheatreWorks
<b>Faculty Involved Annually</b>	4
<b>Students Involved Annually</b>	200 students
<b>Number of Annual Participants by City</b>	NA
<b>Funding Sources</b>	TheatreWorks/College
<b>College Impact</b>	Increase the college's presence and participation in the community and provides opportunity for students to experience theater
<b>Community Impact</b>	Civic engagement stimulates interest and participation in the arts

### **Workforce Development & Preparation**

<b>Activity</b>	Bridges to Health Careers
<b>College Division/Department</b>	Continuing Education
<b>Purpose and Goals</b>	Workforce preparation and development
<b>Duration of Activity to Date</b>	6-month cycle
<b>Community Partners</b>	Capital Workforce Partners
<b>Faculty Involved Annually</b>	Adjunct Faculty
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	30
<b>Funding Sources</b>	Federal/Private
<b>College Impact</b>	Expands College ability to provide workforce training
<b>Community Impact</b>	Provides workforce training for community residents

<b>Activity</b>	Capital Crossroads to Careers-Travelers Edge Program
<b>College Division/Department</b>	Continuing Education/Business and Technology
<b>Purpose and Goals</b>	Support student success and entre to Finance and Insurance Industry
<b>Duration of Activity to Date</b>	18-month cycle
<b>Community Partners</b>	Travelers/United HealthCare

<b>Faculty Involved Annually</b>	10
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	15
<b>Funding Sources</b>	Private
<b>College Impact</b>	Supports student success
<b>Community Impact</b>	Enhances ability of community residents to persist and succeed in college and entry into finance and insurance industry

<b>Activity</b>	Early Childhood Education-English as a Second Language Pathways Program
<b>College Division/Department</b>	Continuing Education/Social Science
<b>Purpose and Goals</b>	English Language acquisition-Workforce preparation and development for ECE aides
<b>Duration of Activity to Date</b>	18-month cycle
<b>Community Partners</b>	City of Hartford/Hartford Foundation for Public Giving/Hartford Childcare Centers/Community Renewal Team
<b>Faculty Involved Annually</b>	1 plus adjunct faculty
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	20
<b>Funding Sources</b>	Private
<b>College Impact</b>	Expands College outreach and ability to provide workforce training in Early Childhood Education
<b>Community Impact</b>	Provides increased workforce training opportunity for community for individuals with limited English skills

<b>Activity</b>	EMT Minority Initiative
<b>College Division/Department</b>	Continuing Education/Allied Health
<b>Purpose and Goals</b>	Support minorities interested in Emergency Medical Technology and increase presence and success in program
<b>Duration of Activity to Date</b>	18-month cycle
<b>Community Partners</b>	AHEC/United Way/CT Women's Education & Legal Fund/Workforce Solutions/Capital Workforce Partners
<b>Faculty Involved Annually</b>	Adjunct Faculty
<b>Students Involved Annually</b>	NA

<b>Number of Annual Participants by City</b>	30
<b>Funding Sources</b>	Private
<b>College Impact</b>	Supports minority student access and success in EMT program
<b>Community Impact</b>	Enhances ability of minority students to persist and succeed in college and enter EMT field

<b>Activity</b>	Hartford Health Academy
<b>Institutions Involved</b>	Continuing Education
<b>Purpose and Goals</b>	Workforce preparation and development for high school students for Certified Nurse Aide field
<b>Duration of Activity to Date</b>	6-month cycle
<b>Community Partners</b>	Hartford Public Schools
<b>Faculty Involved Annually</b>	Adjunct Faculty
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	15
<b>Funding Sources</b>	State
<b>College Impact</b>	Expands ability to provide workforce training for high school students
<b>Community Impact</b>	Provides workforce training for community

<b>Activity</b>	Hartford Job Corp
<b>Institutions Involved</b>	Continuing Education
<b>Purpose and Goals</b>	Workforce preparation and development
<b>Duration of Activity to Date</b>	Yearly
<b>Community Partners</b>	City of Hartford/Capital Workforce Partners
<b>Faculty Involved Annually</b>	Adjunct Faculty
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	60
<b>Funding Sources</b>	Federal
<b>College Impact</b>	Expands ability to provide workforce training
<b>Community Impact</b>	Provides workforce training for community

<b>Activity</b>	Health IT
<b>College Division/Department</b>	Continuing Education/Allied Health

<b>Purpose and Goals</b>	Provide workforce preparation and development in emerging area of Health Information Technology
<b>Duration of Activity to Date</b>	4-month cycle
<b>Community Partners</b>	Regional Extension Center/Department of Public Health/Hartford Healthcare/St. Francis Hospital/EHealth CT/Capital Workforce Partners
<b>Faculty Involved Annually</b>	Adjunct Faculty
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	150
<b>Funding Sources</b>	Federal
<b>College Impact</b>	Expanded College ability to provide workforce training in emerging area of Health Information technology
<b>Community Impact</b>	Increased workforce training opportunity for community in emerging area

<b>Activity</b>	IBest Construction
<b>College Division/Department</b>	Continuing Education
<b>Purpose and Goals</b>	Expand workforce preparation and development through blended instruction model
<b>Duration of Activity to Date</b>	9-month cycle
<b>Community Partners</b>	Capital Workforce Partners/Capital Region Education Council
<b>Faculty Involved Annually</b>	Adjunct Faculty
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	30
<b>Funding Sources</b>	Private
<b>College Impact</b>	Expansion of College efforts to provide workforce training utilizing best practice model
<b>Community Impact</b>	Provides workforce training for community residents

<b>Activity</b>	In-Patient Medical Coding Program
<b>College Division/Department</b>	Continuing Education
<b>Purpose and Goals</b>	Workforce preparation and development
<b>Duration of Activity to Date</b>	18-month cycle
<b>Community Partners</b>	Capital Workforce Partners/CT Women's Education & Legal Fund
<b>Faculty Involved Annually</b>	Adjunct Faculty

<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	15
<b>Funding Sources</b>	Federal
<b>College Impact</b>	Expands ability to provide workforce training in Medical Coding field
<b>Community Impact</b>	Provides workforce training in Allied Health related field

<b>Activity</b>	Online Gerontology Certificate
<b>College Division/Department</b>	Continuing Education/Social Sciences
<b>Purpose and Goals</b>	Provide increased accessibility to workforce preparation and development through the use of distance learning
<b>Duration of Activity to Date</b>	18-month cycle
<b>Community Partners</b>	Capital Workforce Partners/Visiting Nurse Association
<b>Faculty Involved Annually</b>	2
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	20
<b>Funding Sources</b>	Private
<b>College Impact</b>	Expands College ability to provide workforce training
<b>Community Impact</b>	Increases access to workforce training for community

<b>Activity</b>	Supplemental Nutrition Assistance Program-Employment & Training
<b>College Division/Department</b>	Continuing Education
<b>Purpose and Goals</b>	Workforce preparation and development
<b>Duration of Activity to Date</b>	Yearly
<b>Community Partners</b>	Department of Social Services/Capital Workforce Partners/Community Renewal Team/Other Community Based Organizations
<b>Faculty Involved Annually</b>	Varies
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	500
<b>Funding Sources</b>	Federal
<b>College Impact</b>	Provides financial support that offsets enrollment cost for students
<b>Community Impact</b>	Students are provided assistance and support for program enrollment

<b>Activity</b>	Workplace English as a Second Language
<b>College Division/Department</b>	Continuing Education
<b>Purpose and Goals</b>	Assist limited English speakers acquire English skills for workplace and employment
<b>Duration of Activity to Date</b>	3-month cycle
<b>Community Partners</b>	Hartford Adult Education/CT Department of Education
<b>Faculty Involved Annually</b>	Adjunct Faculty
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	30
<b>Funding Sources</b>	Federal
<b>College Impact</b>	Supports instruction for limited English speakers with focus on workplace needs
<b>Community Impact</b>	Enhances ability of limited English speakers to succeed in workforce

### **College Access and Support**

<b>Activity</b>	Bus Pass
<b>College Division/Department</b>	Student Services
<b>Purpose and Goals</b>	Provide students access to college by making transportation available
<b>Duration of Activity to Date</b>	Yearly
<b>Community Partners</b>	CT Transit
<b>Faculty Involved Annually</b>	NA
<b>Students Involved Annually</b>	3,000
<b>Number of Annual Participants by City</b>	1,200
<b>Funding Sources</b>	College/Partner
<b>College Impact</b>	Reduced attrition due to transportation challenges
<b>Community Impact</b>	Supports use of CT Transit and impacts environment

<b>Activity</b>	Capital Preparatory Magnet School
<b>College Division/Department</b>	Academic Affairs/Student Services
<b>Purpose and Goals</b>	Provide high school students the opportunity to enroll in college and attain college credits

<b>Duration of Activity to Date</b>	Yearly
<b>Community Partners</b>	Hartford Public Schools and Capital Preparatory Magnet School
<b>Faculty Involved Annually</b>	NA
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	100
<b>Funding Sources</b>	College
<b>College Impact</b>	Increase partnerships with area high schools
<b>Community Impact</b>	Increase number of college ready high school students that have earned college credit prior to graduation

<b>Activity</b>	College Career Pathways
<b>College Division/Department</b>	Academic Affairs
<b>Purpose and Goals</b>	Align high school and college curricula, work directly with high school students to gain employability skills in a career and technical education field while at the same time acquiring transferrable college credits
<b>Duration of Activity to Date</b>	Yearly
<b>Community Partners</b>	Prince Technical High School (Hartford)/Bloomfield High School/Bulkeley High School (Hartford)/Conard and Hall High Schools (West Hartford)/E.C. Goodwin Technical High School (New Britain)/Hartford Public High School- Nursing Academy/Howell Cheney Technical High School (Manchester)/Manchester High School,/Newington High School/Windsor High School
<b>Faculty Involved Annually</b>	4
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	550-165 Hartford students, 110 West Hartford students, 110 Bloomfield students, 55 Manchester students, 40 New Britain students, 35 Newington students, and 35 Windsor students
<b>Funding Sources</b>	Federal
<b>College Impact</b>	Increased enrollment from participating schools
<b>Community Impact</b>	High school students who pursue career and technical education fields and secure positions in the Hartford metro area

<b>Activity</b>	High School Outreach Program
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<b>College Division/Department</b>	Academic Affairs
<b>Purpose and Goals</b>	Align high school and college curricula, work directly with high school students to increase the number of high school students entering college prepared for college level work
<b>Duration of Activity to Date</b>	6-months
<b>Community Partners</b>	Bloomfield High School
<b>Faculty Involved Annually</b>	2
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	125
<b>Funding Sources</b>	State
<b>College Impact</b>	Reduction in the need for developmental courses at the college
<b>Community Impact</b>	Improved college success for community high school graduates

<b>Activity</b>	High School Partnership
<b>College Division/Department</b>	Student Services/Admissions
<b>Purpose and Goals</b>	Provide early access to college-ready junior and senior high school students
<b>Duration of Activity to Date</b>	Yearly
<b>Community Partners</b>	Hartford region high schools
<b>Faculty Involved Annually</b>	NA
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	300
<b>Funding Sources</b>	College
<b>College Impact</b>	Impacts student enrollment
<b>Community Impact</b>	Students begin college early earning college credits toward future degrees

<b>Activity</b>	Internships/Job Placement/Career Fairs
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<b>College Division/Department</b>	Student Services/Career Development
<b>Purpose and Goals</b>	Provide students with employment and experiential skill development
<b>Duration of Activity to Date</b>	Yearly Fall and Spring semesters
<b>Community Partners</b>	Local businesses, non-profits, government agencies
<b>Faculty Involved Annually</b>	NA
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	25
<b>Funding Sources</b>	College/Employers
<b>College Impact</b>	Provide opportunity and access for low-income students strengthening background through career counseling and development and work experience
<b>Community Impact</b>	Employers gained better prepared employee

<b>Activity</b>	Junior Academy
<b>College Division/Department</b>	Student Services/Welcome & Advising Center
<b>Purpose and Goals</b>	Early college awareness and access for high school juniors
<b>Duration of Activity to Date</b>	Summer
<b>Community Partners</b>	Hartford Public Schools
<b>Faculty Involved Annually</b>	2
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	25
<b>Funding Sources</b>	College/State
<b>College Impact</b>	Engagement and identification of student through outreach
<b>Community Impact</b>	Provides opportunity and access for low-income students strengthening background through early college experience

<b>Activity</b>	Post-Secondary Initiative
<b>College Division/Department</b>	Continuing Education
<b>Purpose and Goals</b>	Provide student advisement and mentoring support
<b>Duration of Activity to Date</b>	Yearly
<b>Community Partners</b>	Our Piece of the Pie
<b>Faculty Involved Annually</b>	NA

<b>Students Involved Annually</b>	N/A
<b>Number of Annual Participants by City</b>	85
<b>Funding Sources</b>	Private
<b>College Impact</b>	Supplements college assistance and support services provided to students
<b>Community Impact</b>	Enhances ability of community residents to attend, persist and succeed in college

<b>Activity</b>	Student Employment
<b>College Division/Department</b>	Student Services/Financial Aid
<b>Purpose and Goals</b>	Provide employment opportunities for students while enrolled in college
<b>Duration of Activity to Date</b>	Yearly
<b>Community Partners</b>	NA
<b>Faculty Involved Annually</b>	NA
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	150
<b>Funding Sources</b>	College/Federal
<b>College Impact</b>	Supplements college work staff
<b>Community Impact</b>	Residents earn income and develop background while pursuing studies

<b>Activity</b>	Transition to Post Secondary Education
<b>College Division/Department</b>	Continuing Education
<b>Purpose and Goals</b>	Assist adult education learner transition to college
<b>Duration of Activity to Date</b>	6-month cycle
<b>Community Partners</b>	Hartford Adult Education/CT Department of Education
<b>Faculty Involved Annually</b>	Adjunct Faculty
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	15
<b>Funding Sources</b>	Private
<b>College Impact</b>	Supports student success through transition activities and engagement at the College for adult education learners
<b>Community Impact</b>	Provides outreach and access to adult education learners facilitating and supporting student persistence and success in college

<b>Activity</b>	Urban Corridor
<b>College Division/Department</b>	Continuing Education
<b>Purpose and Goals</b>	Assist adult education learner transition to college
<b>Duration of Activity to Date</b>	12-month cycle
<b>Community Partners</b>	Hartford Adult Education
<b>Faculty Involved Annually</b>	Adjunct Faculty
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	30
<b>Funding Sources</b>	Private
<b>College Impact</b>	Supports student success services Align adult education curriculum with college entry competencies
<b>Community Impact</b>	Enhances ability of community residents to persist and succeed in college

### **Volunteerism and Community Service**

<b>Activity</b>	Community Organization Membership on Governing Boards For example: The Director of the Academic Success Center has joined the Board of Family Life Education in Hartford, Programs and services address parenting skills, nutrition, finding adequate housing and childcare, domestic violence and substance abuse, leadership and self-sufficiency skills. Phi Theta Kappa students whom she advises are participating in volunteer efforts to help the organization
<b>College Division/Department</b>	All Areas of College
<b>Purpose and Goals</b>	To create a bridge between the agency and the college to help members of the community and their families continue their education beyond high school and enroll at the college with necessary college readiness skills
<b>Duration of Activity to Date</b>	Yearly
<b>Community Partners</b>	NA
<b>Faculty Involved Annually</b>	NA
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	NA

<b>Funding Sources</b>	All voluntary efforts
<b>College Impact</b>	Increase the college's presence and participation in the community in support of its mission
<b>Community Impact</b>	Improve access to higher education to community

<b>Activity</b>	Collection of personal items for immigrants and refugees in the Hartford area
<b>College Division/Department</b>	Academic Affairs/Phi Theta Kappa Honor Society
<b>Purpose and Goals</b>	Provide personal items for recent immigrants and refugees
<b>Duration of Activity to Date</b>	Spring Semester
<b>Community Partners</b>	Catholic Charities Migration and Family Services
<b>Faculty Involved Annually</b>	Four
<b>Students Involved Annually</b>	15-20
<b>Number of Annual Participants by City</b>	NA
<b>Funding Sources</b>	N/A
<b>College Impact</b>	Increase the college's presence and participation in the community in support of its mission
<b>Community Impact</b>	Provide needed services to Hartford's immigrant and refugee population

<b>Activity</b>	Concerts@Capital
<b>College Division/Department</b>	Academic Affairs/Humanities
<b>Purpose and Goals</b>	Provide opportunity to showcase student, faculty, staff, and local and regional musicians while enhancing campus and surrounding community with appreciation of music and its cultural diversity
<b>Duration of Activity to Date</b>	Yearly Fall and Spring semesters
<b>Community Partners</b>	NA
<b>Faculty Involved Annually</b>	1
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	800-1,000
<b>Funding Sources</b>	College
<b>College Impact</b>	Curriculums heightens appreciation for music and culture, themed concerts during Black History, Hispanic Heritage and Women's month contribute to community awareness of diversity

<b>Community Impact</b>	Provide an opportunity and venue for music majors and local musicians to perform and broaden artistic appreciation and diversity as well as provide community opportunity to attend concerts
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<b>Activity</b>	Conrad Mallet Art Gallery
<b>College Division/Department</b>	Academic Affairs/Humanities
<b>Purpose and Goals</b>	Provide opportunity to showcase student, faculty, staff, and local artists' artwork enhancing campus and surrounding community
<b>Duration of Activity to Date</b>	Exhibitions generally month interval with special exhibitions lasting two to three months
<b>Community Partners</b>	Wadsworth Athenaeum,/University of Hartford /UConn Art School/CT Commission on Art and Culture/CT Prison Art Association/CT Veterans' Association/Roberts Foundation/Hartford Arts Council/Capital Preparatory Magnet School/Young Animations Studios/Petrini Art and Framing/Lessing Food Management
<b>Faculty Involved Annually</b>	5-10 faculty
<b>Students Involved Annually</b>	500-750
<b>Number of Annual Participants by City</b>	2000-2500 visitors
<b>Funding Sources</b>	College/Roberts Foundation/private donations
<b>College Impact</b>	Professors are able to integrate exhibitions and gallery activities into their curriculums which have helped heighten appreciation for art and culture, themed exhibitions such as Black History, Hispanic Heritage and Women's month contribute to community awareness of our rich artistic diversity and heritage
<b>Community Impact</b>	Provide an avenue for lesser viewed artists to showcase their works and broaden artistic appreciation and diversity as well as provide community opportunity to view exhibits

<b>Activity</b>	Early Childhood Bilingual Conference
<b>College Division/Department</b>	Academic Affairs/Social Sciences
<b>Purpose and Goals</b>	Provide professional development and information for Early Childhood workforce
<b>Duration of Activity to Date</b>	Yearly
<b>Community Partners</b>	Hartford Area Childcare Collaborative,/City of Hartford DFCYR
<b>Faculty Involved Annually</b>	2
<b>Students involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	100
<b>Funding Sources</b>	City of Hartford/College

<b>College Impact</b>	Opportunity to recruit students and build a network for the exchange of ideas and experiences with others. Become an asset and instrument of change by providing educational information about the latest research in early childhood
<b>Community Impact</b>	Strengthens community voice for children, education and quality care

<b>Activity</b>	Student Organizations
<b>Institutions Involved</b>	Student Services
<b>Purpose and Goals</b>	Provide health and community fairs
<b>Duration of Activity to Date</b>	Day/Semester
<b>Community Partners</b>	Local Health Agencies
<b>Faculty Involved Annually</b>	NA
<b>Students Involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	200
<b>Funding Sources</b>	College
<b>College Impact</b>	Provide health education and screening services
<b>Community Impact</b>	Provide health education and screening services

<b>Activity</b>	REACT-Responding to Children of Arrested Caregivers Together Children of Incarcerated Parents Project
<b>College Division/Department</b>	Academic Affairs/Social Sciences
<b>Purpose and Goals</b>	Provide comprehensive research, training and service delivery program to serve children of incarcerated parents
<b>Duration of Activity to Date</b>	1 1/2 year
<b>Community Partners</b>	Institute for Municipal & Regional Policy CCSU/Child Health & Development Institute/NAMI-CT/Waterbury Police Department/DCF/EMPS Clinicians/DOC/CSSD/CIT Police Officers
<b>Faculty Involved Annually</b>	Varies
<b>Students Involved Annually</b>	Varies
<b>Number of Actual Participants by City</b>	300
<b>Funding Sources</b>	Connecticut General Assembly provided funding to the IMRP for its Children of Incarcerated Parents Project. The IMRP then contracted with CHDI to implement this pilot project.
<b>College Impact</b>	Allows students to actively participate in giving back to the community through changing the mindset of criminal justice professionals

<b>Community Impact</b>	Youth who experience parental arrest experience reduced trauma during the arrest, connected with clinical care within 24-hours following the arrest to assess the child's needs and when indicated, provide acute intervention and stabilization
<b>Activity</b>	Use of College Facilities
<b>College Division/Department</b>	All Areas of College
<b>Purpose and Goals</b>	Provide facilities and space for meetings and events
<b>Duration of Activity to Date</b>	Yearly
<b>Community Partners</b>	Partners for 2011 include: Bloomfield Schools/Boxing Academy/City of Hartford/CT Association of Health Directors/Delta Academy/Career Beginnings/ Election Registration/Hartford Public Schools/ING Financial/John Hopkins University/Musicological Society/National Association of Black Actuarials/Northwestern University Alumni/Total Women's Conference/YMCA-MAP
<b>Faculty Involved Annually</b>	NA
<b>Students involved Annually</b>	NA
<b>Number of Annual Participants by City</b>	5,000
<b>Funding Sources</b>	College
<b>College Impact</b>	Opportunity to serve community organizations and present institution
<b>Community Impact</b>	Quality venue provided for community programs and events

## Gateway Community College

December 5, 2012

Carrie E. Vibert, Director  
Legislative Program Review and Investigations Committee  
State Capitol, Room 506  
Hartford, CT 06106

Dear Carrie:

Dr. Kendrick and I appreciate the time that you and Jennifer Proto took for a half day visit to Gateway Community College on November 14, 2012. As you now know, we have many areas of our College that interface with the Greater New Haven Community. Per our discussion, I have outlined by department our work in support of members of our communities.

### **Office of the President – Dorsey L. Kendrick, Ph.D.**

Dr. Dorsey L. Kendrick is involved in a number of boards and committees across Greater New Haven and beyond that have direct impact on New Haven residents. She strongly encourages her senior management team to participate in these types of organizations as well. I have attached this list showing Board and Committee representation.

#### Gateway Community College Board and Committee Memberships

<b>Organization</b>	<b>Board Member</b>	<b>Member</b>
Alpha Kappa Alpha Sorority		X
American Association of University Women		X
American Association of Women in Community Colleges	X	

Amistad	X	
Association of Fund Rasing Professionals, Conencticut Chapter		X
CALAHE	X	
Canal Dock Corporation		X
Central CT Coast YMCA	X	
Chair Academy		X
Chair Academy International Advisory Board	X	
Community Action Agency of New Haven	X	
CONNCAT	X	
Connecticut Academy of Nutrition and Diestetics		X
Council for Adult and Experiential Learning (CAEL)	X	
Council for Resource Development	X	
Downtown Council, New Haven	X	
Elm Shakespeare Board (begin 2013)	X	
Greater New Haven Chamber of Commerce	X	
ICCD	X	
International Festival of Arts & Ideas	X	
Lane College Alumni Association		X
LULAC Headstart	X	
NAACP		X
Neighborhood Music School	X	
New England Community College Advisory Committee/College Board	X	
New Haven Chamber of Commerce	X	
New Haven County Extension Resource Council, Inc.	X	
New Haven Promise	X	
New Haven Symphoney Orchestra	X	
NewAlliance Foundation	X	
Phi Delta Kappa		X
Project Longevity		X

Public Relations Society of America, Southern Connecticut Chapter	X	
Quinnipiac Chamber of Commerce		X
Regional Leadership Council	X	
Regional Workforce Development Board	X	

Dr. Kendrick also designated spaces in the new downtown campus to host Literacy Volunteers and Hill Health Center. Literacy Volunteers works with community members at the Gateway site regardless of whether they are students of the college. This semester Literacy Volunteers has documented work with 70 students from the New Haven area at the Gateway site. Hill Health Center will be opening its campus site in the near future.

**Academic Affairs – Dean Mark Kosinski, Ph.D.**

Center for Service Learning: Over the last two years Gateway has received funding for a VISTA worker which has helped to move forward the establishment of our Center for Service Learning. One of our business faculty members has taken on the additional responsibilities of overseeing our VISTA worker and, together with an advisory board, designed the mission and goals of the Center. The initial accomplishments out of this area have been a college-wide survey to document hours committed to community internships, clinicals and practicums involving our students. Over a three year period the numbers of hours committed is 709,989 hours, and has involved at least 2151 students. Recently, our Center for Service Learning applied for recognition for the College with The President’s Higher Education Community Service Honor Roll.

Middle College Program: Another initiative from this area is our Middle College program. This involves partnerships with New Haven High Schools – and curriculum designed to move students through coursework that provides dual credits for high school and college. This program addresses low attendance issues in the high schools by requiring near perfect attendance. Our first group of Middle College students was from Cooperative High School and were required to have a minimum of a C average or better to participate. This cohort of 25 students graduated with at least 30 college credits and was accepted with advance standing in to Colleges throughout New England. This program relies heavily on involving parents and has a part-time parent coordinator. Much of the funding for this program has come mainly from the private sector. We currently have programs in the following high schools Cooperative High School, New Haven Academy and Hillhouse High School, and will begin a program with Riverside Academy in 2013 focusing on culinary, automotive and CNA training.

Entrepreneurial Studies: This department hosts the SCORE program – retired executives donating their services to help members of the community. In the past year these volunteers have served approximately 912 individuals through counseling and workshops. The approximate total for the last three years is 2636 individuals. Another program coordinated through this department is Students in Free Enterprise (SIFE). The mission of the SIFE students is to share their knowledge and to encourage individuals to realize their full potential. Examples of their work include teaching in the New Haven School System through Junior Achievement, counseling on financial literacy at the LifeHaven shelter, and delivering a certified course in customer service that allowed the LULAC Head Start staff to receive college credit. These students have committed an estimated 1,466 hours of community service through their various activities.

“Fresh Start” Women’s Re-entry Pilot: New Haven continues to be one of the highest drop-off points for people being released from prison. Initially, the College received a private grant to establish a targeted intervention program for women being released from prison who wanted to attend college. Together with Workforce Alliance, this program has continued beyond the grant dollars to provide multi-faceted services to 7 female ex-offenders. All seven women have remained in the program.

### **Student Services – Dean Wilson Luna, Ph.D.**

Facts about Gateway Community College Students:

- Average age is 27.7 years old
- 59.6% female; 40.4% male
- 88.6% U.S. Citizens; 2.5% International students; 8.9% students with permanent visas
- 42.9% Caucasian; 23% African American; 20.1% Hispanic; 8% unknown; 3.5% Asian/Pacific Islander; 2.4% multiple races; 0.1% Native American
- 32.5% full-time; 67.5% part-time
- 67% of Gateway students receive some form of financial aid. This is the highest percentage in the CT Community College System.

Center for Working Students: This Center is based on a national model supported through private sector dollars to offer additional services to students to increase persistence rates in College. Through techniques such as placing students in cohorts, providing targeted interventions (Bus passes, food assistance), assisting with signing up for public benefits, and additional tutoring and counseling support, this program has shown promising results of students staying in school from semester to semester for the 300 students served by the Center. This program has been funded by The Annie E. Casey Foundation and

recently received grant funds from the Bank of America. The coordinator for the Center is Dr. James Boger, who joined us from the New Haven School system. This program and the Foster Care Initiative have generated additional partnerships with community-based organizations.

**FOSTER YOUTH INITIATIVE**

**November 15, 2012**

**Agency Name**

Christian Community Action
Columbus House
Community Action Agency New Haven
Department of Children and Families
Gateway CC
Integrated Refugee & Immigrant Services
Marrakech
MI CASA/My Home & Housing for Success
New Haven Family Alliance
New Haven Public Schools
New Life Corporation
Transitions Clinic
United Way of Greater New Haven
Youth Continuum

Pilot Program for the establishment of Gateway as an intake site for public benefits' screening: Through a partnership with the Connecticut Association of Human Services, Gateway Community College will use technology provided by CAHS to screen students for public benefit services. Three Gateway staff people have been trained to use this technology.

Foster Care Initiative: In partnership with The Annie E. Casey Foundation, the Student Services area has launched an effort to identify students transitioning out of the Foster Care System. The goal of the program is to identify these students attending

Gateway and to offer additional support services to increase retention and graduation rates. Additionally, the students will receive assistance in applying for and receiving public benefits, improving their credit scores and transferring to four-year colleges and universities. In the first round of outreach, 26 students self-identified for this program. For the 2013 spring semester, a total of 31 students have signed up for the additional services connected with this program.

Student Government Activities: The Student Government encourages student to participate in community activities. In the last three years approximately 1,800 hours have been devoted to a variety of community projects by Gateway students.

### **Development and Community Partnerships – Dean Mary Ellen Cody**

Gateway Community College Foundation: The GCCF was established in 1989 with the following mission: Access to a quality education is a fundamental right all citizens should enjoy. The Gateway Community College Foundation raises and manages private funds on behalf of Gateway Community College to supplement state funds by providing scholarships, professional development grants, equipment, program support, and advocacy that ensure success for all Gateway Community College students.

To date we have 25 members of the Foundation board representing the diversity of Greater New Haven.

#### Gateway Community College Foundation, Inc.

Lindy Lee Gold, Chair  
CT Dept. of Economic & Community Development

Thomas Griggs Jr., Vice Chair  
Yale-New Haven Hospital

Hiram Brett, Treasurer  
Brett Associates

Donna M. Borrelli, Secretary  
Hamden Travel

Althea Marshall Brooks  
City of New Haven

Dale Carlson  
Wiggin & Dana

Kim Carpenter  
Covidien (Retired)

John Emra  
AT&T

Martha Fernald  
CLH Holdings, Inc.

Sally Glick

Chamber Insurance Trust

Allen Hadelman  
Hadley, Inc.

Robert C. Hinton  
Hinckley, Allen & Snyder, LLP

Jeffrey A. Klaus  
Webster Bank

Robert Landino  
Centerplan Companies

Mimi Lines  
Robinson & Cole, LLP

Carol R. Marinaccio  
Norwalk Public Schools

Paul McCraven  
First Niagara Bank

Fred Mott

Board Member

Mary Pepe  
Town of Greenwich

Helene A. Robbins  
Wells Fargo Bank

Angela Schutz  
Driven to Succeed Consulting

Kathleen M. Shanley  
Burns & McDonnell

Pedro Soto  
Space-Craft Manufacturing, Inc.

Joyce Van Winkle, DPM  
Pfizer New Haven CRU

Marie Zuckerman  
Precision Combustion, Inc.

The Foundation has partnered with many organizations through the years and we have highlighted some of them in the attached. Also noted is the number of scholarships offered to students and the number of students assisted by our emergency intervention fund, Helping Hands.

**Organizations Supported by the  
Gateway Community College Foundation  
For Calendar Years 2009, 2010, 2011, 2012**

Achievement First  
American Diabetes Association  
Anti-Defamation League

Archbishop's Annual Columbus Day Breakfast  
Arts Council  
Business Hall of Fame

Central CT Coast YMCA  
 Comm. Fund f/Women & Girls  
 Community Mediation  
 Connecticut Economic Resource Council  
 CT Minority Suppliers Development Council  
 CT Trails Girl Scouts  
 CT Women's Hall of Fame  
 CWEALF  
 Farnam Neighborhood House  
 Father Nash Breakfast  
 FLECHAS  
 Freedom Fund  
 GNHBPA  
 Good Scouts Award Ad  
 Greater NH NAACP  
 International Festival of Arts & Ideas  
 Junior Achievement

JUNTA  
 LEAP  
 Liberty Bell Awards  
 Literacy Volunteers  
 Long Wharf Theatre  
 Neighborhood Music School  
 New Haven Links  
 New Haven Public Library  
 New Haven Symphony Orchestra  
 Nightingale Awards  
 Progreso Latino Fund  
 Ronald McDonald House  
 Schooner, Inc.  
 So CT Black Nurses Association  
 Urban League  
 Women in Leadership  
 YWCA

**Helping Hands Fund – Support Emergency Support – 160 students totaling \$44,126**

**Scholarships to Gateway Students:**

Total Scholarships Awarded: 424  
 Total Amount Awarded: \$314,100

**Administration – Dean Louis D’Antonio**

The Gateway buildings have always been viewed as a community resource. With Gateway’s move to downtown New Haven we expect building public usage to increase. Initial requests to use the building since our August 2012 move have dramatically increased. Attached is the community usage list for 2011 and 2012.

Year	Community Partners	2011	2012
2011	American Federation of State, County and Municipal Employees	2011	Charter Oak State College - Women in Transition Program
2011	American Red Cross	2011	Children's Community Programs
2011	Associated Teachers of Mathematics in Connecticut	2011	Clifford Beers Guidance Clinic - ChildFIRST Program
2011	Bridgeport Fire Department	2011	Coginchaug Regional HS
2011	Cengage Learning	2011	Connecticut Center for Arts and Technology
		2011	Connecticut Department of Labor

2011	CT Child Support Enforcement Services	2011	United States Army Recruiting Command
2011	CT Employees Union	2011	University of Bridgeport
2011	CT News Project, Inc.	2011	Valley Regional High School
2011	CT Youth Entrepreneur Society	2011	VITA Tax Training
2011	Eastern Connecticut State University	2011	Warm Up America
2011	Foreclosure Prevention Workshop	2012	CT youth Entrepreneurship
2011	Gear Up, Connecticut	2012	AFP Study Group
2011	Girl Scouts of Connecticut	2012	ATI Teas Review Session
2011	Hamden High School	2012	CASA/GAL Training
2011	Helping Hands Community Thrift Store & Furniture Bank, LLC	2012	Chamber Executive Leadership Meeting
2011	Hillhouse High School	2012	College Career Pathways/West Haven H.S.
2011	HOSA-Future Health Professionals	2012	CT Basic Boating
2011	ING	2012	CT Health Insurance Exchange Consumer Outreach forum
2011	Internal Revenue Service - Small Business Workshop Program	2012	Gateway Tax Program
2011	Junior Achievement	2012	Girls Rock Comm. Mtg
2011	LEAP, New Haven	2012	GWCC H.S. Partnership
2011	Milford Academy	2012	Helping Hands Luncheon
2011	National Association for the Education of Young Children	2012	Hillhouse Middle College After School Academy Parent Meeting
2011	New Haven Academy - Middle College Initiative	2012	Leadership Greater NH prog
2011	New Haven Chamber of Commerce	2012	Lt. Governor N. Wyman
2011	Office of Congresswoman Rosa DeLauro -Pell Grant Discussion	2012	Mammography Lecture
2011	Positive Services for Kids, New Haven	2012	Metropolitan Business School
2011	Post Univesrsity	2012	Planned Parenthood
2011	Public Relations Society of America	2012	Sacred Heart University of Bridgeport
2011	Riverside High School	2012	SCORE Alternate Financing When the Bank says "NO"
2011	Saint Francis Home For Children, Inc	2012	Score Pre-Business Workshop
2011	Sound Summer Exploring Aquaculture - The Sound School	2012	SCSU Conference
2011	Thomas Shortman Training Fund	2012	Student Homelessness Workshop
2011	U.S. Green Building Council	2012	Thomas Shortman

2012	UB ideal admissions	2012	Using Credit Cards Wisely
2012	University of NH	2012	Vita Tax program

**Continuing Education and Workforce Development – Dean Victoria Bozzuto**

**SNAP Initiative:** The Supplemental Nutrition Assistance Program Employment & Training (SNAP E&T) program promotes long-term self-sufficiency and independence by preparing SNAP recipients for employment through work-related education and training activities. Gateway Community College was recently awarded a federal grant to administer this program. SNAP E&T is a federal program that offers reimbursement to organizations that help SNAP recipients find regular employment or increased wages. This program will focus on 18- to 50-year-old Able-Bodied Adults Without Dependents (ABAWDs).

**Gateway Technical Institute:** In partnership with the New Haven Board of Education and other stakeholders in the City of New Haven, Gateway Community College is developing an initiative entitled the “Gateway Technical Institute” (GTI). The concept of GTI is to capitalize on our former campus located in the Long Wharf section of the City by creating a joint learning experience for students in New Haven Public High Schools. Our shared vision is that the GTI will permit students to complete their high school graduation requirements, while also earning up to a year’s worth of college credits. While there are various middle-college initiatives in various stages throughout the State, what will make the GTI unique will be its focus on technical education. Our initial programming will likely be in the areas of healthcare/bioscience, precision manufacturing, automotive technology, and culinary arts/food production. While still a work in progress, our objective is to have the GTI enrolling its first students in fall 2013.

**College-wide activities:**

The faculty and staff of Gateway Community College sponsor a variety of events throughout the year.

**CORE Committee:** The CORE Committee promotes walks for the Heart Association, American Cancer Society and the American Diabetes Association. In addition, they run food drives throughout the year to support the Connecticut Food Bank and Christian Community Action.

**“Neighbors in Need” Holiday Dinner:** For the 15<sup>th</sup> year, this is a college-wide initiative driven by faculty and staff to support the shelters in New Haven. DATTCO donates buses to transport the participants from the shelters to the College. They enjoy a holiday meal, receive a winter coat, toys for the children and personal care bags for the adults. We estimate approximately 1,800 individuals have been served in just the last three years. All aspects of this event are paid for by donated funds.

I appreciate the opportunity to share with you some of the highlights of how Gateway Community College is working to support the Greater New Haven Community.

Sincerely,

A handwritten signature in cursive script that reads "Mary Ellen Cody".

Mary Ellen Cody  
Enclosures

## Housatonic Community College

Legislative Program Review and Investigations Committee  
Programs and Grants Focusing on Urban Challenges  
Housatonic Community College  
Bridgeport, CT

- 1. Activity/program/initiative:** Bridges
- 2. Departments, schools, institutions involved:** 17 high schools including; Ansonia (Ansonia HS, Emmett O'Brien HS); Bridgeport (Bassick, Warren Harding, Central, Bullard Havens); Derby HS; Fairfield Ward HS; Milford (Foran, Jonathan Law, Platt Technical, Milford Academy); Shelton HS; Stratford (Stratford HS, Bunnell HS); Monroe (Masuk HS); Trumbull HS.
- 3. Activity purpose and goals:** The Bridges Program is designed to foster the successful transition of high school students to college and to develop stronger relationships between local high schools and Housatonic Community College (HCC). The Bridges Program consists of a series of four college readiness workshops which focus on the following topics: Orientation to College, Placement Test Preparation, Financial Aid Applications, and Career Planning. Workshops are conducted either at the high school or at Housatonic. Parents and guardians are invited to attend. Each workshop is conducted by a HCC staff member and, when available, students assist. Three high schools now have a designated person trained in the program enabling these schools to provide the workshops to larger numbers of students, in some cases the entire junior and/or senior classes. The Bridges coordinator visits these schools frequently to check on progress and answer questions. The program includes 17 high schools in the College's service region with the workshops tailored to each individual high school's need.
- 4. Duration activity has existed:** Planning and pilot in 2006-07. Four high schools in the initial academic year, 2007-08. The program is in its 6<sup>th</sup> year with 17 participating high schools.
- 5. Names of community partners:** Administrators, counselors and staff from the 17 high schools as indicated above (item #2).
- 6. Number of faculty annually involved:** Six HCC staff members, plus five additional staff as needed and as available.
- 7. Number of students annually involved:** Five or six HCC students assist in the workshops when available. The number of high school students in Bridges has grown yearly, in the pilot year, 282 high school students participated. In the year 2011-12, students numbered 2,316.

**8. Number of annual participants (by city):** Bridges has increased the number of participating high schools each year. Cumulatively from 2007 – 2011, numbers of students by city as follows:

Bridgeport	850
Ansonia	661
Milford	1,652
Stratford	212
Derby	83
Fairfield	58
Monroe	51
Shelton	104
Trumbull	58

**9. Funding Source/s:** Achieving the Dream (Lumina Foundation), Developmental Education Initiative (Gates Foundation), People’s/United Bank, Housatonic Community College in kind.

**10. College impact:** Through Bridges, HCC has developed significant relationships with area high school administrators and staff. Counselors have come to the college with their participating students, met more college faculty and staff, and gained first-hand knowledge of the college. These relationships will assist the college as we work to collaborate with the high schools to meet the requirements of PA12-40. The mission of Bridges is to help students transition to any college, however, several students have enrolled at HCC and are now students here. We are endeavoring to track these students. We have anecdotal evidence that these students have a better sense of what is required of a college student. Working with the high schools, and high school students, we have new understanding of the needs...and potential... of urban students.

**11. Community impact:** High school administrators, counselors, students, and parents have attended workshops at the college and become aware of the academic opportunities that HCC offers in a safe and attractive environment. They have learned about the college’s skilled and supportive faculty and staff. Through Bridges, HCC has extended its reach and demonstrate that it is an excellent educational resource for the entire region. High school students and their families have determined that continued education post high school is a viable and attainable option for them

**Legislative Program Review and Investigations Committee  
Programs and Grants Focusing on Urban Challenges  
Housatonic Community College  
Bridgeport, CT**

- 1. Activity/program/initiative:** You Can Do It (YCDI).
- 2. Departments, schools, institutions involved:** High school graduates plus veterans organizations, Parole and Probation Offices, foster youth programs, Fresh Start Program.
- 3. Activity purpose and goals:** YCDI is focused on minority male students who have historically exhibited poor retention and graduation rates. YCDI gives students direct access to intensive support services including counseling, advising, and tutors to monitor and, if necessary, help them in their academic work. Students also engage actively with the college and the community. The program assists students to envision positive futures by helping them to understand and absorb the skills necessary for academic careers and beyond. Additionally YCDI summer immersion programs assist students to transition to college. Students become acclimated to college expectations and have exposure to culturally relevant experiences that motivate them to strive for academic success and persistence.
- 4. Duration activity has existed:** Three years.
- 5. Names of community partners:** Fresh Start Program, Dept. of Probation, Dept. of Parole, Gear-Up, community churches.
- 6. Number of faculty annually involved:** One full-time program coordinator. Approximately 6 faculty and staff yearly.
- 7. Number of students annually involved:** Approximately 77 YCDI students.
- 8. Number of annual participants (by city):** The 2011-2012 academic year students are as follows: Bridgeport 58; Derby 1; Fairfield 4; New Haven 1; Monroe 1; Stamford 2; Stratford 8; Waterbury 1; West Haven 1.  
For the time period fall 2009 through spring 2012, 119 YCDI students were as follows: Bridgeport 96; Oxford 1; Norwalk 1; Enfield 1; Monroe 1; Waterbury 1; Stratford 8; West Haven 1; New Haven 1; Ansonia 1; Derby 1; Stamford 2; Fairfield 4.
- 9. Funding Source/s:** Community College Scholars Grant Program of the State of Connecticut Board of Regents for Higher Education. Through the summer of 2012, the Developmental Education Initiative administered through the Gates Foundation.
- 10. College impact:** Because of YCDI, a Men's Center has been established on the college campus providing a place where students make friends, share experiences and further engage in college activities. Other minority male students at HCC follow the model set

by the YCDI students with increased retention and completion anticipated. YCDI students become peer tutors, assisting others to succeed.

**11. Community impact:** YCDI students engage in the Greater Bridgeport community through involvement in college-sponsored community service including collecting items for local social service agencies and participating in Blood and Bone Marrow Drives. YCDI recruits students through the area's high schools, Social Services Agencies, Parole and Probation Agencies and area churches. These sources have become aware of the work the college does to assist at risk populations to achieve a better life. YCDI participants graduate with an associate degree, enter the workforce or continue their education and become productive members of the community,

**Legislative Program Review and Investigations Committee  
Programs and Grants Focusing on Urban Challenges  
Housatonic Community College  
Bridgeport, CT**

- 1. Activity/program/initiative:** 3<sup>rd</sup> Grade Art Program
- 2. Departments, schools, institutions involved:** Third grades in Bridgeport Public Schools; Winthrop, Read, Johnson, Park City Magnet, Multi-Cultural Magnet, High Horizons Magnet, Edison
- 3. Activity purpose and goals:** This program exposes students at a critical stage in child development to HCC and to art in a way that develops critical and creative thinking. The Housatonic Museum of Art (HMA) educator goes to each school to three different 3<sup>rd</sup> grades for 1 hour to 1 ½ hours each with a slide show of selected art that the 3<sup>rd</sup> graders then respond to, make up stories about, and create their own art inspired by what they have seen. Students then learn facts about the specific artists and the background of the art. They are given post card images with background information on the art and artists they have seen. Third graders also visit the HMA and see 6 original works of art, answer more questions leading to deeper discussion and understanding.
- 4. Duration activity has existed:** Since September, 2012.
- 5. Names of community partners:** Seven Bridgeport elementary schools.
- 6. Number of faculty annually involved:** Two HMA staff members.
- 7. Number of students annually involved:** 525 3<sup>rd</sup> graders in 2012.
- 8. Number of annual participants (by city):** 525 from Bridgeport.
- 9. Funding Source/s:** Anne E. Casey Foundation/Rotary Club of Bridgeport.
- 10. College impact:** Students, teachers, and administrators in the Bridgeport elementary schools learn about Housatonic, visit the college, and learn about the collection. A bonus of the program is that a rotating exhibit of the children's art and writing will be on exhibit in the HMA Community Gallery, attracting parents, friends, and others. Learning about the HMA and the college enforces the high value of HCC as an important educational and cultural resource for the community. This program fulfills the Museum mission to provide cultural enrichment to the community and student engagement through object-based learning.
- 11. Community impact:** The HMA educator works with 3rd grade and art teachers on the Inquiry Method of instruction. These teachers will also be given materials allowing them to follow-up with their students. Students will learn to see and question analytically at an early age. This activity may well be the initial exposure many of these urban school

students have to quality art. Administrators, staff and teachers in seven Bridgeport schools have positive contact with the college.

**Legislative Program Review and Investigations Committee  
Programs and Grants Focusing on Urban Challenges  
Housatonic Community College  
Bridgeport, CT**

- 1. Activity/program/initiative:** Rising Seniors
- 2. Departments, schools, institutions involved:** Bridgeport high school seniors from Central, Bassick, and Harding.
- 3. Activity purpose and goals:** Qualified high school seniors enroll at HCC to take English and math courses. Students complete the Accuplacer test, are advised, and enroll in a college course at the appropriate level. This program gives the high school students an early college experience and the possibility of earning college credits while still in high school. The goal is for students to have a hands-on, realistic experience of the challenges and rigors of college work. They will gain understanding of the expectations of college work, participate in the college environment, and jump-start their college careers.
- 4. Duration activity has existed:** Rising Seniors was initiated in the fall semester, 2012. The program evolved from HCC's Middle College program which was on campus for many years. Given the requirements of PA12-40, this program should prove extremely effective.
- 5. Names of community partners:** Bridgeport Central, Bassick, and Harding high schools, and the Bridgeport Board of Education.
- 6. Number of faculty annually involved:** HCC's testing, admissions, registrar, counseling and advising staff. Faculty in the various sections of the classes in which the students are enrolled.
- 7. Number of students annually involved:** 70 in the fall, 2012.
- 8. Number of annual participants (by city):** Fall 2012, Bassick HS, 20 students; Central HS, 32; Harding HS, 18.
- 9. Funding Source/s:** Bridgeport Board of Education
- 10. College impact:** HCC faculty and staff work with high school seniors at an early stage with the opportunity to correct work habits and expose the students to the demands of college work. Additionally, HCC staff is learning that advising requires collaboration with the high schools so that the process is clear and that students are not duplicating effort. For instance, a student in an AP high school English course does not need to be in HCC English 101. Ultimately, students who choose to continue their education at HCC, or at any college, will be better prepared and will have already earned college credits.

**11. Community impact:** HCC is demonstrating a solution to assist high school students to be better prepared for college. Collaboration with the high schools is indicated as we meet the demands of PA12-40. This program enables high school administrators and staff to better understand the skills and academic achievement required of their students if they are to achieve college-level success.

**Legislative Program Review and Investigations Committee  
Programs and Grants Focusing on Urban Challenges  
Housatonic Community College  
Bridgeport, CT**

- 1. Activity/program/initiative:** The Peer Docent Program
- 2. Departments, schools, institutions involved:** Housatonic Museum of Art (HMA), six elementary, four middle, and two high schools in Bridgeport.
- 3. Activity purpose and goals:** The Peer Docent Program is an after-school program that introduces Bridgeport elementary school students to art and art history, teaches them how to look at art critically and ultimately equips them with the visual and analytical skills that will assist them in all areas of study. In addition to learning about specific works in the HMA collection (considered one of the largest at any two-year college in the US), students visit museums throughout Connecticut and in New York. At the end of the program, the student docents share what they have learned with their classmates who come to Housatonic for art tours given by the docents.
- 4. Duration activity has existed:** The program was established in 2000; 12 years.
- 5. Names of community partners:** Participating schools include: St. Ann's, St. Augustine, Geraldine Johnson, Winthrop, High Horizons, Read, Multi-Cultural Magnet, Park City Magnet, Edison, Bassick and Central.
- 6. Number of faculty annually involved:** Over the years, 5 durational members of the HMA staff. Each participating class provides a teacher.
- 7. Number of students annually involved:** Twelve to 16 student docents attend the 8-week training program, and 250 students attend the one-day tour. Over the 12 years approximately 160 students have been trained as docents and 3,000 school children have been introduced to the collection and to the college through tours.
- 8. Number of annual participants (by city):** All 250 docents and 3,000 student visitors are from Bridgeport.
- 9. Funding Source/s:** Werth Family Foundation, Fairfield County Community Foundation, Target, Inc., People's/United Bank.
- 10. College impact:** Young students visit the college and have the opportunity to see college students, class rooms, and to experience the general atmosphere of a college. For most of these young students, this is their first introduction to a college environment. The Peer Docent activity fulfills the HMA mission of providing cultural enrichment to the area and the opportunity to engage students through object-based learning.

**11. Community impact:** This outreach to young students is the first time for many to be exposed to the quality, quantity, and breadth of an art collection such as that of the HMA. Many have no prior experience with a museum, or even with serious art. Training students to be docents is, for most, their first taste of leadership. The kind of critical thinking, attention to detail, and required historical and artistic relationships is a rare and enormous educational opportunity for them. Additionally, the community at large sees that the college is concerned with outreach and using the HMA as a community resource. Funders have embraced this program that introduces young children to art and to the kind of analytical tools that are useful throughout their lives.

**Legislative Program Review and Investigations Committee  
Programs and Grants Focusing on Urban Challenges  
Housatonic Community College  
Bridgeport, CT**

- 1. Activity/program/initiative:** Girls in Technology
- 2. Departments, schools, institutions involved:** HCC departments including academic, public relations, media services, publications, admissions, IT, Security. Middle schools (in 2012 from Bridgeport, Trumbull, Fairfield, and Shelton) and area high school students, parents, advisors, and counselors.
- 3. Activity purpose and goals:** A half-day exposition that features career options for girls in technology and STEM with workshops, exhibits, and interview opportunities. The goal is to attract girls to study and select careers in science, technology, engineering, and mathematics.
- 4. Duration activity has existed:** Ten years.
- 5. Names of community partners:** Various over the years. In 2012 sponsors included the American Association of University Women - Bridgeport branch, Carl D. Perkins High School Outreach programs. Workshop sponsors included Girl Scouts of Connecticut, Junior Achievement, and Connecticut Beardsley Zoo.
- 6. Number of faculty annually involved:** In 2012, 4 faculty and 30 staff.
- 7. Number of students annually involved:** Approximately 100 girls each year.
- 8. Number of annual participants (by city):** In 2012, 100 girls from middle schools in Bridgeport (High Horizons, Luis Munoz, Multicultural Magnet, Park City Magnet, Thurgood Marshall); Fairfield (Roger Ludlowe, Tomlinson); Trumbull, Hillcrest Middle; Shelton, Shelton Intermediate.
- 9. Funding Source/s:** Funded through Perkins for the past two years with donations from the Bridgeport chapter, American Association of University Women.
- 10. College impact:** In 2012, 18 exhibitors and 5 workshop presenters saw HCC, and became aware of its academic opportunities. Student participants (mostly 7<sup>th</sup> graders) visited the college, most for the first time, and became acquainted with the college, faculty, other students, and the science and technical educational opportunities available to them at HCC.
- 11. Community impact:** For many of the young participants this event is their first exposure to a college campus. It introduces these girls to the career options available to them in STEM areas. Advance publication of the event alerts the general public to the STEM

programs available at HCC, and to the college's broad outreach to the community. It also gives exhibitors a sense of the college and the opportunities available at HCC.

# Appendix J

## Manchester Community College

Activity	MCC Lead Staff Member	departments, schools or institutions involved	activity purpose and goals	duration activity has existed	names of community partners (if any)	# faculty/staff annually involved	# of students annually involved	# of annual participants (by city if possible)	funding source(s)	college impact	community impact
Urban League Work	Peter Harris, Robert Turner	Adult Education/GED	Early Admissions, Financial Aid, Registration, Campus visits & Advising	Since 2007		3	15 to 25	40-50 HS students - Primarily Hartford, North Hartford area	None	increased the percentage of underrepresented student population	An increased understanding of the different certificate and degree programs that MCC offers.
Hartford Job Corps	Peter Harris		Early Admissions, Financial Aid, Registration, Advising, & Campus Visits	Since 2010		2	10 to 15	70 HS students - Primarily Greater Hartford Area (Hartford, Bloomfield, Windsor)	None	increased the percentage of underrepresented student population	An increased understanding of the different certificate and degree programs that MCC offers.
College Goal Sunday	Ivette Rivera-Dreyer	12-15 sites including high schools, colleges and community agencies.	Assist families and students in the completion of FAFSA	Seven (7) years	CAPFAA, CAEOP, Community Colleges, State and Private Universities	FA staff	60--800 (High School and college students	1000-1200 (Greater Hartford, New Haven, Waterbury, Danbury, Bridgeport, and Norwalk)	Lumina Foundation and YMCA	Direct impact	Collaboration in getting students to college and financial aid.
YWCA Money Conference for Women	Ivette Rivera-Dreyer	12-15 Businesses, government agencies and schools	Financial Planning and money management, investment strategies and retirement planning for women of all ages	Ten (10) years	CT Treasurer's Office, Ct Housing Authority, Univ of SJ, Conning, CL&P, Bank of America, TD Bank, CHET, Yankee Gas, Prudential, ,	FA staff	Since 2002, it has served more than 4,000 women. A large % of them are students at different levels.	More than 4,000 women since its inception.			

Activity	MCC Lead Staff Member	departments, schools or institutions involved	activity purpose and goals	duration activity has existed	names of community partners (if any)	# faculty/staff annually involved	# of students annually involved	# of annual participants (by city if possible)	funding source(s)	college impact	community impact
					Royal Neighbors of America						
KH2Go Campaign	Ivette Rivera-Dreyer	10-12 Educational organizations	College and Financial aid awareness for middle and high school students	Eight (8) years	CT DOE, Comm colleges, churches, non profit agencies, universities	FA staff			US. Dept of Education and Lumina Foundation	Direct impact on families and students	Involvement in promoting college
College to Careers Pathways program	Bob Henderson	Manchester Community College, Manchester High School, East Hartford High School, Rockville High School	The central function of the CCP program is the management of the dual credit program and the alignment of curricula, and the articulation of individual courses and programs with the high schools. Through this process, faculty from the college make visits to high schools to attend classes, meet with teachers and administrators, participate in the design (or re-design) of articulated courses, and discuss curriculum issues and classroom pedagogy.	1984-Present	Manchester Community College, Manchester High School, East Hartford High School, Rockville High School	Approximately 20 college faculty and 60 high school faculty are involved annually in the three communities.	In 2011-2012 there were a total of 363 active College Career Pathways students in Hartford, Manchester and Rockville.	In 2011-2012 there were 58 students in the CCP program at East Hartford High School, 102 students at Rockville High School, and 203 students at Manchester High School.	Carl D. Perkins grant with substantial in-kind and administrative support from the college	Increase in college readiness of college freshmen reduces the number of students in developmental education and increases factors desirable to the institution including graduation rates; Faculty benefit from collaboration with high school teachers and administrators; 26% of students who participated as CCP students in high school and graduated in 2012 enrolled at MCC for the fall 2012 semester	Through the College Career Pathways grant, MCC awarded funds totaling \$4,938 to Manchester High School; \$6,103 to East Hartford High School; and \$3,400 to Rockville High School for the purchase of instructional materials and equipment during the 2011-2012 academic year;

Activity	MCC Lead Staff Member	departments, schools or institutions involved	activity purpose and goals	duration activity has existed	names of community partners (if any)	# faculty/staff annually involved	# of students annually involved	# of annual participants (by city if possible)	funding source(s)	college impact	community impact
Manchester Transit Study	Rebecca Townsend	MCC Communications Department	academic credit, community service learning, action research. Conduct face-to-face discussions of transportation needs	Spring 2012	Capitol Region Council of Governments and 16 community groups	(1) one	50 student facilitators	16 "hard-to-reach" groups, totaling 160 people (youth, minority, low income), mostly from Manchester	Pro bono (part of a larger project -- Federal funding through Housing and Urban Development (HUD): Sustainable Communities Regional Planning Grant: Knowledge Corridor Sustainability Grant	Student facilitators reported high degree of involvement and learning. Faculty members and students gained an increasing awareness of and need for higher education in the community. College and career recruitment. Students participated in meaningful community service related to their careers, academic majors, and the college learning goal of personal and social responsibility.	Community feedback was receptive
Kids to College	Tim Woods	Academic Community Engagement Office in conjunction with Math, Science and Health Careers Division.	Increase awareness of higher education at the middle school level.	Since spring 2012	Town of Manchester Office of Neighborhoods and Families, Manchester Public Schools, Nathan Hale and Bennet Academy	6	55	60 (Manchester)	Innovation Grant through the MCC Foundation, Foulds Foundation Grant		Middle School students exposed to higher education programs and the college campus.

Activity	MCC Lead Staff Member	departments, schools or institutions involved	activity purpose and goals	duration activity has existed	names of community partners (if any)	# faculty/staff annually involved	# of students annually involved	# of annual participants (by city if possible)	funding source(s)	college impact	community impact
Junior Achievement	Tim Woods	Department of Business; Academic Community Engagement Office	To engage K-8th grade students in programs that foster work-readiness, entrepreneurship and financial literacy skills through experiential learning.	Since spring 2011	Junior Achievement; East Hartford & Manchester Public Schools	2	60	~100 (Manchester); ~100 (East Hartford)	Junior Achievement	Students participated in meaningful community service related to their careers, academic majors, and the college learning goal of personal and social responsibility. Culinary students were able to experience helping children learn about healthy food preparation.	Elementary students were able to learn real life skills related to employment and financial literacy.
Cooking Matters	Tim Woods	Academic Community Engagement Office	To teach nutrition and healthy food selection and preparation to children.	2011 and 2012	Nathan Hale Elementary (Manchester) Manchester Area Conference of Churches; Manchester/East Hartford Public Schools; Manchester Youth Service Bureau; Hartford Boys and Girls Clubs; Rebuilding Together; Manchester PAL	2	15	30 (Manchester)	ConAgra Foods	Students participated in meaningful community service related to their careers, academic majors, and the college learning goal of personal and social responsibility.	Students and families learned about healthy recipes and how to prepare them.
Community Service-Learning	Tim Woods	Sociology Department; Academic Community Engagement Office	Experiential learning in Sociology courses (special emphasis on poverty, hunger, homelessness, health, education, literacy)	Has been formal component of the Sociology curriculum for 8+ years. Initiated 20+ years ago by Sociology faculty.		4	200	Estimate of 1000 citizens served annually. Majority in Manchester, East Hartford, Vernon, some in Hartford.	None	Students participated in meaningful community service related to their careers, academic majors, and the college learning goal of personal and social responsibility.	Community needs are met in the areas of education, tutoring, hunger, housing and poverty. Youth benefit from having a mentoring relationship with MCC college students.

Activity	MCC Lead Staff Member	departments, schools or institutions involved	activity purpose and goals	duration activity has existed	names of community partners (if any)	# faculty/staff annually involved	# of students annually involved	# of annual participants (by city if possible)	funding source(s)	college impact	community impact
					after-school program; Foodshare (Greater Hartford); Lutz Children's Museum ; My Sister's Place (Hartford)						
HL-SCI Career Initiative Consortium	Pamela Mitchell-Crump	Manchester CC, Norwalk CC, Capital CC, Gateway CC, Middlesex CC, Eastern CSU, and Charter Oak State College	Provides a continuum of educational and training opportunities in Health and Life Science to TAA-eligible workers, un- and under-employed workers, and Veterans Prepares incoming students who are financially disadvantaged and academically under-prepared for their first college semester (summer bridge program)	Fall 2012 - present		TBD	TBD		US Dept of Labor Employment and Training Administration under the Trade Adjustment Assistance Community College and Career Training Grants program	New and expanded programs in high demand fields	Students earn credit for prior learning; regional agreements with industry associations and specific companies to support internships and job placements
STARS (Summer Training and Academic Retention Service) program	Jason Scappaticci	Manchester CC Office of Transitional Programs, English Dept, Math Dept	disadvantaged and academically under-prepared for their first college semester (summer bridge program)	Ten (10) years		5	30	30		Students enter college more prepared for college-level work; students improve placement in English and Math	
REACT (Reaching Education Achievement for College Transition) program	Jason Scappaticci	MCC Office of Transitional Programs	2-credit program to provide support for students who want to transition to college	Spring 2012-present	Manchester Adult and Continuing Education Program	4	50				

Activity	MCC Lead Staff Member	departments, schools or institutions involved	activity purpose and goals	duration activity has existed	names of community partners (if any)	# faculty/staff annually involved	# of students annually involved	# of annual participants (by city if possible)	funding source(s)	college impact	community impact
GEAR UP College Preparedness Workshop with DCF	Pamela Mitchell-Crump	East Hartford Public Schools as part of Connecticut State GEAR UP Alliance	Increase academic performance of this cohort of 470 students through HS graduation in preparation for post-secondary education	Summer 2012-present	Connecticut State GEAR UP Alliance	4		470 East Hartford public school students			
OPP (Our Piece of the Pie) Internship Program	Robert Turner	MCC/DCF Partnership	Assisting DCF youth with the transition to College	1 year	Wendy Jackson, DCF		15			Providing additional support to the office and giving youth an opportunity to work in a professional environment	
College Preparedness Workshop with MHS	Robert Turner	OPP Internship Program	Providing a site for youth to work on campus	3 years							
College Preparedness Workshop with EHHS	Robert Turner	Manchester High School	Group discussion regarding the importance of a college education	3 years	Keith Martin, Manchester HS		20		Perkins Grant	Students are more prepared	
College Preparedness with Casey Family Services	Robert Turner	East Hartford High School	Group discussion regarding the importance of a college education	1 year	East Hartford HS				Perkins Grant	Students are more prepared	
College Preparedness with Bridge Family Shelter	Robert Turner	Casey Family Services	Assisting DCF youth with the transition to college	4 years	Brent Hands, DCF		2-4			Additional support to students in this population and	Assisting DCF youth with the transition to college
		Bridge Family Shelter	Assisting DCF youth with the transition to college	4 years	Steve Projansky, DCF		4				Assisting DCF youth with the transition to college

Activity	MCC Lead Staff Member	departments, schools or institutions involved	activity purpose and goals	duration activity has existed	names of community partners (if any)	# faculty/staff annually involved	# of students annually involved	# of annual participants (by city if possible)	funding source(s)	college impact	community impact
MCC Habitat for Humanity Club	Kevin Skee	MCC Habitat for Humanity Club, Student Activities, Student Government Association, Sociology Dept	To promote awareness about homelessness, advocate and fundraise for the reduction in homelessness, and to organize social/educational activities relating to homeless issues and for reducing homelessness Aligning HS curricula and assessment with Common Core and college-ready standards; increasing college-readiness of HS graduates in math, English, and college attitudes/behaviors; creating a sustainable model of HS-college collaboration	6 yrs	Harford Area Habitat for Humanity; Foodshare; Town of Manchester Rebuilding Together	4	50	32 MCC Habitat for Humanity Club members, participate in four builds each semester	MCC Student Activities Fund supports club	Students learn the plight of the homeless, students are empowered with ways to make a difference in lives of homeless, students learn how to organize a club/organization and work with partner organizations, students earn service learning credit	College and program helps to develop community leaders, and opportunities for homeowners to work with community partners to build low cost homes for those financially disadvantaged. Work is also undertaken with partners to assist with processing and providing food for the economically disadvantaged in our communities.
College Access Challenge Grant	Pamela Mitchell-Crump	MCC, English Dept, Math Dept	Aligning HS curricula and assessment with Common Core and college-ready standards; increasing college-readiness of HS graduates in math, English, and college attitudes/behaviors; creating a sustainable model of HS-college collaboration	Since 2011	Capital CC, Manchester HS, East Hartford HS, Bulkeley HS, Bloomfield HS, Rockville HS		1000	Approximately 1000 HS students participated in at least one aspect of the 2011-12 program	College Access Challenge Grant	improved college readiness of incoming students from local HSs	college readiness of students from towns with underserved populations

## Middlesex Community College

### MxCC Activities – Legislative Program Review and Investigations Committee Community Engagement Research Study

(If project is an annual event, please list the years and details on 1 form instead of as multiple projects.)

1. Academic Year     July 2009-2010     July 2010-June 2011     July 2011-June 2012

2. City (Middletown or Meriden):  
Middletown

3. Activity/program/initiative name:  
**Pathways to Your Future Collaborative**

4. Departments, schools or institutions involved:  
Middlesex Community College, Kiegwin Middle School, Wilson Middle School, Middletown High School

5. Activity purpose and goals (what is the challenge being addressed?):  
Working with less affluent, underachieving students to address areas such as study skills, college readiness, and career possibilities.

6. Duration activity has existed:  
Four years

7. Names of community partners (*if any*):  
Middletown Public Schools and Liberty Bank Foundation

8. Number of faculty annually involved:  
2 MxCC staff

9. Number of students annually involved:  
Approximately 8 MxCC students

10. Number of annual participants:  
100

11. Funding source(s):  
Liberty Bank Foundation, Peoples' United Bank, The Hartford Community Foundation

12. College impact:  
No direct impact but we are working with our community to help solve community problems.

13. Community impact:  
Several hundred students have been involved in the collaborative since its inception.

## MxCC Activities – Legislative Program Review and Investigations Committee Community Engagement Research Study

(If project is an annual event, please list the years and details on 1 form instead of as multiple projects.)

Academic Year    \_\_\_X\_ July 2009-2010    \_\_\_X\_\_\_ July 2010-June 2011    \_\_\_X\_\_\_ July 2011-June 2012

1. City (Middletown or Meriden)

Meriden

2. Activity/program/initiative name

**Meriden YMCA and MxCC Collaboration**

3. Departments, schools or institutions involved

MxCC Meriden Center, MxCC student activities, Meriden YMCA

4. Activity purpose and goals (what is the challenge being addressed?)

The purpose of this program is to increase access to health and fitness programs to students at an affordable cost, provide drop-in childcare to students with childcare needs at a free or reduced cost, and provide the MxCC Meriden Center with outdoor and indoor facilities which do not exist at the Meriden location.

5. Duration activity has existed

2½ years

6. Names of community partners (*if any*)

Meriden YMCA

7. Number of faculty annually involved

2

8. Number of students annually involved

85-150

9. Number of annual participants

85-200

10. Funding source(s)

Student Activities, students

11. College impact

This program helps retain students by addressing challenges that increase drop-out rates including, loss of childcare for parent students. It also offers stress management assistance in the form of yoga workshops, open gym time, and access to exercise classes, indoor track, indoor/outdoor pools, and more. The college also benefits by use of the YMCA's large outdoor facility and indoor gym for activities such as basketball tournaments and a fall festival; these community building events help retain students.

12. Community impact

This program increases the health and wellness of urban youth. Also, Meriden downtown foot traffic increases which helps the downtown merchants and improves the perception of the downtown. In addition, the increased traffic at the YMCA encourages the development of more offerings which benefits all community members.

## MxCC Activities – Legislative Program Review and Investigations Committee Community Engagement Research Study

(If project is an annual event, please list the years and details on 1 form instead of as multiple projects.)

1. Academic Year    \_\_\_ July 2009-2010    \_\_\_ July 2010-June 2011    X July 2011-June 2012

2. City (Middletown or Meriden)  
Meriden

3. Activity/program/initiative name  
**8<sup>th</sup> Grade Academy**

4. Departments, schools or institutions involved  
MxCC Meriden Center, Meriden Board of Education, MxCC Academic Departments

5. Activity purpose and goals (what is the challenge being addressed?)  
This Saturday program provides enrichment workshops taught by college faculty in the STEM areas for Meriden 8<sup>th</sup> grade students. The goal of the program is to offer curriculum-enriching academics and engage students in the STEM subjects.

6. Duration activity has existed  
1 year

7. Names of community partners (*if any*)  
Meriden Board of Education

8. Number of faculty annually involved  
8

9. Number of students annually involved  
100

10. Number of annual participants  
100

11. Funding source(s)

Meriden Board of Education

12. College impact

Introduces young students to the college environment. Exposes faculty to high-achieving urban youth.

13. Community impact

Provides enrichment support to the public-school system and introduces students (many of whom are prospective 1<sup>st</sup> generation college students) and their families to the college environment while offering interesting and challenging academics. Provides a positive activity that draws more people to the Meriden Downtown.

## MxCC Activities – Legislative Program Review and Investigations Committee Community Engagement Research Study

(If project is an annual event, please list the years and details on 1 form instead of as multiple projects.)

1. Academic Year    \_\_\_\_ July 2009-2010      X   July 2010-June 2011      X   July 2011-June 2012

2. City (Middletown or Meriden)  
Meriden

3. Activity/program/initiative name  
**Intensive College Transition Program (ICTP)**

4. Departments, schools or institutions involved  
MxCC Meriden Center (with support from Learning Center, English and Math Departments), Meriden Department of Education, and the State Legislature

5. Activity purpose and goals (what is the challenge being addressed?)  
Prospective college students underprepared for college-level work (testing into developmental coursework in math and English) are given intensive remediation in those subject areas as well as 3 credits through MxCC in Freshman Seminar. The goal of the program is that the students will test into college-level work at the end of one semester.

6. Duration activity has existed  
1½ years

7. Names of community partners (*if any*)  
Meriden Adult Education, Meriden Housing Authority, Wallingford Adult Education, Meriden YMCA, CT Department of Labor

8. Number of faculty annually involved  
2

9. Number of students annually involved  
50

10. Number of annual participants

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11. Funding source(s)

State of CT budget

12. College impact

Increases the likelihood that prospective, underprepared students will succeed through an alternative to developmental education. Decreases enrollment in developmental level courses and increases the enrollment in the Freshman Seminar course.

13. Community impact

Connects student who would otherwise not consider college because of underachieving academics and additional wrap-around needs, including childcare. Increases likelihood of college student success and persistence. Strengthens connections between various community organizations.

## **MxCC Activities – Legislative Program Review and Investigations Committee Community Engagement Research Study**

(If project is an annual event, please list the years and details on 1 form instead of as multiple projects.)

1. Academic Year     July 2009-2010     July 2010-June 2011     July 2011-June 2012

2. City (Middletown or Meriden):  
Middletown

3. Activity/program/initiative name:  
**Soup Stories Project**

4. Departments, schools or institutions involved:  
Middlesex Community College, Human Services Program, Counseling class; St. Vincent de Paul of Middletown

5. Activity purpose and goals (what is the challenge being addressed?):  
To raise awareness of the “guests” who frequent St. Vincent de Paul Soup Kitchen to the Middletown community and to provide human-service students at Middlesex Community College with experiences that bring theory to practice.

6. Duration activity has existed:  
From Spring 2010 through Spring 2011

7. Names of community partners (*if any*):  
St. Vincent de Paul of Middletown, Middletown Commission on the Arts, Middlesex Community College Foundation, and Middlesex Community College Student Senate

8. Number of faculty annually involved:  
5

9. Number of students annually involved:  
21

10. Number of annual participants:

About 10 guests from the soup kitchen who agreed to have their story told and several others who agreed to have their picture taken from which portraits were drawn.

11. Funding source(s):

Middletown Commission on the Arts, Middlesex Community College Foundation, and Perkins Grant

12. College impact:

This project was cross-disciplinary and involved faculty from Social Sciences, Humanities, and the Arts. Students from different disciplines worked together and developed a wonderful book. This project was an exemplary example of civic engagement at its best.

13. Community impact:

The book “Soup Stories” has served the community as a public-awareness piece and has assisted with a greater understanding of those who rely on public service. There were two events to celebrate the completion of this project: one at MxCC and one at the St. Vincent de Paul Soup Kitchen. Both were well attended by students, faculty, college leadership, legislators, and other leaders from the community.

## Naugatuck Valley Community College

### Scope of Study Request by the Legislative Program Review and Investigations Committee “Public Higher Education Involvement in State Urban Issues”

### Naugatuck Valley Community College Responses

#### EDUCATION

##### **GEAR UP -- Gaining Early Awareness and Readiness for Undergraduate Programs**

This seven-year, state-funded grant program increases the number of low-income students who are prepared to enter and succeed in college. It provides early intervention, a seamless diagnostic testing system, academic advising, and academic and social support.

NVCC is the partner and fiduciary for the City of Waterbury’s \$11.2-million grant award. Total GEAR UP funding for Connecticut is \$31.5 million with federal funds accounting for 42% of the total program budget and non-governmental funds of \$2.5 million.

The NVCC program began in the fall of 2012 with sixth- and seventh-grade Waterbury middle school students who will continue to be guided through to high school graduation. About 2,550 students are expected to participate. Parent seminars attracted 300 parents to information sessions at Wallace, West Side and North End middle schools. Upwards of 200 students weekly are mentored and tutored after school at each of the three schools on topics like study skills, self-esteem, and social development. The program will also be aided by NVCC-Waterbury AmeriCorps volunteer mentors.

##### **ConnCAP – Connecticut Collegiate Awareness and Preparation Program**

The ConnCAP Program at NVCC is an early intervention, college preparation program that provides educational, social support services, and cultural enrichment to selected inner-city youth from Waterbury. The overall goal is to set high educational standards while assisting students to navigate high school and matriculate to a college or university of their choice. The program’s 24-year high school graduation rate among ConnCAP completers from Waterbury schools is 99% and the college enrollment rate is 90%. Currently, 105 students in grades nine through twelve are enrolled in ConnCAP. Of these students, 92% are low-income, 98% are first-generation for college, and 90% are both low-income and first-generation for college. The Board of Regents for Higher Education funds ConnCAP annually and the Waterbury School District

provides funds annually from the Priority School Grant. In addition, the Department of Education reimburses NVCC annually to supplement the cost of meals.

### **Principal-to-President Scholarship Program**

The program was launched in 2008-09 at NVCC. The scholarships award high school juniors and seniors within the College's 22-town service region a tuition waiver and book voucher to take a course on the NVCC campus. Credits earned by the student can be applied to any institution of higher education, either as an elective or as one of their general courses. NVCC awarded 30 certificates for the scholarship.

### **WAVE – Workforce Achievers Value Education Program**

Fourteen NVCC students were introduced to key faculty and staff around campus as the newest members of the Workforce Achievers Value Education (WAVE) program. The 14 students were selected from a pool of more than 180 applicants to join the program's 20 returning students.

WAVE students are accepted to the program based on academic qualification and federal eligibility requirements through the Workforce Investment Act. They commit to attending NVCC full-time while working a limited number of hours for at least one year and meeting daily with program administrators through one-on-one conferences, lunches and/or classes. As a group, WAVE students are known for overcoming major obstacles to achieve their goals. Many deal with financial, personal, and other challenges to attend college.

### **Scott Lawrence Pond Women in Science Seminar**

The Naugatuck Valley Community College Science, Technology, Engineering and Math (STEM) Division continues to host the Scott Lawrence Pond Women in Science Seminar. The annual event provides female students the opportunity to hear from, spend time with and learn about STEM careers from women professionals in science.

### **Girls and STEM Expo**

More than 90 area middle school females participated in the college's second annual Girls and STEM Expo, an all-day immersion in the fields of science, technology, engineering and math. The event was co-sponsored by Connecticut Women's Education and Legal Fund (CWEALF) and the federally-funded Sustainable Operations: Alternative and Renewable (SOAR) Energy Initiative. Students attended a series of workshops led by NVCC faculty and staff and other local female innovators. The workshops promoted discovery-based learning by engaging students with STEM-related problems and asking them to independently and creatively solve them.

The day-long event combined hands-on workshops in STEM fields with team building activities such as an egg-drop engineering challenge, as well as the opportunity for the girls to see a college campus and meet professors working in science, engineering, and healthcare.

### **Statway Mathematics Pathway**

In fall 2011, the NVCC Math Department joined 18 other community colleges nationwide in piloting “Statway,” an alternative mathematics pathway for students who place into developmental math. The two-course sequence, which was funded by the Carnegie Foundation for the Advancement of Teaching, pairs math and statistics in discovery-based lessons that walk students through practical problem solving. The Carnegie Foundation reported that up to 60 percent of community college students nationally place into developmental math. The majority of these students do not complete the current sequence of math courses and many leave college for good. For non-STEM (science, technology, engineering, math) majors, Statway provides a viable pathway toward student retention and completion.

A survey given to students at the beginning and end of the course showed a significant increase in students’ interest in math as well as lowered anxiety and self-doubt about their abilities in the subject.

### **College Goal Sunday**

NVCC hosted its second College Goal Sunday attracting more than 100 students and family members from around the state to learn about applying for and receiving financial aid. That number doubles attendees from last year. Students and their families became familiar with college entrance requirements, learned about planning for college, and obtained on-site assistance in filling out the Federal Application For Student Aid (FAFSA). In addition, multiple presentations shared information about attending college, student support services, areas of study and different degree programs. Spanish interpreters were available. College Goal Sunday is funded and sponsored by Lumina Foundation for Education, the CT Association of Professional Financial Aid Administrators (CAPFAA), the CT Association of Educational Opportunity Programs (CAEOP), and the YMCA’s of Connecticut.

### **Latino Engineering Initiative**

Naugatuck Valley Community College reached out to Latino students and the local business community to connect degree graduates with current business and industry employment demands.

Jobs in engineering technologies help students move into well-paid careers, including electronic engineering, fire technology, mechanical engineering, automated manufacturing, automotive technician and computer aided drafting/design.

With funding from the Connecticut Community Foundation and the Naugatuck Savings Bank Foundation, the college offered a program to help Latino students earn an associate degree in engineering technology. Students in the Latino Engineering Initiative program applied for available funds for which they were eligible to support their tuition costs and other expenses. The 27 students were offered customized academic services to ensure their success. Additional need-based assistance was included for transportation and other attendance-related costs.

Employers of NVCC engineering alumni offered career exploration opportunities such as worksite visits, industry staff presentations and information on wages and benefits. The program also addressed a number of graduation risk factors by providing one-on-one mentoring, group activities, technical career information sessions, visits from successful Latinos in technology, introduction to local technical employers and worksites, ESL immersion, tutoring in technical subjects and “early alert” services to ensure retention.

### **Immerse Yourself in 21<sup>st</sup> Century Technology**

Teachers and their students, along with Waterbury area manufacturers benefited from a two-day combination technology expo and seminar entitled “Immerse Yourself in 21st Century Technology.”

The expo, which featured internationally renowned speaker Terry Wholers, was sponsored by the Regional Center for Next Generation Manufacturing to help motivate students toward manufacturing careers and introduce them to the manufacturing technology programs at the college. More than 250 students attended from seven Connecticut schools, including Kaynor Technical, Oxford, Emmett O'Brien Technical, Pomperaug, Cheshire, Naugatuck and Wilby high schools.

Students were introduced to five tracks representing processes used in manufacturing: computer-aided design, computer-aided manufacturing/computer numerical control, rapid prototyping (laser printing), laser cutting, and laser scanning. They then toured NVCC’s Technology Hall, which included demonstrations by instructors who introduced them to the kinds of programs the college offered.

## **EMPLOYMENT**

### **Certified Nurse Aides**

Certified Nurse Aides (CNA’s) provide basic care for patients in hospitals and residents in long-term care facilities, such as nursing homes. The NVCC Non-credit Lifelong Learning Division, reported 172 CNA students successfully completed the Nurse Aide Certification course in 2010-11 with a graduation rate of 98%. More than 4,000 students completed the course since the program was established in 1995. Courses were offered in Waterbury and later in Danbury. Graduates left NVCC prepared to take the state competency skills and written examination.

## **Jobs in Danbury**

Hosted by Danbury Mayor Mark Boughton, leaders in the Danbury region met to discuss the educational and economic future of the city's college and workforce-aged communities. Representatives from the City of Danbury, Naugatuck Valley Community College, Western Connecticut State University and Danbury CityCenter came together to begin the conversation. The meeting was prompted by Governor Malloy's call to increase job development programs in the state.

## **Advanced Manufacturing Technology Center**

Local manufactures and community leaders helped establish the Advanced Manufacturing Technology Center (AMTC) at Naugatuck Valley Community College. It officially opened to students during the fall 2012 semester with 59 enrollees on track for certification in basic and advanced manufacturing. Students also enrolled from the College Connections program, the Northwest Regional Workforce Investment Board, new-student success sessions and the non-credit CNC Manufacturing Program.

The certificate provides approximately 70% hands-on training, 30% theoretical classroom work, optional paid internships and job placement assistance. Upon completion, students can expect to earn approximately \$31,000 per year.

Funding allowed the purchase of equipment such as additive manufacturing machines, mills, new water jet stations, heat treating furnaces, blow molding and injection molding stations, turning stations and more CNC and welding equipment. In addition to state funding, the AMTC received support from area employers, the [Northwest Regional Workforce Investment Board](#), [Waterbury Regional Chamber](#), the [Smaller Manufacturer's Association](#), [Waterbury Public Schools](#), [College of Technology](#) and the [NVCC Foundation](#).

## **Entry-Level Bank Teller Training**

At a 2011 planning meeting in Danbury, a need was voiced for qualified entry-level banking industry employees. In response, the NVCC Non-credit Lifelong Learning Division collaborated with Naugatuck Savings Bank, Newtown Savings Bank, Union Savings Bank and Webster Bank to develop a curriculum that will help produce more advanced applicants into the banking teller applicant pool. The consortium of banks worked together on a 114-hour curriculum that emphasized the basic business knowledge and skills sought in their banking job applicants.

## **Women's Business Development Council**

The Women's Business Development Council (WBDC) came to Naugatuck Valley Community College in fall 2009 to further its mission to help women achieve economic self-reliance by educating and counseling them to start and grow businesses, resulting in job creation and

community vitality. Since its arrival, WBDC has held a number of programs and workshops, serving more than 125 “clients.”

WBDC’s first undertaking at NVCC was to draw community members and students to its popular Fast Trac New Venture, a 12-week foundational program of workshops designed for aspiring entrepreneurs. The program included nine classroom sessions and three counseling sessions.

Students begin the planning process by developing their business plans and acquiring research skills that can be applied in the workplace or any future business venture. They also gained a network of entrepreneurial peers, valuable mentor relationships, and a library of business reference materials.

### **NVCC Job Placement Center**

The recently opened Job Placement Center is committed to assisting students and alumni to explore and pursue meaningful careers over a lifetime by providing them with the tools necessary to lead them to job placement. Students can search job listings; build, update and forward their resumes and/or career portfolios to employers; download free career advice documents and podcasts; and learn expert job search tips from over 100 free career videos.

### **Welding Fundamentals Certificate**

At a graduation ceremony held in 2010, sixteen students received a Welding Fundamentals Certificate, making them eligible for entry-level welding jobs. The class is the second to graduate since the program’s inception in late 2009. Credits earned in the certificate can be rolled into an associate degree in manufacturing at NVCC or applied to the College of Technology’s (COT) technology studies advanced manufacturing degree option, which offers seamless transfer to several four-year universities including Central Connecticut State University and the University of Hartford. Financial aid was available to qualified students. The program is Workforce Investment Act (WIA)-approved and some students qualified for assistance under the Veterans Retraining Assistance Program (VRAP).

### **Basic Weatherization and Building Analyst Training**

The Non-credit Lifelong Learning Division held two training programs aimed at preparing low-income workers for jobs. Two cohorts of 10-20 students enrolled in a 64-hour Basic Weatherization program offered in cooperation with New Opportunities in Waterbury. Four cohorts of 10-20 students enrolled in another 64-hour program to train Building Analysts. Both programs were funded by a state grant.

### **Job Fairs**

The college holds periodic job fairs to give students and alumni the chance to meet with at least 20 employers from around the state. Representatives from the health care, public safety, finance,

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engineering, landscaping, hospitality, human services and manufacturing sectors are on hand to answer questions and collect résumés. Students explore careers, network, and find potential employment, internships and volunteer opportunities.

## **SERVICE**

### **NVCC-Waterbury AmeriCorps**

Launched in 2011, the NVCC-Waterbury AmeriCorps is both a mentoring program and a community service team. Members commit to one year of service (450 hours total) within the program. They work directly with 120 at-risk students in Waterbury public schools through in- and after-school programs, providing assistance with school work and building positive relationships with students. They also create and implement [community service projects](#) throughout the year that promote volunteerism in Waterbury.

In return, members receive a laptop computer, training in mentoring and tutoring, experience for college or career advancement, the opportunity to take college classes, and an educational award of up to \$1,468 to be used toward personal education costs or for a child or grandchild's education. Members currently include students from NVCC and UCONN Waterbury as well as civic-minded individuals who want to make an impact in their community. Members also volunteer at the [Boys and Girls Club](#), [Girls Inc.](#), [Family Services of Greater Waterbury](#), [Salvation Army](#) and the [Children's Community School](#).

At NVCC, the volunteer-based group of 35 community advocates is close to reaching full-swing, a mere seven months after receiving its initial funding from the Corporation for National and Community Service. AmeriCorps members helped Brass City Harvest, LLC to construct raised garden beds for the South End Neighborhood Association so residents could grow a supplemental food supply, which helped provide 12 low-income families with their own produce throughout the summer.

### **Saint Vincent De Paul Mission Soup Kitchen**

In fall of 2008, NVCC administration, faculty and students embarked on a mission of charity that has become a legacy to the college for the foreseeable years to come. Upon learning that the local Saint Vincent De Paul Mission Soup Kitchen was unable to provide meals to the homeless on Sundays, the College quickly organized itself to help staff the facility. In November 2008, NVCC and Webster Bank came together to pilot Sunday lunch at the kitchen. Webster Bank donated \$2,000 to fund the program. NVCC's Hispanic Student Union accepted the request to recruit student and other volunteers to assist in preparing and serving meals. Nearly four years later, NVCC students and staff have selflessly devoted themselves to keeping the Soup Kitchen open every Sunday.

### **Project Homeless Connect**

Students, faculty and staff from NVCC have been involved with [Project Homeless Connect](#) since its start in 2008. Project Homeless Connect (PHC) is a national initiative sponsored by the U.S. Inter-agency Council on Homelessness and is now implemented in over 100 cities across the United States as well as Canada, Puerto Rico and Australia. The mission of Waterbury PHC is to rally service providers and volunteers to support this one-day event and create solutions for homeless individuals and families.

Before the 2008 event, NVCC students put together 85 female hygiene packs to distribute. The response from the guests at the event was overwhelmingly positive and all the hygiene packs were given out. In 2010, students made 157 female hygiene packs. When the NVCC Human Services Club and Volunteer Club took on the PHC project for 2011, they put together both male and female hygiene packs for the first time ever. They were able to create and distribute 150 male hygiene packs and 200 female hygiene packs. Additionally, the students also provided PHC guests with over 200 pairs of reading glasses, over 100 boxes of feminine hygiene products, 50 shower kits, and 200 shampoo/conditioner combos.

### **Evening Bus Service**

The need for evening bus service had been identified by numerous local entities including the City of Waterbury, Naugatuck Valley Community College, the Central Naugatuck Valley Council of Governments and North East Transportation. The unmet evening transportation needs were strongly voiced at a transportation public hearing in Waterbury in September, 2010. The lack of evening bus service after 5:30 p.m. prevented students from accessing evening classes at NVCC and limited the employment opportunities for second-shift retail and other jobs in Waterbury.

Working cooperatively, North East Transportation developed a modest proposal to operate 15 routes over the hours of 6:30 p.m. to 12:30 a.m. ConnDOT identified CMAQ funds which could be used to fund this service, and NVCC students themselves voted to institute a \$10 per semester fee on all its students to generate revenue which directly supports the bus service in return for which registered students received U-passes enabling them to ride the buses without charge.

Early ridership figures show heavy usage by NVCC students. The initial ridership amply demonstrates the need for this service. Ridership figures for November 2011 showed that over 10,000 rides were provided that month on the new evening service. Though the CMAQ funding will support three years of evening bus operations and though ridership levels will grow as more potential riders find evening employment now that the service is available, the early ridership figures give strong testimony to the value of this service as a sound educational and economic development investment.

### **Downtown Waterbury Revitalization**

Main Street Waterbury is a non-profit 501(c)(3) grassroots, downtown management and revitalization program in the context of historic preservation. Through improving the physical

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appearance of Downtown Waterbury, promoting its architectural and cultural assets, organizing volunteer initiatives, sponsoring events, and fostering public/private partnerships, Main Street Waterbury hopes to economically rejuvenate Waterbury's downtown district without sacrificing its character or heritage. NVCC students contributed to this effort through their coursework and volunteering.

### **Green Technology Homeowners Series**

Union Savings Bank was a leadership sponsor for Naugatuck Valley Community College's six-part instructional "Green Technology Homeowners Series," held in 2011. The sponsorship enabled the college to offer the series free of charge to the community. The classes, offered at both Danbury and Waterbury campuses, taught residents, business owners and students how to: recycle, reuse and benefit; develop sustainable gardens and landscapes; weatherize homes for maximum efficiency; and conserve energy with geothermal heating and cooling systems.

The series was available to business owners, homeowners, community members and students in Beacon Falls, Bethel, Bethlehem, Bridgewater, Brookfield, Cheshire, Danbury, Middlebury, Naugatuck, New Fairfield, New Milford, Newtown, Oxford, Prospect, Roxbury, Sherman, Southbury, Thomaston, Washington, Waterbury, Watertown, and Woodbury.

### **Community Guidance for the NVCC Strategic Plan, 2010-2013**

The college hosted three annual community meetings to hear from leaders in business, government, education, and community organizations about *Toward a Splendid College*, the NVCC Strategic Plan, 2010-2013. An average of 80 leaders attended the yearly meetings: "Community Voices" in 2010, "Moving Ahead Together" in 2011, and "Invitations and Investments" in 2012. Leaders joined their peers in focus groups to respond to the strategic plan's five goals, 15 initiatives and 10 expected outcomes. A 2012 mid-point report showed the college had made significant progress in addressing the goals and achieving its outcomes.

### **Service Referrals from the Women's Center**

The NVCC Women's Center offers numerous programs focused on the interests and needs of women in the college's service region. Although it is not staffed for a higher level of service, the Center refers students and others suffering from domestic violence and from drug and alcohol abuse to area agencies. The Women's Center also refers students to a number of United Way agencies, as appropriate.

### **Jane Doe No More / Escape Alive**

Jane Doe No More, a non-profit organization that seeks to improve the way society responds to victims of sexual assault, opened its first office at NVCC. The organization holds numerous

workshops about women's issues. Though now located in Naugatuck, Jane Doe No More continues to collaborate with the college on a number of projects, including Escape Alive Survival Skills, and other offerings

### **Nuestra Voz Latina Workshop**

The Women's Center collaborated with the Girl Scouts of Connecticut to host middle school and high school girls to a leadership workshop with topics that included communication skills, body image, social media, community action, and other topics. The first of three annual workshops attracted 30 participants. The most recent workshop attracted 85 people.

### **Body Image Conference**

The Women's Center holds an annual Body Image Conference that features a topic and recognized expert about how society views women. The current topic will be the "Cover Girl Culture." Attendance averages 40 participants each year.

## **CULTURE**

### **Observances of Heritage Months**

The Women's Center helps the college observe a variety of special months during the year. Hispanic Heritage Month offered a panel about Latino's in higher education which described personal experiences and success stories from speakers who became role models for NVCC students. Women's Heritage Month featured the Vagina Monologues. Black History Month showed a film. The Black Student Union and an NVCC instructor focused attention on sickle cell anemia with a talent show fundraiser. Averages of 60 people attended these events. Music, dance, and other cultural displays were offered throughout the year.

### **Dominican Studies Association Conference**

Naugatuck Valley Community College hosted the 2012 Conference of the Dominican Studies Association (DSA), "Moving Dominican Studies Forward." The call for papers drew scholars and students from around the country to explore the multiple narratives documenting the Dominican Experience in the United States. It was the second conference hosted by NVCC.

The DSA was founded by NVCC President Daisy Cocco De Filippis, Ph.D., in 1996 to promote and disseminate Dominican intellectual production. The conference has been held each year at De Filippis' home institution and is supported through partnerships with NVCC, CUNY Dominican Studies Institute, Hostos Community College and the Latino Artists Roundtable

## **Fulbright Scholar-In-Residence**

Naugatuck Valley Community College was awarded a Fulbright Scholar-in-Residence (Mr. Pascal Meccariello, a well-known ceramic artist) for the 2012-13 academic year. The Fulbright program is the flagship international educational exchange program sponsored by the U.S. Government. NVCC is the first Connecticut community college to host a Scholar-in-Residence. The Fulbright program awards approximately 900 grants to Visiting Scholars each year from 130 countries worldwide.

The Scholar teaches two undergraduate special topics credit courses each semester, engages students in a long-term campus project and lectures at UConn Waterbury's Osher Lifelong Learning Institute. With the addition of a Fulbright Scholar, the NVCC intends to begin planning for an International Center for the Arts that would integrate and engage students in on-campus activities and community events that celebrate and further raise awareness of international cultures.

## **Comic Books: Culture and Race**

Professor William H. Foster, III, was featured on the PBS series "History Detectives" as an expert on African American representation in comic books.

## **NVCC Dance Ensemble**

The Naugatuck Valley Community College Dance Ensemble presented its annual spring concert, "Our Stories, Our Worlds: a Dance Concert," which featured student choreography using their own cultural backgrounds and personal life events or influences. The second half featured many guest works that reflected various cultural heritages. Featured guests included: "Sounds of Afrika," a group of African drummers and dancers from Danbury; Tania Nunez, a professional ballroom dancer and NVCC ballroom instructor in a Latin-themed work with her partner, Greg Kasprzak; and a Tibetan folk dance by Alison Wang, the college's technical librarian.

Also featured was a Japanese *kata* by the college's martial arts students, and Dr. William Foster, NVCC professor and sensei. Judith Williams of the Caribbean-American Dance Company in Hartford presented her work, "Caribbean Breeze," featuring the college's junior ensemble dancers. The concert closed with a new work titled "Ahead by a Head," a tango-inspired piece by choreographer Matthew Westerby of New York City and the Litchfield Performing Arts Project Poetry Live.

## **M.E.N. – Male Encouragement Network**

The recently established Male Encouragement Network (M.E.N.) is a community group designed solely for the male population. The student-directed program identifies and addresses the needs specific to male students. The group fosters a sense of community among its members to

enhance their desire to stay engaged in collegiate course work and, ultimately, to assist them in graduating. There are approximately 20 members. The group meets weekly and hears from guest speakers.

### **Confluencia**

Confluencia, “a coming or flowing together” is a multicultural literary gathering to share experiences of different cultures via the written word. It offers an open mike for growing poets and features regional and national writers who read from their work and comment about their craft. An average of 80 people attend each of the four gatherings per year from the college and the community.

### **Lectures in History Series**

Dr. William H. Foster III, professor of English at Naugatuck Valley Community College, was featured on C-SPAN’s American History TV series. The 90-minute program, entitled “Lectures in History: Music and the Civil Rights Movements”, aired on the company station C-SPAN3. Foster, who is recognized internationally for his scholarship in the field of African American portrayal in media. He was contacted by C-SPAN as a candidate for the newly launched “Lectures in History” series.

As part of this program, C-SPAN visits a number of different college or university classrooms and tapes a class session in its entirety. The goal of the program is to allow C-SPAN’s audience members (about 42 million homes) to experience a genuine day in a class from beginning to end without interruption. The filming captured 30 students in a classroom discussion about censorship and literature with a focus on historicity. Specifically, the conversation focused on the use of the “N-word” in the literary works of Samuel Clemens and Harriet Beecher Stowe.

Assembled 10-26-12  
W. Kostrzewa, NVCC

## Northwestern Connecticut Community College

Northwestern Connecticut Community College - literacy programs

Higher Education Involvement in Urban Issues

1. Name: Project Crossroads – ESL and ABE/GED
2. Department: Academic Skills Center
3. Purpose: Our purpose is to teach English to the non-English speaking community and therefore help them to go on to further education and the workplace; our purpose in ABE/GED is to improve literacy skills and to assist students in earning their GEDs and to progress on to college and to better positions in the workplace.
4. Duration: Activity has existed for 14 years
5. Names of Community Partners: One Stop, New Opportunities, Education Connection
6. # of Faculty Annually Involved: 6 NCLs, 5 staff
7. # of Students Annually Involved: 4 peer tutors
8. # of Annual Participants :  
2011-2012- 132  
2010-2011- 145  
2009-2010- 173  
2008-2009- 170
9. Funding Sources : WIA through State Department of Education; WIA through Northwest Regional Workforce Development Board
10. University Impact: a number of students and their family members continue at NCCC
11. Community Impact: Winsted and Torrington know that NCCC is there to assist them in their education, even on a basic level; those served are better able to secure employment.

October 25, 2012  
Dr. Ruth E. Gonzalez  
Director Student Development

#### Urban Issues

Most prevalent urban issues impacting Northwestern Connecticut Community College are limited transportation, high rate of immigration of both document and undocumented, limited English language proficiency of immigrants, high rate of high school dropouts, and teen pregnancy.

In an effort to address some the above indicated urban issues which impact Northwestern Connecticut Community College student population, many departments staff members work in collaboration with a variety of community agencies. The Director of Student Development, Dr. Ruth E. Gonzalez, sits on the board of several Community Collaborative boards, Youth Opportunities Program, YMCA and Torrington Cultural Affairs Committee.

The Director of Student Development works closely with the Candy Striper. The CANDYSTRIPER is a Local Bus Service (Deviated Flexible Route Service) available in Torrington, Winsted and Litchfield. The bus operates Monday through Friday and is operated by Kelley Transit Company under contract with Northwestern Connecticut Transit District. The CANDYSTRIPER has one Route that comes to Winsted in the morning, however, not before or on time for classes that begin prior to 10:05 and the last bus leaving Winsted for Torrington leaves at 3:15pm. This schedule impacts our students in that it limits the number of courses they can take and time at which they can take them. Torrington residents who do not have private transportation and depend on public transportation cannot attend twilight (5:00 - 6:21pm) or evening (6:36 – 9:36pm) classes.

The Youth Opportunities Program is maintained by New Opportunities Inc. Torrington Satellite Office. *New Opportunities Inc. mission is to improve the quality of life for economically disadvantaged individuals by providing the necessary resources to increase their standard of living, foster self-improvement, and maximize self-empowerment.* New Opportunities Inc. is the community action agency that serves Waterbury, Meriden, Torrington and 27 surrounding [Connecticut towns](#). The agency offers a variety of social service [programs](#) designed to eliminate poverty and assist people in need.

Youth Opportunities' mission is to promote completion of high school and higher education primarily among Hispanic youth, and to decrease the incidence of pregnancy and involvement with the juvenile court system by local youth. Youth Opportunities' objectives are to provide after school educational assistance/tutoring, to provide talks (advice and support) to students and parents about current social issues facing the youth, and to provide local youths an opportunity to learn international folk dances. The geographic area served is Torrington and Winsted. The tutoring/mentoring program operates from September to June at Trinity Episcopal Church Friday evenings from 6:30PM to 7:30 PM, and Hispanic/international folk dance instruction from 7:30 to 8:30 PM. As a qualified student services and mental health provider, Dr. Ruth E. Gonzalez facilitates monthly discussions on education, emotional and behavioral groups.

The Torrington Cultural Affairs Committee is composed of Mayor Ryan Bingham and Torrington Police Chief Maniago, Torrington High School Principal, Department of Family and Children and community members. The focus of the group is the address cultural issues that impact the City of Torrington in which many of our students reside.

The main the focus of the YMCA's Committee is to, develop and conduct activities that recruit new members and/or enhance member satisfaction, assist in the development of community collaborations for new and/or improved community services and expansion of Y programs, to develop and conduct at least one special event per year for public relations, promotion and fund-raising, and to participate in the annual Strong Kids Campaign to raise financial assistance funds for those individuals unable to afford Y membership & program fees. Through the efforts of its volunteer members, the Advisory Committee works to enhance the effectiveness of Y to meet community needs.

1. Parent Support Group for parents of autistic children
2. Psychology Department (?)
3. Purpose: to provide an atmosphere of support for parents sharing similar experiences, to provide education regarding available resources at the local and state levels, to provide information regarding available educational opportunities for autistic children, and to foster awareness of autism and its related issues to the community at large.
4. The support group has been meeting for approximately 10 years.
5. Community partners include LaCASA (Litchfield County Autism Spectrum Association), Focus, ASCONN (Autism Spectrum of CT) and ASRC (Autism Spectrum Resource Center).
6. One faculty member involved.
7. Numbers of students vary according to activities. Some members of the support group are current or past students, others are from local communities and have not taken classes at the college.
8. Student and community averages by activity:
  - a. Monthly meetings of support group: approximate average of 8 to 10 members per meeting. The range varies from 6 to 20 when invited speakers address the group. The group has approximately 25 members in total.
  - b. Parent Advocacy Training: approximate average of 10-12 participants over a 10 week course.
  - c. Autism Spectrum Unplugged Panel: presentation to the public at large from children and adults on the spectrum. Averages about 75 people year.
9. All fund raising is done off-campus through LACASA, a non-profit organization. The Parent Support Group frequently co-sponsors these activities. Attendance and participation varies.
10. The college is impacted in three ways. First, the support group is often the first introduction to the college for individuals. Over time, many take classes at the college. Second, the Autism Spectrum Unplugged Panel may be the only introduction to Autism and its related issues for many students at the college. Third, the college has become recognized as the main resource for information regarding autism in the northwest corner of CT.
11. The community is impacted in numerous ways. The college supplies a supportive and safe environment for the Parent Support Group members to share their experiences and difficulties. The college acts as an information center for members of the community at large. Additionally, the college provides an educational experience to the community at large via the Autism Spectrum Unplugged Panel. The college is able to provide .25 CEUs to professionals who attend the presentation.

## Norwalk Community College

### Norwalk Community College

#### Number 1:

#### activity/program/initiative name

Literacy, School and Education

#### departments, schools or institutions involved

Service-Learning

Student Services

ConnCAP

#### activity purpose and goals

- to improve the literacy skills of low income children and enhance their educational experience
- college readiness for first generation college students
- bridge education gap

#### duration activity has existed

Since the inception of Service-Learning program in 2007.

#### names of community partners (if any)

Family and Children's Agency, ASpire!

Fox Run Elementary School

Norwalk Community Health Center

Yerwood Community Center

Creative Learning @ FPC

Books To Connect

Stamford Public Education Foundation Mentoring Program

#### number of faculty annually involved

10-12

#### number of students annually involved

137\*

#### number of annual participants (by city if possible)

Stamford: 280\*

Norwalk: 300\*

#### funding source(s)

UBS (FCA)

Perkins  
Federal Aid: Work Study Program  
ConnCAP

**college impact**

- Hands-on use of skills and knowledge that increases relevance of academic skills
- Accommodation of different learning styles
- Interaction with people of diverse cultures and lifestyles
- Increased sense of self-worth, analytical skills, and social development
- Valuable and competitive career guidance and experience
- Opportunities for meaningful involvement with the local community
- Increased civic responsibility "It brings books to life and life to books."

**community impact**

Annually, approximately 3,000 hours of community service have been provided to improve literacy and education development amongst low income population.

**Number 2:**

**activity/program/initiative name**

Food, Fuel and Shelter

**departments, schools or institutions involved**

Service-Learning

Student Services

**activity purpose and goals**

- gain perspective on serving the homeless and low-income populations
- raise awareness on food disparity

**duration activity has existed**

Since the inception of Service-Learning program in 2007.

**names of community partners (if any)**

Family and Children's Agency, Drop in Shelter

Norwalk Community Health Center

New Covenant House of Hospitality

Wilson Food Pantry

Lower Fairfield Food Pantry

Open Door Shelter

Christian Community Action

Person to Person

Malta House

**number of faculty annually involved**

10-12

**number of students annually involved**

38\*

**number of annual participants (by city if possible)**

Stamford: 60\*

Norwalk: 75\*

**funding source(s)**

Perkins

**college impact**

- Hands-on use of skills and knowledge that increases relevance of academic skills
- Accommodation of different learning styles
- Interaction with people of diverse cultures and lifestyles
- Increased sense of self-worth, analytical skills, and social development
- Valuable and competitive career guidance and experience

- Opportunities for meaningful involvement with the local community
- Increased civic responsibility "It brings books to life and life to books."

**community impact**

Annually, approximately 800 hours of community service have been provided to decrease food inequalities and assist the homeless population.

\*Estimated Amount

**Number 3:**

**activity/program/initiative name**

Workforce Development and Economic Security

**departments, schools or institutions involved**

Service-Learning

Accounting Department

Volunteer Income Tax Assistance

Family Economic Security Program

Workforce Investment Act

TAA

Federal Aid: Work Study Program

**activity purpose and goals**

- Enhance workforce by producing educated and qualified professionals
- Offer assistance, support and programs to low income individuals in the community
- Develop skills for career advancement which will lead to economic growth and self-sufficiency

**duration activity has existed**

Since 2000

**names of community partners (if any)**

IRS

Fox Run Elementary School

Family and Children's Agency

**number of faculty annually involved**

3-4

**number of students annually involved**

128

**number of annual participants (by city if possible)**

Stamford: 260\*

Norwalk: 300\*

**funding source(s)**

UBS (FCA)

Perkins

Federal Aid: Work Study Program

**college impact**

- Hands-on use of skills and knowledge that increases relevance of academic skills
- Accommodation of different learning styles

- Interaction with people of diverse cultures and lifestyles
- Increased sense of self-worth, analytical skills, and social development
- Valuable and competitive career guidance and experience
- Opportunities for meaningful involvement with the local community
- Increased civic responsibility "It brings books to life and life to books."

**community impact**

Annually, approximately 2,000 hours of service have been provided to improve workforce development and economic security amongst the low income population.

\*Estimated Amount

### Quinnebaug Valley Community College

Jennifer,

Sorry that our reply is past your deadline. In reviewing the criteria for the request, virtually all of the activities and initiatives we have here at QVCC involve rural communities and not urban areas. Our district has only 90,000 people in it, scattered among over a dozen small towns. It does not seem to relate to the things you are looking for in this committee. If there is something more specific you feel would be appropriate for us to report for this committee, please let me know.

Ross

Ross Tomlin, Ed.D.  
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## Appendix P

### Three Rivers Community College

Activity/ Program Initiative Name	Depts, schools or Institution Involved	Activity, Purpose, Goals	Duration of activity	Names of Community Partners	Number of Faculty Involved	Number of students annually involved	Number of annual participants	Funding sources	Inst. Impact	Community Impact
Program Credit Clinical work	Nursing	Clinical education	each semester x 4 semesters	L+M, WW Backus, Natchaug, St. Francis, day Kimball, Avalon, Windham, Middlesex, Ct. Valley Hospitals	12 full time; 21 part time faculty	<b>100</b>		General Fund for Faculty; L+M Hosp endows one faculty position	college course credit	educate nurses for community, course req for grad.
Program Credit Fieldwork/Co- op	Early Childhood Education	Student Teaching Experience	5+ yrs	Wequonnoc School, Norwich CT	1 to 2	2 to 5		General Fund for Faculty	college course credit	Training new teachers for the community. Required for Graduation
Program Credit Fieldwork/Co- op	Human Services	Experience in Human Services	5+ yrs	Madonna Place, Norwich, CT	1	5 to 10		General Fund for Faculty	college course credit	Training for new employees in the Human Services Organizations in the region. Required for Graduation

Activity/ Program Initiative Name	Depts, schools or Institution Involved	Activity, Purpose, Goals	Duration of activity	Names of Community Partners	Number of Faculty Involved	Number of students annually involved	Number of annual participants	Funding sources	Inst. Impact	Community Impact
Program Credit Fieldwork/Co- op	Human Services	Experience in Human Services	5+ yrs	Dr. Martin Luther King Center, Norwich, CT	1	5 to 10		General Fund for Faculty	college course credit	Training for new employees in the Human Services Organizations in the region. Required for Graduation
Program Credit Fieldwork/Co- op	Human Services	Experience in Human Services	5+ yrs	United Community Family Services	1	5 to 10		General Fund for Faculty	college course credit	Training for new employees in the Human Services Organizations in the region. Required for Graduation
Program Credit Fieldwork/Co- op	Early Childhood Education	Student Teaching Experience	5+ yrs	Multicultural Magnet School, New London, CT	1 to 2			General Fund for Faculty	college course credit	Training new teachers for the community. Required for Graduation
Program Credit Fieldwork/Co- op	Human Services	Experience in Human Services	5+ yrs	New London Homeless Hospitality Center, New London, CT	1	2 to 5		General Fund for Faculty	college course credit	Training for new employees in the Human Services Organizations in the region. Required for Graduation

Activity/ Program Initiative Name	Depts, schools or Institution Involved	Activity, Purpose, Goals	Duration of activity	Names of Community Partners	Number of Faculty Involved	Number of students annually involved	Number of annual participants	Funding sources	Inst. Impact	Community Impact
Program Credit Fieldwork/Co- op	Human Services	Experience in Human Services	5+ yrs	New London County Section National Council of Negro Women, New London, CT	1	1		General Fund for Faculty	college course credit	Training for new employees in the Human Services Organizations in the region. Required for Graduation
Program Credit Fieldwork/Co- op	Early Childhood Education	Student Teaching Experience	5+ yrs	Integrated Day Charter School, Norwich, CT	1 to 2	2 to 5		General Fund for Faculty	college course credit	Training new teachers for the community. Required for Graduation
Program Credit Fieldwork/Co- op	Human Services		5+ yrs	Reliance House, Norwich, CT	1	5 to 10		General Fund for Faculty	college course credit	Training for new employees in the Human Services Organizations in the region. Required for Graduation
Program Credit Fieldwork/Co- op	Early Childhood Education	Student Teaching Experience	5+ yrs	CB Jennings School, New London, CT	1 to 2	2 to 5		General Fund for Faculty	college course credit	Training new teachers for the community. Required for Graduation

<b>Activity/ Program Initiative Name</b>	<b>Depts, schools or Institution Involved</b>	<b>Activity, Purpose, Goals</b>	<b>Duration of activity</b>	<b>Names of Community Partners</b>	<b>Number of Faculty Involved</b>	<b>Number of students annually involved</b>	<b>Number of annual participants</b>	<b>Funding sources</b>	<b>Inst. Impact</b>	<b>Community Impact</b>
Program Credit Fieldwork/Co- op	Early Childhood Education	Student Teaching Experience	5+ yrs	Winthrop School, New London, CT	1 to 2	2 to 5		General Fund for Faculty	college course credit	Training new teachers for the community. Required for Graduation
Program Credit Fieldwork/Co- op	Human Services	Experience in Human Services	5+ yrs	CT Adoption and Family Services, Norwich, CT	1 to 2			General Fund for Faculty	college course credit	Training for new employees in the Human Services Organizations in the region. Required for Graduation
Program Credit Fieldwork/Co- op	Human Services	Experience in Human Services	5+ yrs	Easter Seals, New London, CT	1 to 2			General Fund for Faculty	college course credit	Training for new employees in the Human Services Organizations in the region. Required for Graduation
Program Credit Fieldwork/Co- op	Human Services	Experience in Human Services	5+ yrs	TVCCA	1 to 2			General Fund for Faculty	college course credit	Training for new employees in the Human Services Organizations in the region. Required for Graduation

Activity/ Program Initiative Name	Depts, schools or Institution Involved	Activity, Purpose, Goals	Duration of activity	Names of Community Partners	Number of Faculty Involved	Number of students annually involved	Number of annual participants	Funding sources	Inst. Impact	Community Impact
Program Credit Fieldwork/Co- op	Human Services	Experience in Human Services	5+ yrs	Hospice SECT	1 to 2			General Fund for Faculty	college course credit	Training for new employees in the Human Services Organizations in the region. Required for Graduation
Program Credit Fieldwork/Co- op	Human Services	Experience in Human Services	5+ yrs	Women's Center of SECT, New London, CT	1	2 to 5		General Fund for Faculty	college course credit	Training for new employees in the Human Services Organizations in the region. Required for Graduation
Program Credit Fieldwork/Co- op	Human Services	Experience in Human Services	5+ yrs	United Way of Southeastern CT, Gales Ferry, CT	1	2 to 5		General Fund for Faculty	college course credit	Training for new employees in the Human Services Organizations in the region. Required for Graduation
Program Credit Fieldwork/Co- op	Early Childhood Education	Student Teaching Experience	5+ yrs	Waterford Country School, Waterford, CT	1 to 2	2 to 5		General Fund for Faculty	college course credit	Training new teachers for the community. Required for Graduation

Activity/ Program Initiative Name	Depts, schools or Institution Involved	Activity, Purpose, Goals	Duration of activity	Names of Community Partners	Number of Faculty Involved	Number of students annually involved	Number of annual participants	Funding sources	Inst. Impact	Community Impact
Program Credit Fieldwork/Co- op	Human Services	participated in the program in assisting youth that need good role models	3 yrs	Big Brother/Big Sister, Oakdale, CT	1	2 to 5		General Fund for Faculty	college course credit	Training for new employees in the Human Services Organizations in the region. Required for Graduation
Course Option or Requirement	Academic Departments Service Learning	single participant participated and raised money for research	1 yr	National Multiple Sclerosis Society, "Travelers Walk MS 2011" -	1	variable		Vista Volunteer Organized	college course credit	Raising money for health research
Course Option or Requirement	Academic Departments Service Learning	Provided assistance processing donated items and organizing	3 yrs	Goodwill, Norwich	1	variable		Vista Volunteer Organized	college course credit	Provide assistance in helping community organizations

<b>Activity/ Program Initiative Name</b>	<b>Depts, schools or Institution Involved</b>	<b>Activity, Purpose, Goals</b>	<b>Duration of activity</b>	<b>Names of Community Partners</b>	<b>Number of Faculty Involved</b>	<b>Number of students annually involved</b>	<b>Number of annual participants</b>	<b>Funding sources</b>	<b>Inst. Impact</b>	<b>Community Impact</b>
Course Option or Requirement	Academic Departments Service Learning	Assisted with set-up, service and clean up for National Adoption Day Breakfast. Sold raffle tickets	3 yrs	Connecticut Adoption and Family Services, New London, CT	1	variable		Vista Volunteer Organized	college course credit	Provide assistance in helping community organizations
Course Option or Requirement	Academic Departments Service Learning	Provided assistance to the Family Support Center by processing donated items and providing administrative support	3 yrs	Madonna Place, Norwich, CT	1	variable		Vista Volunteer Organized	college course credit	Processing donated items and providing admin support

### Tunxis Community College

#### Tunxis Community College Dental Hygiene Program's Urban Presence

The Tunxis Community College Dental Hygiene Program has on average 30 first-year and 28 second-year students. All students starting second semester of the Associate Degree Program are involved in direct dental patient care under the supervision of faculty. In addition to the cities listed, the Tunxis Dental Hygiene Program is also involved in rural outreach in eastern Connecticut and at the University Of Connecticut Health Center School Of Dental Medicine, during evening hours treating predominately underserved clients.

The program has long standing affiliations and continues to have a presence in the following urban areas, providing care, under the supervision of faculty, to a patient population which is predominantly HUSKY, underserved, under-insured or uninsured:

- ***New Britain***

New Britain schools for over 20 years and provided them with annual data on the dental disease status of the elementary school children. We also have taught dental health education in the New Britain schools for most of those years. We provide dental services at the New Britain Community Health Center on Saturdays through the entire academic year and additionally during the spring semester on Tuesday evening. We have a several year presence in the New Britain Special Care Dental Services Clinic, providing services to the underserved children in New Britain. Students have also seen clients on a long term basis at the Hospital for Special Care. All students participate during the academic year.

- ***Hartford***

The program has had a presence at the Gay and Lesbian Health Collective for over ten years providing dental services two days a week during the academic year, all clients are HIV positive; the Hartford Public Schools dental clinic providing oral health instruction and dental sealants for the children; Avery Heights Nursing home where we bring a mobile dental unit and provide preventive dental services in the dental suite and bedside to the non-ambulatory clients.

- ***Middletown***

The dental hygiene program for over 10 years had been providing dental services on Saturdays during the academic year at the Middletown Community Health Center.

- ***New London***

The program has previously had a presence and is currently at the New London Community Health Center providing dental services on Saturday for the academic year.

- ***Waterbury***

The program has been providing dental services at the outpatient dental clinic at St Mary's Hospital for approximately 20 years.

- ***Willimantic***

The program has had a presence in the Willimantic Community Health Center for over ten years providing dental services to the clients; additionally the students have been on the dental van which travels to the areas around Willimantic providing dental outreach services.

- ***Connecticut Mission of Mercy*** is a project the program both dental hygiene and dental assisting have provided both faculty and student manpower for over 5 years each year it is located in one of the urban areas of the state.

Tunxis Community College Dental Hygiene

Direct Patient Care Data

FILTERS: DATE RANGE: 6/18/2010 TO 6/18/2012 -- GRAD. CLASS: 06/2012 -- GROUP: DH --						
CLINICAL SITE		Total Unique Patients	RACE			
Clinical Site	Number of Students		White/Non-Hispanic	Black	Hispanic	Asian
Avery Church Homes (01)	29	198	146	6	2	0
Burgdorf Health Center/St. Francis Dental Clinic	15	25	7	9	5	0
Community Health Center of New Britain	33	416	99	50	195	17
Connecticut Children's Medical Center	13	126	12	19	81	3
Connecticut Valley Hospital	14	50	32	15	2	0
Generations Family Health Center, Inc.	11	66	59	1	5	0
Hartford Gay and Lesbian Health Collective	31	298	87	91	102	1
Middletown Community Health Center	31	151	51	48	26	5
Special Care Dental Services New Britian	16	115	36	18	50	2
St. Mary's Hospital	30	213	108	38	34	5
UCHC-DC4 dental hygiene (00)	33	1009	750	88	75	23
<b>TOTALS:</b>		<b>2667</b>	<b>1387</b>	<b>383</b>	<b>577</b>	<b>56</b>

Tunxis Community College Dental Hygiene

Direct Patient Care Data

PATIENT/CLIENT TYPE									
Amer/Alask	Pacific Is	Other Race	Adult	Edentulous	Geriatric	Child- Mix dent	Child Primary	Special Care	Teen
0	0	0	15	5	114	0	0	30	0
0	0	4	18	0	0	0	0	1	1
1	0	54	48	12	0	128	62	2	119
0	1	10	1	0	0	71	45	1	6
0	1	0	46	0	0	0	0	8	1
0	0	1	33	0	1	12	14	1	2
1	0	16	191	1	4	0	0	85	0
1	0	20	50	1	2	33	17	2	31
1	0	8	4	2	0	44	29	7	29
2	0	26	123	0	17	10	5	15	11
3	3	67	941	9	41	43	15	2	49
<b>9</b>	<b>5</b>	<b>206</b>	<b>1470</b>	<b>30</b>	<b>179</b>	<b>341</b>	<b>187</b>	<b>154</b>	<b>249</b>

## University of Connecticut

### **A Million Hours and Counting: UConn's Engagement, Service, and Outreach in Connecticut's Urban Centers**

**Submitted on Behalf of President Susan Herbst and Interim Provost Mun Choi**

#### **Executive Summary**

The schools, colleges, and programs at the University of Connecticut exemplify a comprehensive commitment to serving Connecticut's urban population. This commitment does not exist in isolation but is indicative of a pervasive culture of service to individuals who live in poverty and are in need of our support and care. Every school and college has multiple programs that directly address the needs of those who live in Connecticut's urban, high poverty areas. Beyond these research and service activities, programs at UConn are systematically designed and implemented to support students from Connecticut's urban areas. The collective work of the faculty, staff, and students of the University of Connecticut is intertwined with the fabric of our state's urban communities and seeks to improve the life experiences of those who live, work, and attend school in these communities.

Summarizing the full and comprehensive scope and scale of this output of UConn human capital is incredibly challenging, as any synopsis serves as an incomplete portrait of our university's commitment to Connecticut's urban areas. An indication of this commitment is the fact that 16% of the students who were accepted as freshmen at the University of Connecticut this fall were from the highest poverty urban cities in Connecticut. Multiple programs exist to support these students before and after they matriculate. One program, the Student Success program, served 300 first generation college students this summer. In addition to these university-wide programs, outreach activities are also conducted at every school and college across the university. For example, the Neag School of Education requires that all students complete urban practicums, and during each academic year between 2006 and 2011, there were 150 (42%) students from the Teacher Education Program placed in the state's urban city schools, enhancing the learning of about 3,825 pupils in schools. During the 2010-2011 academic year, undergraduate and master's interns contributed 8,500 hours or 1,060 work days in Windham Public Schools, and 10,000 hours or 1,250 work days in Hartford Public Schools. Seventy-two undergraduate interns contributed 6,048 hours in Windham Public Schools, and 54 undergraduate interns contributed 4,536 hours in Hartford Public Schools. The faculty and students of the School of Dental Medicine organized 79,849 dental visits for residents of Connecticut's high poverty urban areas, which represent 55% of their total outreach activities. The College of Agriculture and Natural Resources sponsors dozens of programs for urban children and adults, contributing instruction and direct service in nutrition, health and safety, fitness, children placed at risk, and positive mentoring. The School of Engineering funds and operates multiple programs including the Louis Stokes Alliance for Minority Participation, that supports students from culturally diverse backgrounds to pursue undergraduate degrees in science, technology, engineering, and math (STEM) fields, with a remarkable graduation rate of 92%. Our Law School offers 14 different programs that contribute to urban

life, including our poverty law clinic, our Street Law Program, our Tax Clinic, and our Center for Children's Advocacy.

Our College of Liberal Arts and Sciences also provides a wide range of services including the Governor's Urban Youth Violence Program, and a Reading Service Learning Program that has assisted 1200 children in Stamford and Norwalk who are at risk for reading difficulties. The UConn School of Medicine and our Health Center faculty, students, and staff also contribute thousands of hours of service to urban areas, including free medical services to Hartford's most vulnerable citizens at the South Park Inn Medical Clinic, the South Marshall Street Homeless Shelter, and the YMCA Adolescent Girls Medical Center. Dr. Carol Polifroni from the School of Nursing works with Hartford youth, funded by the HRSA Nursing Workforce Diversity (NWD) in a program called "RUN with LC." This innovative program is currently being implemented with 200 underrepresented, high poverty middle school students to increase diversity in the nursing workforce and encourage Hartford children to enter nursing as a career. Many of our undergraduate and graduate students work as volunteers and conduct their internships in urban settings. Last year, for example, 51 students in our School of Social Work contributed 28,560 hours in urban internships in public schools, hospitals, social service agencies and nursing homes and students in Public Policy at the Greater Hartford Campus made a similar commitment to urban placements.

These highlighted programs, of which we are so proud, provide only a sample of the multitude of those described in the pages that follow. As an American land-grant university, we will continue to work to improve the lives of high poverty citizens in Connecticut who can benefit from our accessibility, service, and belief in their potential.

# A Million Hours and Counting: UConn's Engagement, Service, and Outreach in Connecticut's Urban Centers

## Part One: Introduction

This report highlights the strong urban commitment and engagement on the parts of the faculty, staff, and students at the University of Connecticut. The report is presented with a summary of activities across various departments and schools in this section, and in Part Two, we include individual reports from all UConn Schools and Colleges and across all campuses focusing on the diverse programs and services serving urban high poverty areas in Connecticut.

The work that our faculty, staff, and students contribute in urban and high poverty areas is usually:

- Motivated by faculty commitment and interest in addressing issues related to urban poverty
- Funded by state, federal or private foundation grants
- Donated service time of faculty, staff, and students that makes a difference in the urban lives of children, adults, senior citizens, and persons with disabilities

Summarizing hundreds of thousands of hours of support, outreach, and engagement across all of our programs and schools is a daunting task, and to demonstrate the breadth of the programs described in the longer report, we highlighted some of our faculty, student, and staff outreach in a synthesis of activities below.

- Students, faculty and staff in the **UConn School of Dental Medicine** community provided care through the following outreach activities in high poverty CT urban areas in FY12: Connecticut Mission of Mercy, South Park Inn Homeless Shelter Clinic, Migrant Farm Workers' Health Initiative, Connecticut Inner City Mission of Mercy, Special Olympics Health Athletes/Special Smiles, Camp Courant, My Sister's Place, and at eleven different health fairs. Of the 95,000 annual patient visits facilitated by our Dental School Outreach, over 38,000 (40%) were devoted to high poverty urban patients, including 16,815 in Hartford alone.
- Our **Student Support Services (SSS)** is designed to assist high poverty first generation urban students in achieving academic success, navigating the university system, and obtaining a degree from the University of Connecticut. The SSS program, located in Storrs and our five regional campuses, runs throughout the academic year in addition to a pre-collegiate six-week summer program that served over 300 students from CT urban areas this summer, including, for example, 29 students from Bridgeport, 36 from Hartford, 12 from Manchester, 19 from Waterbury, and 17 from Norwalk.
- **UConn's Educational Talent Search Program (ETS)** services are intended to support students who demonstrate the potential for postsecondary enrollment and provide them with the motivation and support as they transition from middle school to high school. Program staff, who have offices in our target schools work closely with participants to successfully place them at an appropriate post-secondary institution upon high school graduation. The two-site operation, located in New Haven and Windham, currently services 630 students in grades 6 – 12.
- **College of Agriculture Extension, 4-H Youth Development** - the 4-H volunteer leaders and grant staff conduct community service projects in Bridgeport as part of their club program. The

impact has been remarkable as 344 4-H youth and 16 4-H groups received recognition for their 23 community service projects and 3,440 hours contributed to better their communities.

- Master's degree students enrolled in our **School of Social Work Program** complete internships in a wide-range of organizations in Connecticut's urban cities. These include public schools, hospitals, nursing homes, and social service agencies, which may be operated by non-profit agencies and municipal or state governments. Each student completes a 560 hour internship. Therefore, 51 students provide a total of 28,560 internship hours, which makes a significant contribution to expanding the resources of poor cities and meeting the needs of their citizens.
- **The Engineering School's Louis Stokes Alliance for Minority Participation (LSAMP)** - UConn's LSAMP program, funded by the National Science Foundation, supports students from underrepresented populations in their pursuit of undergraduate degrees in the science, technology, engineering and math (STEM) fields. A remarkable 92 percent of LSAMP scholars have earned their bachelor's degrees. As part of the program, these students serve as role models by conducting science workshops with inner-city middle and high school students. LSAMP has achieved notable outcomes including: 97% retention at UConn; 3.25 median GPA; 100% of students have attended at least one leadership conference; 92% of the class of 2011 went on to graduate or professional school.
- The **Ballard Institute and Museum of Puppetry (BIMP)** from our School of Fine Arts in collaboration with the **Department of Dramatic Arts Puppet Arts Program** have conducted puppet, mask, and video workshops with elementary school children in the Hartford area. BIMP conducts museum tours and puppet-making workshops with elementary school students from New Haven's Elm City College Preparatory School, and numerous schools in Willimantic.
- **Public Health research conducted by faculty in our College of Liberal Arts and Sciences**, investigates health disparities in adolescent, Hispanic women in New Britain, Meriden, Middletown, & New Haven; collaboration with the YWCA, the New Britain public schools, and community agencies to understand the interpersonal and cultural factors impacting health disparities (**Dr. Milan**); prevention and intervention programs for obesity in the city of Hartford (**Dr. Gorin**); understanding and preventing unsafe sexual behavior in gay men, Latina women, and other groups at high risk of HIV infection in CT cities, including Hartford (**Drs. Fisher, Kalichman, and Marsh**).
- The **Neag School of Education** faculty (**Drs. Reis, Little, and Femc-Bagwell**) conducted research in Hartford, Waterbury, and Stamford that increased achievement for over 2000 students. Reis and her colleagues investigated the effects of an enriched reading program on elementary students' reading fluency, comprehension, and attitude toward reading in Hartford, Bridgeport, and Waterbury, finding that students using the SEM-R outperformed students in control classrooms using traditional basal reading instruction in reading comprehension. Reis and her colleague Joseph Renzulli also worked for 3 years with Hartford faculty and staff to open a new school called The Renzulli Academy, three years ago. The Academy serves 130 students in grades kindergarten through eight using an enrichment approach to learning designed to affect the entire culture of the school rather than a remedial and compensatory focus. The Renzulli Academy has achieved the highest scores in Hartford on the last two years Connecticut Mastery Tests.

The full report that follows describes our urban outreach efforts across every campus and school and college. We assume our responsibility as an American land-grant university and will continue to work to provide service to those in our state who live in poverty and need our help, to those who are sick and need our expertise, and to those who can benefit from our accessibility, service, and belief in their potential.

## Part Two: UConn's Commitment to High Poverty Urban Outreach and Service

### Admissions and Undergraduate Urban Recruitment

- Over 1400 high poverty urban students were recruited to UConn and approximately 400 students were given application support and assistance on our urban application “help days” in high poverty urban schools across the state.
- Approximately 500 urban students were personally called during our Diversity Call Out Night program for admitted students.

We are proud to report, that of the 4415 freshman students who were accepted into our most academically competitive class in the fall of 2012, 719 (16%) were from the high poverty urban cities in Connecticut, while 78 (6%) of our 1150 transfer students in 2012 were from the same Connecticut urban communities.

<b>URBAN ADMISSIONS 2010-2012</b>				
<b>ADMIT TYPE</b>	<b>CITY</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Freshman	Bridgeport	208	225	226
Freshman	Hartford	144	155	128
Freshman	New Haven	131	145	159
Freshman	New London	27	26	26
Freshman	Waterbury	169	179	161
Freshman	Willimantic	15	17	19
<b>Total Freshman</b>		<b>694</b>	<b>747</b>	<b>719</b>
Transfer	Bridgeport	16	26	8
Transfer	Hartford	19	13	19
Transfer	New Haven	14	8	10
Transfer	New London	1	6	3
Transfer	Waterbury	18	16	29
Transfer	Willimantic	7	9	9
<b>Total Transfer</b>		<b>75</b>	<b>78</b>	<b>78</b>
<b>TOTAL</b>		<b>769</b>	<b>825</b>	<b>797</b>

The following programs were also implemented for urban, high poverty students as well as their teachers and counselors and parents:

**Urban Admitted Student Visits** – Storrs and Regional Campus staff hold an informal breakfast for 600 admitted students in most urban schools across the state. Students are congratulated, counselors are there to answer questions and students are given a to-do list for the next steps to enrollment.

**Counselor Luncheons** – School Counselors at urban schools are invited to lunches, held at the regional campuses, where admissions' staff inform them of the opportunities available for students, including academic offerings, scholarship opportunities, financial aid, and more.

**College Life Visits** – High School Juniors and Seniors from urban schools are hosted at UConn's Storrs campus for the day. The day starts at the Lodewick's Visitors Center. An admissions staff member attends the initial meeting to give the information to the students regarding the application process. The students then spend time with current UConn students from their community, visit cultural centers and learn more about the academic offerings, and financing education while they are on campus.

**Application Days** – Admissions staff from Storrs and the Regional Campuses host application events in urban schools to assist each student in filling out the application for admission. All documentation is gathered on the day of the event and brought back to the office for processing. Any questions are answered during this time as well.

**Admitted Student Phonathons** – Current UConn students call admitted students from their community to talk about their experience at UConn. They provide information about activities on campus and are there to answer any questions or concerns that they may have.

**Application Calling Campaigns** – Student employees call students who have not yet completed their application. The emphasis of the call is to encourage them to finish their application on-time.

**Outreach to Community Based Organizations** – Beginning this year, Undergraduate Admissions will begin outreach to Community Based Organizations (CBO) in Connecticut's urban centers that work with first generation, low income and underrepresented high school students. Activities include informational lunches, hosting leaders on campus and organizing visits for students from these organizations to UConn's campuses.

**High School Visits and College Fairs** – UConn visits virtually every high school each year either through an individual visit or college fair, as hosted by the school. Urban schools are included in these visits and are often visited multiple times throughout the year. Additionally, some CBOs also host fairs for urban students, where UConn is an active participant in these college fairs.

## **The Center for Academic Programs**

The Center for Academic Programs (CAP) provides access to higher education for first generation college students, from underrepresented populations, and/or who are from low-income backgrounds. The CAP advances the well-being of Connecticut's citizens through collaborations, community outreach, and advocacy with the ultimate goal of college preparation, enrollment, retention, and graduation. The program does this through three distinct yet inter-related programs: Student Support Services, Upward Bound/ConnCAP, and Educational Talent Search.

### **Student Support Services**

Student Support Services (SSS) is designed to assist students in achieving academic success, navigating the university system, and obtaining a degree from the University of Connecticut. The SSS program, located in Storrs as well as five regional campuses, runs throughout the academic year in addition to the pre-collegiate six-week summer program.

Each spring, over 300 students are selected to join the SSS program. The summer program begins at the end of June and continues through early August. Classes meet Monday through Friday in Storrs and at the regional campuses. The summer program at Storrs is a residential program, while those at the regionals

are non-residential. This six-week pre-collegiate component is designed to prepare students for academic environments and it requires students to take University courses for which they earn up to seven college credits.

<b>2012 SSS Low-Income Students</b>		
<b>Campus</b>	<b>Total Students</b>	<b>Low-Income Students</b>
Storrs	172	137
Hartford	60	48
Waterbury	30	22
Avery Point	19	10
Stamford	31	22
Torrington	10	3
<b>TOTAL</b>	<b>322</b>	<b>242</b>

This summer, 322 students attended SSS programs and of these, 142 were from low-income families in Connecticut's largest urban areas. The following tables summarize the distribution of low-income students from urban areas:

<b>Low-Income Students By Major City</b>	
<b>City</b>	<b>Number</b>
Bridgeport	29
Hartford	36
Manchester	12
New Haven	18
Norwalk	17
Stamford	11
Waterbury	19
<b>TOTAL</b>	<b>142</b>

### **Upward Bound/Conn CAP**

During the last year, 100 students participated in our Upward Bound/ConnCAP Program intensive residential summer component at UConn. Every year, a new cohort of about 40 students is admitted from six target high schools in Connecticut's highest poverty cities such as New Haven and Hartford.

Students attend summer sessions at UConn following their ninth, tenth, and eleventh grades in school. These intensive six-week residential programs are designed to advance students' academic skill levels in literature, composition, foreign languages, science, and mathematics, while promoting personal growth through extracurricular experiences. The summer curriculum prepares students for the academic challenges they will encounter during the forthcoming academic year. The total instructional time each week totals 36.5 hours; and students spend over 200 hours in the classroom during the summer program, with over 180 of these spent in the core classes and foreign language class. In addition, students participate in mandatory study hall for 2.5 hours each evening, Sunday-Thursday, working individually with tutors in designated subjects. Tutoring/study time is a minimum of 12.5 hours each week; students spend over 70 hours in study hall during the summer program. The following is the distribution of low-income and first-generation to college who attended the program by target city during the summer of 2012:

City	Number
Hartford	49
New Haven	33
Windham	18

### **Educational Talent Search**

Educational Talent Search Program (ETS) services are intended to support students who demonstrate the potential for postsecondary enrollment and provide them with the motivation and support as they transition from middle school to high school. Although ETS is expected to provide the majority of services during the academic year, the importance of continuity is recognized. Therefore, events are planned during the summer months to reinforce the relationships that have been established with our students during the academic year.

During the 2012 summer, ETS serviced 36 participants in Windham with 34 out of the 36 being low-income. Every July, rising 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade students participate in a 4-week Summer Enrichment Program which takes place at Windham Middle School. Classes are held Monday-Friday and focus on the academic skills needed to succeed in high school – Math, English, and Computer Science. Combined with the academic program is a social development component that provided students an opportunity to gain knowledge on topics and activities that ranged from healthy relationships, drug prevention, girl scouts, martial arts, and career exploration. They also had the opportunity to visit Trinity College, the State Capitol, Eastern Connecticut State University, and Central Connecticut State University.

### **The College of Agriculture & Natural Resources**

**The People Empowering People (PEP) program** builds on the strengths and life experiences of “natural leaders” in communities. PEP is a life skills, leadership skills and civic engagement program. PEP includes two-hours a week of instruction, community service projects, and a group graduation over a 4-6 month period. Cooperative Extension trained agency staff and volunteers conduct the program in English or Spanish to parents, single adults, teen parents from community agencies and family resource centers and men and women from 6 prisons. Over 320 men and women graduated from community and prison PEP groups. Approximately 44% are Hispanic, 31% are Black/African American and over 70 % low income. Approximately 90% of the graduates were able to state their values and recognize personal strengths. Approximately 75% demonstrate improved parent/family relationships. 90% of the community participants engaged in community service projects.

**Food Safety** – Two trends are driving an increased interest in food safety and home food preservation. The first is an interest in eating foods grown and produced locally. The second trend relates to economic recession. Consumers believe that by buying locally grown produce or by growing their own produce and preserving what they cannot eat at harvest for use during the winter, that they will reduce food costs. Consequently there has been a recent increase in the demand for workshops teaching home food preservation techniques. Extension educator provided 6 home food preservation workshops at Extension Centers in Connecticut. 173 persons attended these workshops. The target audience included anyone interested in home food preservation.

**Expanded Food and Nutrition Education Program** – Since 1969, UCONN EFNEP has helped improve the nutrition of low-income families with young children and youth. EFNEP brings informal, quality education to people who otherwise have very little access to the higher education system in Connecticut. Through a series of culturally appropriate, hands-on, interactive workshops, EFNEP participants gain knowledge and skills to help them control and manage their food and nutrition practices for better health, food security and quality of life. Connecticut EFNEP currently has seven Community Nutrition Educators located in Fairfield, Hartford, New Haven, New London and Windham counties focusing on urban centers and isolated rural areas that have the greatest needs. During 2010-2011, 71% of EFNEP families reporting income had incomes at or below 75% of the poverty level.

**SNAP-Ed – Food Security Project**-SNAP-Ed provides workshops and programs to low income families, youth and seniors who are recipients of the Supplemental Nutrition Assistance Program (SNAP – formerly Food Stamps). This grant, through USDA/CT DSS, focuses on participants in food pantries, soup kitchens, homeless shelters, low-income senior housing, and low- income after school programs. Four part time educators work primarily in Bridgeport, Danbury, Manchester, New London, Norwich, Rockville, and Torrington.

Linda T. Drake, EFNEP Director and PI for SNAP-Ed, Food Security Project, also is on the Board of Directors for End Hunger CT!, a statewide organization working on hunger issues and solutions, and is a member of and has been the Chair of the CT Food Policy Council, working on inter-agency solutions to food security and enhancing the rural/urban interface of CT agriculture.

**Operation Military Kids** – The mission of Connecticut Operation Military Kids is to bring civilian and military communities together in a unified effort to support military children socially, emotionally, physically, and academically statewide. This effort is particularly aimed at helping military children experiencing the deployment of a loved one. Currently there are 10,094 military children throughout Connecticut who have a parent in the Navy, Army National Guard, Air National Guard, Army Reserves, Marine Reserves, Navy Reserves, or Coast Guard. Most are geographically dispersed, meaning they are not affiliated with a local military installation, and as a result can feel isolated when their parent deploys. OMK does work with the Sub Base in Groton. CT OMK partner members worked together to offer dynamic workshops for a total of 289 community members. This represents a 100 % increase in the number of programs and a 56% increase in the number of participants since 2009-2010.

**Obesity Reduction Program – Danbury.** Obesity kills more Americans each year than AIDS, cancer, and injuries combined; and after smoking, it is the second-leading cause of preventable death in the United States. To address obesity among Hispanic adults, a formal soccer team was formed in Danbury. For almost six months a group of 22 Hispanic adults met twice a week (Wednesday and Saturday) from 6:00 to 8:00 p.m. to practice soccer. Every other Sunday, the same group played a formal 90 minutes soccer game in Danbury. The group's age ranged from 18 to 45 years. Ten times before practice started the group engaged in a 10 minute "Nutrition Tips" conversation. During those conversations, the group learned about healthy foods and healthy eating habits, especially those that would help them become better athletes. Topics included: adding fruits and vegetables to our daily diet, reducing the amounts of salt and sugar in our foods, reducing fats, consuming carbohydrates, avoiding muscle cramps by increasing our body's hydration, etc.

**Allied Health Sciences Community Nutrition Collaboration Team.** Led by Dr. Valerie Duffy, Tina Dugdale and Allied Health students, the Community Nutrition Collaboration Team uses funding from Action

for Healthy Kids and a Connecticut Department of Social Service contract to teach 270 children in Hartford, Norwich, and Willimantic how to prepare and serve healthier foods. They have delivered nutrition education to 4500 people in Hartford and Tolland counties and 60 staff members in Windham and New London school systems. Dietetics students have also delivered presentations on food security, self-sufficiency, and healthy diets and weights to 75 people in Hartford. They have reached 250 adults and families with nutrition education that involved health fruit and vegetable demonstrations and tasting and The Farmers Market on the Green.

**Nutrition, fitness and healthy lifestyles for individuals and groups – Hartford area.** Chronic diseases such as heart disease, cancer and diabetes are the leading causes of death and disability in the United States. Among minority and low-income populations, large disparities exist in regards to prevention of and early diagnosis and treatment of both acute and chronic disease. Poor access to health services, lack of adequate health insurance, language barriers, and poor understanding of treatment options continue to pose huge challenges to public health. The focus of this Extension initiative is to provide education and tools for the prevention of chronic disease by providing diet and health information to low-income populations in the greater Hartford area. Participants received 3 nutrition and food budgeting workshops focusing on healthy food purchases and preparation on a limited budget. 125 elderly participants were reached. Post surveys indicated positive changes in shopping habits and meal preparation. 200 families with young children were reached over a 9 month period. Focus of efforts were on appropriate infant and toddler feeding and healthy snacks for young children-- 25 families of children with PKU attended a food event at Lyman Orchards focusing on special dietary needs and low protein meal preparation and 12 families participated in a low protein cooking school held at St. Joseph College, in West Hartford. Another 80 low-income youth participated in after-school nutrition workshops through the Hartford public schools.

**Children Youth and Families at Risk - 4-H Teen Urban Gardening Project –** Bridgeport and Willimantic at risk youth participated in a comprehensive urban gardening program, focusing on life skills, responsible family membership, workforce development, and participatory citizenship. Through a comprehensive gardening program and hands-on experiences, the University of Connecticut 4-H Teen Urban Gardening Project teaches teens ages 13-19 life skills, responsible family membership, workforce development, and participatory citizenship. The objective of the 4-H Teen Urban Gardening Project is to counter the factors affecting at-risk neighborhoods by the development of after school urban gardening projects. The 4-H Teen Urban Gardening Project uses the gardening experience as a teaching laboratory. One of the major components of this project is to teach work force readiness. To do that, teens are paid a stipend quarterly that they earn based on work related skills such as attendance, attitude, and work ethics.

**The Middlesex/New Haven 4-H Fair program** is a major leadership and evaluation system with 20 youth officers and 24 adult advisors/mentors as its governing body. The Middlesex and New Haven 4-H Fair Association completely plans and implements this 3 day event, with its entire voting board of directors being 4-H youth. It is the oldest fair of its kind in America, and the “youth board” has been in place since 1924. 631 youth registered to participate in the Middlesex and New Haven County 4-H Fair. These youth exhibited record books as well as other educational projects in their selected areas of study. Over 3000 total projects were evaluated, by caring and competent judges who volunteer their time go give positive, yet constructive feedback to each of our members. In addition to project work 4-H youth also did community outreach by providing activities to the public, educating fairgoers about their project work and broadening the visibility of 4-H and the University of Connecticut in a public forum.

**4-H Fitness and Nutrition** – A website was designed and completed and includes goals, mission, accomplishment, partnerships and recipes in English and Spanish. Teen leaders designed, organized and presented nutrition and fitness programs at seven community/school sites. Participants enrolled in the FANs program gained knowledge/awareness in physical activity choices and nutrition by the use of nontraditional exercise such as karate and dance. Youth also participated in food demonstrations and tasted healthy snacks. Nutrition education handouts were provided to youth and their families. Youth were introduced to several food and fitness websites using laptops. The Wii fitness programs were also used in programming. New Haven now has 4 sites that hold monthly family nights that focused on Fitness and Nutrition, and 2 other sites are planning to implement PTO family fitness nights in the future. In New Haven, six 4-H FANs sites have become sustaining 4-H clubs with adult volunteers. 4-H clubs have focused on additional food and fitness focus, leadership development, arts and crafts and technology. Twelve teens were recruited and trained as youth facilitators for 4-H SYNEP. Four youth continued in year round program capacity to deliver nutrition and fitness education via 4-H FANs as well as SNAP nutrition education programs. Twenty-two agencies (i.e., day summer camps, farmers markets) were reached and a total of 3,837 nutrition contacts were achieved through program delivery. Thirty two family nights comprised of nutrition and fitness were conducted at four community sites and Exergame Olympics resulted in 1,074 additional contacts. Total youth contacts included 4,911.

**Families and Youth with Promise: The CT 4-H Mentoring Project** – In CT, the income gap between the “haves” and the “have nots” is one of the highest in the country. Bridgeport and Waterbury are among CT’s largest cities, but have twice the state rate of children living in poverty and three times the state rate of children receiving reduced/or free lunch. Overcrowded and unsafe school environments contribute to poor student achievement and high dropout rates. Although the statewide dropout rate is 6.6%, Bridgeport’s averages 23.3%, and Waterbury’s is 9.3%. *The CT 4-H Mentoring Project* is a prevention program designed to assist youth in acquiring knowledge, building character, and developing life skills in an enjoyable learning environment that will help them to become self-directing, productive members of society. The CT 4-H Mentoring Project enhances the developmental assets of 120 at-risk youth, ages 10-14 with a long term caring relationship between an adolescent and a non parental adult (mentoring), 4-H club meetings and outreach projects.

**Extension- 4-H Youth Community Service – Bridgeport.** After receiving training via workshops, emails, fact sheets and face-to-face support, 4-H volunteer leaders and grant staff conduct community service projects as part of their club program for 344 youth. Over 16 4-H groups received recognition for their 23 community service projects, devoting approximately 3,440 hours were contributed by 4-H members to better their communities. For example, they assembled over 30 “planted flowers with letters of caring” for a local nursing homes in Bridgeport, made over 280 presents for seniors during the Christmas season, and wrote over 125 letters of support for US troops.

## **The School of Business**

The School of Business is helping to address challenges facing Connecticut’s poorest cities through the efforts of its Office of Diversity Initiatives and its programs for veterans. The programs include the following:

**Travelers EDGE (Empowering Dreams for Graduation and Employment) Scholarship Program** – gives underrepresented and first generational students resources and support to enhance their degree and make them more competitive in the business world. Support services include:

- Scholarship – full tuition support and textbook stipends for four years; funding for summer courses and other merit based awards.
- Internship/Career Readiness Workshops – students are required to attend workshops on basic job skills, including resume writing, interviewing and researching a company. Students have interned at Travelers, Ernst & Young, UTC, GE, PwC, and Under Armour.
  - 90% Internship Overall Placement
  - 55% Interning at Travelers
  - 90% Freshmen Internship Placement
- Professional Development Institute – students from UConn, Capital Community College and Central Connecticut State University participated in the Professional Development Institute (PDI) held at the UConn Graduate Business Learning Center in downtown Hartford during winter break. Seminars, workshops and presentations on various topics were given to increase technical and professional skills.
- EDGE Venture Project – opportunity to enhance business knowledge by bridging gap between theory and application with hands-on experiential learning in cooperation with the Innovation Accelerator.
- Teenage Business Program – one-day conference in spring to increase college and career awareness among minority high school students. Program has been offered for 26 years.
- Summer Business Academy – three-week program for 15 to 25 high-achieving college-bound high school students focusing on careers in business through classroom exposure and field visits to companies. Students also take Kaplan SAT preparation courses in math, English and writing, and attend “job shadows” each Friday at various companies in the Greater Hartford area.

The Office of Diversity Initiatives also conducts high school visits to Hartford schools and participates in open house programs; offers Diversity in Business Lecture Series, a series of presentations by alumni and industry professionals from diverse backgrounds; and provides tutoring services to students who need academic support in critical general education requirements.

**Veterans Programs at School of Business include opportunities for veterans in many high poverty urban areas:**

- **Entrepreneurship Bootcamp for Veterans with Disabilities** – a consortium of business schools and universities that provides education, skills and contacts to help veterans start their own businesses. EBV demonstrates the power of entrepreneurship in our communities by fostering an essential route for job creation and economic vitality. EBV also serves a critical function in helping our disabled vets work through their physical limitations, psychological challenges, and social obstacles.
- Connecticut presently has a 15.8% veteran unemployment rate, the 8<sup>th</sup> worse in the country. Other programs in planning stage to serve CT veterans under the direction of Michael Zacchea, director of veterans’ outreach and support for the School of Business, include:
  - Veteran Web Portal for veterans returning to Connecticut that will garner resources to help them decide what to do upon return – school, work, or business startup (anticipated late 2012);
  - Veteran-specific non-degree certificates to help veterans enter the workforce as quickly as possible;
  - A program to assist long-term unemployed veterans obtain full-time employment.

## The School of Nursing

**“RUN with LC” {Recruiting Underrepresented Nurses with Learning Communities}** – Dr. Carol Polifroni works with the city of Hartford youth, funded by the HRSA Nursing Workforce Diversity (NWD) program. “RUN with LC” is currently active in Hartford, Connecticut, an area of high underrepresented and disadvantaged populations. The program is designed to increase diversity in the nursing workforce but has direct impact on Hartford children by introducing middle school children to nursing as a career, enhancing the pre-college entry skill sets of high school students, and increasing retention in the nursing major once admitted to UConn.

“RUN with LC” a three year project encompasses several prongs including programming in the middle schools to introduce students to nursing as a career option (200 students); the establishment of a focused learning community at the Nursing Academy at Hartford Public High School; (300 students) the offering of Kaplan, Inc. modules, providing remediation work and SAT preparation courses (65-100 students); the assignment of mentors from the professional nursing community; dedicated retention activities once admitted to UConn; (50 students) and the provision of scholarships and stipends to disadvantaged and/or underrepresented students.

The project builds on extant relationships and lessons learned as a result of the work of the project staff with the Nursing Academy at Hartford Public High School. Dr. Polifroni, chairs the advisory board of the Nursing Academy at Hartford Public High School.

Dr. Polifroni’s project has six major objectives and a series of sub-objectives that aim to increase collegiate success and graduation rates for those from disadvantaged and/or under-represented backgrounds. Specifically, the objectives are:

- (1) Provide early, ongoing and culturally specific information about nursing as a career and the opportunity for baccalaureate nursing education for underrepresented and disadvantaged students living in underserved Connecticut communities, specifically Hartford;
- (2) Enhance the pre-entry preparation Learning Community at the primary target site: the Nursing Academy at Hartford Public High School;
- (3) Create partnerships with community health centers to increase community health experiences for students at the high school and collegiate levels;
- (4) Establish and maintain a learning community for diverse and disadvantaged students throughout their college study to improve retention;
- (5) Graduate at least two more students from disadvantaged and/or diverse backgrounds per year; and
- (6) Provide stipends to the high school students and scholarships to the collegiate students respectively to promote graduation at the high school level and retention through graduation at the collegiate level.

### **Advanced Nurse Education Traineeship**

If the urban challenge is the provision of adequate health care, our training grants can be seen as impacting urban areas as they provide funding to prepare more primary care advanced practice nurses who can work in health professional shortage areas and community health centers. HRSA AENT training grants

provide funding for tuition, fees and books for graduate nursing students studying to be nurse practitioners – and many as primary care practitioners, who will provide the public better access to primary health care by working in primary care centers, community health centers, school settings, practitioner offices, and in acute care hospitals in the State of Connecticut. AENT funding has been awarded to 109 graduate students from 2008 to present.

### **Urban Service Track program**

The Urban Service Track program is an outgrowth of a shared vision and long-standing relationship between SON and the Connecticut Area Health Education Center (AHEC) Program – which is based at the University of Connecticut Health Center (UHC). It is designed to produce a cadre of well qualified health care professionals committed to serving Connecticut's urban underserved populations. Urban Health Scholars are enrolled in the Schools of Nursing (10 students annually), Pharmacy, Medicine and Dental Medicine, and become competent in culture and linguistics, population health, health policy, advocacy; health care financing and management, leadership, community resources, interprofessional health care teams, and quality improvement – all important components for enhanced health care delivery to challenged communities.

### **The School of Nursing partnership with the State Department of Corrections (DOC)**

The SON is keenly aware that prisons are frequently the primary health care providers for the destitute and for the poor suffering from mental health illnesses. The School of Nursing (in partnership with DOC) recently acquired a state of the art mobile clinical simulation van to bring about professional development opportunities to healthcare professionals who serve incarcerated patients in eighteen correctional facilities throughout the state. The van and the SON-led training sessions for the prison nurses is fully funded by at \$1.1M grant from the US Health Resources and Services Administration. It was awarded to UConn through the work of Dr. Deborah Shelton, who proposed the partnership with the Department of Correction (DOC) and the Correctional Managed Health Care (CMHC) Division of UHC.

### **The School of Dental Medicine**

The School of Dental Medicine is committed to providing oral healthcare services to the citizens of Connecticut and beyond. In FY12, greater than 95,000 patient's visits were provided in the School's intramural clinics and an additional 12,400 patient visits were provided in the University Dentists faculty practices. The overwhelming care provided in the clinics is for the underserved, uninsured and underinsured individuals.

The School is committed to providing care beyond its walls and, through its activities in community health centers throughout the State, an additional 49,400 visits were provided by its students, residents and faculty in community settings.

To expand its reach and to address the needs of communities in need, members of the School of Dental Medicine community (students, residents and faculty) provided care through the following outreach activities in FY12: Connecticut Mission of Mercy, South Park Inn Homeless Shelter Clinic, Migrant Farm Workers' Health Initiative, Connecticut Inner City Mission of Mercy, Special Olympics Health Athletes/Special Smiles, Camp Courant, My Sister's Place, eleven different health fairs, as well as service trips to the Kalispell (Montana) Community Health Center, Honduras Dental Mission, Dominican Republic

Dental Mission, Chilean Dental Mission and Haiti. It is estimated that these outreach activities provide dental care to 4,000 individuals.

The data below indicates, out of the annual patient visits (95,000) and community-based visits (49,400), the number of Connecticut urban residents who receive care for the UConn School of Dental Medicine during the last year. For example, of the 95,000 patient visits (intramural/UHC clinic), the table that follows summarize how many were in urban communities.

City	Percent	Number of visits
Hartford	17.7%	16,815
New Haven	3.45%	3,278
Waterbury	4.52%	4,294
Bridgeport	2.65%	2,516
Norwich	1.25%	1,188
Willimantic	1.81%	1,719
New Britain	8.72%	8,284
<b>Total</b>	<b>40.01%</b>	<b>38,094</b>

Of the 49,400 community-based visits:

City	Number of Visits
Hartford	9,812
New Haven	4,942
Waterbury	8,536
Bridgeport	8,043
Norwich	2,842
Willimantic	1,684
New Britain	5,896
<b>Total</b>	<b>41,755</b>

## The Neag School of Education

Over the last decade, the Neag School of Education has been actively involved in addressing the needs of equalizing educational opportunities in Connecticut's high-need urban areas. We have established Teacher Education Program Professional Development Centers in Hartford, Waterbury, and Windham. The Neag School requires all teacher education students to be placed in high-need schools either during their clinical practices, student teaching, internship placement. This has resulted in the majority of our students prepared to teach in urban schools. On average, during each academic year between 2006 and 2011, there are 150 (about 42%) students from the Teacher Education Program placed in the state's urban city schools, impacting the learning of about 3,825 pupils in schools. For example, during the 2010-2011 academic year, IB/M program master's interns contributed 8,500 hours or 1,060 work days in Windham Public Schools, and 10,000 hours or 1,250 work days in Hartford Public Schools. Seventy-two undergraduate interns contributed 6,048 hours in Windham Public Schools, and 54 undergraduate interns contributed 4,536 hours

in Hartford Public Schools. The Teacher Education program is planning to extend its professional development network to New London Public Schools through its Avery Point offerings, starting fall 2013.

**Alumni:** A number of Neag School graduates (teachers and administrators) are currently working in the state's high-need schools, specifically 14 in Bridgeport, 46 in Hartford, 28 in New London, 41 in Waterbury, 54 in Windham.

**Athletic Training:** The Athletic Training Program provides seven graduate students and six to eight undergraduate students in Hartford and Windham Public Schools.

**Center for Behavioral Education and Research (CBER):** Led by Professor George Sugai, this center conducts research and disseminates results on effective teaching for at-risk students. With regard to CBER's work in Hartford Public Schools: during the 2011-2012 school year, we worked closely (group training and in-school teacher training) with eight schools (Wish, Parkville, Simpson Waverly, Clark, Milner, Kinsella, Kennelly, and West Middle Elementary School). In addition, we supported district-wide implementation of PBIS in several ways. There were 26 PBIS schools participating in Hartford last year. Professor Sugai has worked closely with Hartford Public Schools since 2007, training a number of school teams, participating in the district leadership team, and initiating and supporting a pilot project focusing on targeted interventions and systems.

**CollegeEd:** Professor Robert Colbert leads this collaborative grant project supported by the College Board to help Bridgeport high school students be college ready, potentially impacting approximately 4,916 pupils.

**CommPACT Schools:** Directed by Dr. Michele Femc-Bagwell, the CommPACT Schools model is the first-of-its-kind school reform program developed to address the achievement gap issues in Connecticut's public schools and to create the kind of vibrant learning environment we wish for all of our children. Currently, the project serves schools in Bridgeport and Waterbury, involving 975 elementary school pupils, 1,061 middle school pupils, and 1,257 high school pupils. "Two years ago we were the lowest-performing school in the state," said Alejandro Ortiz, Bassick's principal. "I'm proud to say that due to the hard work our school has done, we've changed our climate and also made Safe Harbor on academic performance."

**Bilingual and ELL Teacher Professional Development:** Professor Eliana Rojas leads this U.S. Department of Education funded project to identify best practices and identify professional competences through training for Connecticut ELL teachers. On average, the project serves two teachers from Bridgeport, eight from Hartford, six from New Britain, three from New haven, five from New London, seven from Windham, and four from Waterbury.

**Faculty Advisor to Hartford Teachers Academy:** Dr. Rene Roselle has served as the Neag Advisor to Buckley High School's Future Teacher Academy resulting high interest in about 200 high school students per year interested in urban school teaching as their career and understanding what it means to be college ready.

**Hartford Hospital:** Professor Linda Pescatello worked with the Hartford Hospital in exercise genomics, hypertension, and statins totaling almost \$5 million in grant funded research.

**Husky Sport:** Led by Professor Jennifer Bruening and her colleagues, Husky Sport students and staff work to positively engage with members of the Hartford, CT and UConn communities through the development

of effective relationships with youth, their adult family members, college students, and community organization collaborators. Through efforts in schools, after school and weekend programs, Husky Sport aims to be a continuous part of the lives of children and families in Hartford's North End. Consistent engagement within Husky Sport's growing community of role models, mentors and mentees, allows for a reciprocal process of personal and social growth. This process occurs as Husky Sport looks to both reinforce and teach the making of positive life choices in the following four areas: healthy nutrition; relevant and transferable life skills (e.g., respect, communication, leadership); exposure to varied sports and physical activities; and academic opportunity and excellence. **Hartford Participants in Husky Sport include the following:**

- Clark Elementary and Middle School-416 students (entire school K-8) involved in Read & Raise, 320 students (K-6) involved in In School program, 60 students (7-8) involved in Middle School Encourage Program, 50 students (2-6) involved in after school program
- MLK Elementary and Middle School-513 students (entire school K-8) involved in Read & Raise
- Wish Elementary and Middle School-426 students (entire school K-8) involved in Read & Raise, 50 students (2-6) involved in after school program
- Capital Prep Upper School-40 students enrolled in Early College Experience classes at UConn

**Community Partner Programs** (Husky Sport Assisted Programs) include the following:

- Hartford Catholic Worker-30 students (K-8) involved in after school program, 60 students (K-12) involved in Saturday program
- Salvation Army North End Corps-50 students (K-8) involved in after school program and sports fellowship program
- Community Renewal Team (CRT) Generations-25 students involved in after school program

**Sport and Nutrition Clinics include the following:**

- CREC Middle Schools-250 students
- West Middle School-100 students
- Capital Prep Lower School-100 students
- Husky Sport/City of Hartford Fall Fest-100 students and adult family members
- Husky Sport/City of Hartford Spring Health Fair-100 students and adult family members

**Mathematics Leadership Academy:** Led by Professors Megan Staples, Mary Truxaw, and Fabiana Cardetti (CLAS), this federally funded grant project trained 25 Hartford Public School mathematics teachers on mathematics content required by the state curricular guidelines.

**PawPals:** This is an extra-curricular activity program to combat childhood obesity, lead by Professor Jaci VanHeest, in the Longfellow Elementary School in Bridgeport, impacting 422 pupils.

**Project M<sup>3</sup>: Mentoring Mathematical Minds Math Club:** This is an after school enrichment program funded by the Travelers Foundation that has been facilitated in five Hartford elementary schools. Mathematically talented students were invited to participate in the program for an hour after school twice a week for eight weeks during the fall and spring semesters. The advanced curriculum, Project M<sup>3</sup>: Mentoring Mathematical Minds was developed by Dr. Katherine Gavin and her colleagues at the Neag Center for

Gifted Education and Talent Development. During the past five years, over 500 students in grades 3, 4, and 5 have participated in this program, some of them in multiple years.

**The Renzulli Academy in Hartford:** Over the last three years, Professors Sally Reis and Joseph Renzulli worked with faculty and administrators in Hartford to establish the Renzulli Academy. The academy serves 140 students in grades Kindergarten through eight, using an enrichment approach to learning designed to affect the entire culture of the school and reach into the home lives of its students. Instead of a remedial and compensatory focus, the academy uses a learning theory called the Enrichment Triad Model that makes curricular topics more interesting and meaningful. Professor Renzulli recently received a \$250,000 grant from the Jack Kent Cooke Foundation to establish a robust summer enrichment program for its high potential/low income students in Hartford, in connection with the Bushnell Center and Talcott Mountain Science Center.

**The School Organization and Science Achievement Project (Project SOSA):** This is a National Science Foundation funded five-year project collaborating with multiple urban school systems to identify factors that have the potential for reducing science achievement gaps for fifth graders. We have agreements with Hartford and New Haven to collect data in their elementary and middle schools in Spring 2013. We are also going to begin discussing a similar arrangement in Bridgeport. At minimum, our project targets the science achievement of 10,000 5th and 8th graders across those districts. And because ours is a school wide research study, we are collecting data from every K-8 teacher – who in turn is responsible for the science learning of approximately 50,000 students in grades kindergarten through grade 8.

**The School-wide Enrichment Model Reading Study:** In research conducted by Professor Sally Reis and her colleagues, a cluster-randomized design was used to investigate the effects of an enriched reading program on elementary students' reading fluency, comprehension, and attitude toward reading. Over 2000 students in Hartford, Bridgeport and Waterbury were involved in an enrichment reading program in which students using the SEM-R outperformed students in control classrooms using traditional basal reading instruction in reading comprehension. Students at all achievement levels in the SEM-R treatment group read with greater fluency and higher comprehension at the conclusion of the SEM-R treatment than control group students who received traditional basal reading instruction. Students in the SEM-R developed more positive attitudes toward reading than peers in more traditional basal reading programs. Individualization of instruction increased as SEM-R teachers moved from primarily whole group instruction to individual conferences. In Waterbury, the middle school using SEM-R moved from being one of the lowest in the region to Safe Harbor on the Connecticut Mastery Test in one year.

**UConn Migrant Farm Worker Health Clinic:** Physical Therapy faculty participate in providing services at the clinic, targeting 7,000 to 20,000 farm workers in Connecticut each year.

**Windham Public School Young Poets:** Professor Wendy Glenn works with about 15-20 Windham Public School Students in the Young Poets Club.

**Youth Participatory Action Research:** Professor Jason Irizzary has worked with a group of Latino pupils (about 20) from Windham and Hartford area public schools to document their experiences in schools. It resulted with the publication of a book, including chapters written by these pupils. *The Latinization of U. S. Schools: Successful Teaching and Learning in Shifting Cultural Contexts* was published in 2011.

## **The School of Engineering**

The School of Engineering has a commitment to extend its educational opportunities to traditionally underrepresented students and supporting efforts aimed at engineering preparedness in high schools. In the last decade, undergraduate enrollments in the School of Engineering have doubled and the proportion of female and underrepresented students has risen, suggesting these programs have positively influenced engineering awareness in the State of Connecticut.

### **BRIDGE Program (25<sup>th</sup> year)**

This five-week residential program is sponsored by the School of Engineering and provides intensive study of mathematics, physics, chemistry and programming to selected students who have been admitted to the School of Engineering for the fall term. BRIDGE is reserved for members of groups traditionally underrepresented in engineering: women, African Americans, Hispanic/Latino Americans and Native Americans. Over 700 students have participated. Program benefits include daily classes in physics, chemistry, computer programming and calculus, structured group study sessions, industry tours and group/team projects and competitions. Each summer, at the conclusion of the program, BRIDGE scholarships (5-12) are awarded; selection is based on the student's attitude and effort during the program and the donor's criteria. Accepted applicants are considered for either a full or partial BRIDGE Fellowship based on the availability of funds. Fellowship selection is based on a student's financial and academic need.

### **Pre-Engineering Program (25<sup>th</sup> year)**

The Pre-Engineering Program (PEP) is a 14 week Saturday enrichment program during the academic year. It provides diverse students in grades 7-9 an opportunity to improve math and science skills and become familiar with engineering through challenging, exciting hands-on problem solving activities. Over 1000 children have participated in this program since its inception. Underrepresented undergraduate engineering students serve as teachers/mentors/role models in each grade.

### **Multiply Your Options (18<sup>th</sup> year)**

The School of Engineering sponsors and hosts Multiply Your Options (MYO), a one-day conference designed to introduce 8<sup>th</sup> grade girls to female role models from the fields of science, technology, engineering and mathematics (STEM). Hands-on, inquiry-based activities – designed to educate and excite – encourage participants to pursue educational and career opportunities in STEM subjects. An average of 20 school districts and 200 female students participate yearly; over 3,000 have participated since its inception.

### **Exploring Engineering (15<sup>th</sup> year)**

Exploring Engineering (E<sup>2</sup>) is a one-week residential summer program for high school juniors and seniors. Participants work in small groups with faculty and college students to learn what various engineers do in the workplace, learn and demonstrate engineering concepts, and engage in deeper exploration of one engineering discipline by fabricating a discipline-specific device. E<sup>2</sup> participants are nominated by their high school math, science or technology teachers.

### **Connecticut Invention Convention (14<sup>th</sup> year at UConn)**

Since 1999, the School of Engineering has hosted and sponsored the annual Connecticut Invention Convention (CIC), the culminating one-day state-wide competition between K-8 Connecticut students who

won local contests at their schools. Students display and demonstrate inventions of their own design and construction before panels of external judges. Approximately 750 students compete yearly, and total annual attendance surpasses 3,000. Last year, winners included students from Hartford CT.

### **The da Vinci Project (13<sup>th</sup> year)**

The one-week residential da Vinci Project, conceived in 1999 as a way to introduce math and science teachers to core engineering concepts, has trained over 150 teachers to date. Participants spend a week in one engineering laboratory; tour other faculty labs; visit campus engineering systems, such as the wastewater treatment and cogeneration plants; and meet with industry and University engineers. Teachers may earn three Continuing Education Units (CEU's).

### **Northeast Science Bowl Regional (7<sup>th</sup> year at UConn)**

The SoE has hosted the annual Northeast Science Bowl regional championship (NESB) for high school students since 2006. Typically the NESB draws 40+ teams from across Connecticut as well as New York, and Rhode Island. Each year, over 90 undergraduates and graduates from the SoE volunteer to help run this very successful event. The NESB attracts more than 240 high school students and their teachers, they participated in the day that included a Jeopardy style science and math competition and a fuel cell car race. The regional champion receives an all expenses paid trip from the Department of Energy to compete in Washington, D.C. for the national championship.

### **Joule Fellows Program (4<sup>th</sup> year)**

The School of Engineering launched a new teacher enrichment program during the summer of 2009. The Joule Fellows Program (JFP) is a six-week Research Experiences for Teachers (RET) program. The cornerstone of the RET program is to immerse 12 teachers each summer in energy engineering research, where they may gain familiarity with engineering principles, applications and a variety of engineering careers. JFP is intended to provide teachers of science, mathematics, and/or technology subjects with a rare opportunity to gain valuable hands-on laboratory exposure to ongoing research in sustainable energy areas such as biofuels, renewable fuels, fuel cells, energy storage devices (including photovoltaics) and other green energy technologies, as well as related fields. In the past four years the program has worked with 42 teachers who have served approximately 3000 students.

### **Engineering Ambassadors (EA) (3<sup>rd</sup> year)**

This UTC sponsored organization is a professional development program for undergraduate students with an outreach mission to middle and high schools. The aim of this program is to increase the diversity of those seeking engineering degrees and to strengthen the communication and leadership skills of those currently seeking engineering degrees. To increase the diversity, EA emphasizes placing the right messenger (college engineering students with advanced communication skills) with the right message in front of middle and high school classes. EA has outreached to over 5000 students at 20 unique schools.

### **Engineering Your Future (2<sup>nd</sup> year)**

The School of Engineering sponsors and hosts Engineering Your Future (EYF), a one day conference designed to introduce 8<sup>th</sup> grade boys from underrepresented groups in engineering to role models from the fields of science, technology, engineering and mathematics (STEM). Hands-on, inquiry-based activities – designed to educate and excite – encourage participants to pursue educational and career opportunities in STEM subjects. Last year, 80 boys participated.

### **Louis Stokes Alliance for Minority Participation (LSAMP- 10 years)**

UConn's LSAMP program, funded by the National Science Foundation, supports students from underrepresented populations in their pursuit of undergraduate degrees in the science, technology, engineering and math (STEM) fields. A remarkable 92 percent of LSAMP scholars have earned their bachelor's degrees. As part of the program, these students serve as role models by conducting science workshops with inner-city middle and high school students. LSAMP has achieved notable outcomes including: 97% retention at UConn; 3.25 median GPA; 100% of students have attended at least one leadership conference; 92% of the class of 2011 attended graduate or professional school.

### **GK-12 Program (3<sup>rd</sup> year)**

The GK-12 program, funded by the National Science Foundation, works to inspire students in Connecticut's Technical High School System to pursue higher education in engineering degrees. As part of the program, UConn engineering PhD fellows work in tech schools, integrate their creative research into the classroom curriculum and mentor extracurricular activities focused on creativity and sustainable energy resources. In the past two years this program has served approximately 600 students in Hartford, New Britain, Willimantic, Manchester, Groton/New London, and Norwich.

## **The School of Fine Arts**

The **Department of Art and Art History** holds its annual Senior Project Show at the Art Space in Willimantic that is free and open to the public. The department collaborates regularly with Real Artways and the Wadsworth Atheneum in Hartford where students are placed as interns for community-based projects such as the Atheneum's ChatBack program. Also, Art and Art History faculty offer public lectures at the Wadsworth Atheneum. Art and Art History faculty serve on juries that select School and cross department projects.

The **Ballard Institute and Museum of Puppetry (BIMP)** in collaboration with the **Department of Dramatic Arts Puppet Arts Program** have conducted puppet, mask, and video workshops with elementary school children in the Hartford area. BIMP conducts museum tours and puppet-making workshops with elementary school students from New Haven's Elm City College Preparatory School, and numerous schools in Willimantic.

The **Department of Dramatic Arts** and the **Connecticut Repertory Theatre (CRT)** support additional outreach and public engagement initiatives throughout the state including *PuppetYAK* (Young Author's Kreations) a program currently running in the North End neighborhood of Hartford. This project is supported in part by the Marks Family Endowment, and the ArtsCorps Award. Puppetry students bring to teachers and community organizers for youth a set of creative skills and means for expression that can be used long after our student artists have gone. UConn's Puppetry program is unique in the world, which means its outreach is unique in the state. For eight years Connecticut Repertory Theatre has had a partnership with Windham High School in Willimantic. In 2012, working closely with the School of Social Work, Connecticut Repertory Theatre provided free tickets to the HIV Positive and AIDS Community in Hartford and Willimantic and followed the performances of ODYSSEUS DOA with a panel discussion. CRT provides free tickets to Perception Programs in Willimantic.

The **Jorgensen Center for the Performing Arts** developed the awarding-winning Jorgensen Outreach for Youth Program and the JOY! Conservatory Program that reaches out to economically disadvantaged youth and families in the some of the state's poorest areas to provide arts education and entertainment

opportunities to those individuals who might not otherwise ever experience the live performing arts. Listings of Social Service agencies that have collaborated with the Jorgensen are included in the expanded summary addendum.

The **Department of Music** supports initiatives relating to urban focus including the 2nd Line Band Education Project, a program dedicated to helping the state's poorest cities fill a void left by under-funded and non-existent Elementary, Middle, and High School Band Programs. The Funky Dawgz, a New Orleans style Brass Band, formed from select members of the University of Connecticut Marching Band began this initiative this past summer at the Yale School of Music Morse Summer Academy. The Morse Summer Music Academy provides comprehensive summer music instruction for accomplished student musicians from the New Haven Public Schools. The Connecticut Early Music Society provides regular late spring school programs introducing New London school children to the sounds of early instruments and early music practices. These underserved children do not have the resources to attend the Society's concerts. Among the Connecticut Early Music Society activities one program in particular, at the ISAAC school, students have been involved in writing and producing their own opera, and the society's performances of early operatic works resonated especially well as a result. A recent project with UConn's Collegium Musicum, the student early-music ensemble, provided concerts of Ecuadorian colonial music in New Haven, New London, and Willimantic for urban Latino audiences.

The **William Benton Museum of Art** organizes community outreach and public engagement events and activities related to the exhibitions they host. From time to time, when programming is appropriate, the Benton extends these opportunities to students in the region, including Willimantic. One example of a popular exhibition included hosting Tibetan Monks as they created a sand mandala and shared the rites and ceremonies that accompany the creation of these works of art.

## **The School of Law**

The University of Connecticut School of Law actively engages in outreach and service to the community through clinics, public interest law centers, pro bono programs, individual faculty efforts, and annual community service projects.

### **In house Clinical Programs and Asylum and Human Rights Clinic**

Several established in-house clinical programs featured in the curriculum through which our students and faculty play roles in the surrounding region. Students in our one-semester clinic represent refugees located in Connecticut who have fled persecution abroad and are seeking political asylum in the United States. Though supervised by two full-time faculty members, students handle all aspects of hearings before the U.S. Department of Homeland Security and Immigration Courts. Clinic law students and faculty have made presentations about the Clinic's work to high school students at Hartford High School's Law and Government Academy, the Connecticut chapter of the American Immigration Lawyers' Association and the audience attending a play at the Charter Oak Cultural Center.

Also of note is that the Asylum Clinic is engaged in a joint project with the School of Social Work, through which a social work student works with Clinic students to help meet the full range of the Clinic's clients legal and non-legal needs.

### **Tax Clinic**

The Tax Clinic is a pro bono (free) legal clinic that provides legal services to low-income taxpayers. Students represent clients in a wide range of state and federal administrative and tax court proceedings. The Clinic is partially funded by a grant from the IRS and is supervised by a full-time, long-term-contract clinician. The Tax Clinic also works with attorneys in Connecticut who volunteer to help low income tax payers pro bono.

### **Mediation Clinic**

Students in this one-semester clinic undergo intensive training in mediation and conflict resolution techniques in order to serve as mediators in selected Connecticut agencies and courts. Students, supervised by two faculty members, have mediated disputes in a variety of forums including but not limited to: small-claims and eviction cases in state housing court; employment discrimination cases in the state Commission on Human Rights and Opportunities; and child custody disputes in state family court.

### **Intellectual Property and Entrepreneurship Law Clinic (“IP Clinic”)**

The IP Clinic was established by the Connecticut legislature in 2006 as part of economic development legislation aimed at stimulating innovation and supporting emerging companies in the high-tech sector. Since the Intellectual Property and Entrepreneurship Law Clinic opened its doors in January 2007, it has assisted (or is presently assisting) more than 220 clients, hailing from all eight counties in Connecticut and representing more than 85 different cities and towns. Students in the IP Clinic work with clients on all types of intellectual property matters. Clients range from the one-person service business seeking help with its trademark to the manufacturing enterprise wanting to patent its new product. Students participate in all aspects of client representation.

### **Criminal Clinics (Trial and Appellate)**

The Criminal Clinic consists of two year-long programs, described below, focused on advocacy at the trial-court level and on appellate advocacy. Students handle all aspects of representing indigent criminal defendants. This includes actually trying cases in the Connecticut Superior Court and arguing appeals in the Connecticut Supreme and Appellate Courts.

### **Non-Profit Public Interest Law Centers**

Established in 1997, two non-profit public interest law centers affiliated with the Law School also operate clinical programs in which students develop advocacy skills and professional values by working with poor and other underserved clientele.

### **Connecticut Urban Legal Initiative, Inc. (CULI)**

CULI operates two, semester-long clinical programs, each of which is offered in both the fall and spring. Students in the Building Urban Communities program (the original CULI clinic) do transactional work on behalf of community and other non-profit organizations in the greater Hartford area. CULI also has begun operating a brand-new Environmental Practice Clinic, part of the Law School’s new Center for Energy and Environmental Law. Students in this program provide legal services to clients in a range of environmental matters.

### **Center for Children’s Advocacy, Inc. (CCA)**

CCA engages in wide-ranging advocacy on behalf of poor children whose care is dependent on Connecticut’s judicial, child welfare, health, mental health, education, and juvenile justice. Its programs include a Medical-Legal Partnership Project; a Girls’ Juvenile Justice Project; an Immigrants and Refugees

New Arrivals Advocacy Project; a Teen Legal Advocacy Clinic; a Truancy Court Prevention Project; a Team Child Juvenile Justice Project; and a Child Abuse Project.

### **Externship Clinics**

The law school also offers several externship clinics in which students serve the community. Externship clinics are taught by adjunct faculty and combine classroom instruction with fieldwork.

### **Poverty Law Clinic**

Students in this clinic are placed with one of Connecticut's legal services programs where, under attorney supervision, they work on cases on behalf of low-income persons. Students engage in advocacy relating to clients' problems in matters involving housing, government benefits, employment, family and other issues.

### **Individual externships**

Every semester approximately 40 students participate in individual externship placements in Connecticut and elsewhere. Many of those placements are in offices that provide services to underserved clients or engage in policy work to benefit the community. Placements include New Haven Legal Assistance, Greater Hartford Legal Aid, the Connecticut Council for Education Reform, Connecticut Innocence Project, Connecticut Fair Housing Center, and Connecticut Veterans Legal Center, to name a few.

### **Street Law**

Street Law is a community oriented legal education program, serving the Greater Hartford community. Its goals include teaching law, mentoring and skill enhancement by pairing law students with public high schools and students in non-traditional settings. Law students teach in structured education settings, bringing practical legal knowledge to students at varying academic levels. Law students are encouraged to work with outside resource people and social service professionals in the community to develop life-skills workshops that assist teens in the evaluation of future education and employment opportunities.

### **Pro Bono Programs**

Many University of Connecticut Law students engage in organized pro bono programs that benefit underserved populations in Connecticut. Some of the most significant pro bono activities are the University of Connecticut Unemployment Action Center, the Hartford Family Court Project, Volunteer Income Tax Assistance, HELP (Homeless Experience Legal Protection), and the Truancy Intervention Project. Students also participate in one-day clinics such as "Keep the Lights On" projects to help individuals who are at risk of losing their electricity due to non-payment and Citizenship Day for immigrants who are seeking resident status in the U.S.

### **Faculty Activities**

In addition to teaching in the clinics, individual faculty members engage in a variety of efforts that benefit the community. For instance, Associate Dean for Academic Affairs Leslie Levin is currently chairing a committee that is drafting a report at the request of the Connecticut Judicial Branch Access to Justice Committee that will recommend measures that can be taken to increase access to justice for Connecticut residents who cannot afford a lawyer. Other examples, to name a few, include Professor Paul Chill, who is a member of the Connecticut Commission on Child Protection; Professor Tim Everett, who is a founding member of a committee that is establishing a fund for the benefit of persons who need temporary financial support after exoneration for wrongful imprisonment; Professor Deborah Calloway, who is a member of a voluntary service agency; and Professor Kaaryn Gustafson, who is a member of the Greater Hartford Legal Aid Society.

### **Community Service Projects**

During Orientation, entering law school students, accompanied by some of the staff and faculty, participate in a morning of community service projects in the Greater Hartford area. The projects have typically included cleaning the landscape around the Park River and in Elizabeth Park, working at the Freshplace food pantry, conducting a food drive to benefit the West End (Hartford) and West Hartford Food Pantries, and working at the Hartford Children's Theater.

## **The College of Liberal Arts and Sciences**

### **Anthropology Department**

**Family Life Education Program (FLA):** a community-based program that provides services to the poor and underserved in Hartford in collaboration with **Drs. Erickson and Singer** and graduate students **Colon and Tootle**; **Tootle** also assisted in the development of a grant on drug risk and HIV in Hartford.

**Research:** collaboration on a Yale funded study of sexual networks and health risks among Latinos/as to lead to better intervention strategies; collaboration with Yale University on a multi-year evaluation of project to build relations with other nonprofit organizations to enhance service delivery and cut costs.

### **Human Development and Family Services**

**Stamford Public Education Foundation's Mentoring Program:** a program started in 2009, now serving a diverse cohort of low income and minority students from Dolan, Cloonan, Turn of the River, and Scofield Magnet middle schools; Domus Trailblazers Academy, Stamford High School, and Academy of Information Technology & Engineering; total students served: 189 (coordinated by UConn graduates **Matt Quinones and Christine Powers**; 256 UConn Stamford students as volunteers; participation of **Dr. Miller's** Service Learning class).

**The Governor's Urban Youth Violence Prevention Program:** a program created in 2007 by Section 9 of PA 07-4 to reduce violence among youths ages 12 to 18 in low income and minority urban areas; communities served include Bridgeport, Enfield, Hartford, Manchester, New Britain, New London, Norwalk, and Waterbury. Participants reported feeling a positive sense of emotional safety and well-being while at the centers; a large majority of youth reported engaging in no or infrequent delinquent behaviors.

**Meriden Promise Neighborhood Program:** a program to improve child and family outcomes for urban neighborhoods via comprehensive interventions in home visiting and in the schools in Meriden (**Drs. Britner, Robinson, Farrell**). The Impact will be determined over the next few years.

**Positive Behavior Intervention & Support Program (PBIS):** a program that embeds elements of positive behavior in afterschool initiatives for at risk youth (**HSDf faculty**).

**Research:** development of comprehensive needs assessment and literature review resulting in 1 technical report and 2 manuscripts; adaptation of classroom management and related practices to afterschool settings; development of training DVD for afterschool professionals; accompanying curriculum; plan for demonstration project involving afterschool programs in 12-14 locations in Connecticut, including urban settings.

**School Readiness Program:** a program that provides leadership, consultation, and technical assistance regarding the availability and effectiveness of early childhood (EC) education experience to children and families of limited means; professional development training efforts for 325 early childhood professionals; in-kind training and technical assistance; serves as a match for private external funding.

**Intensive Supportive Housing for Families Program:** a program to avoid (or reduce length of stay) in foster care by providing safe, affordable housing. Program funded by subcontracted service agreement with The Connection, Inc., from the CT Department of Children and Families; new grant funding as of October 1, 2012. CT is one of 5 national sites funded under the new initiative and is home to its pilot model.

### **Mathematics Department**

**UConn Math Leadership Academy Program (MLA):** a yearlong program with East Hartford, Hartford, Manchester, and Vernon Public School Districts to provide professional development for middle and high school teachers of mathematics; culminated in a conference, supported by the Neag School of Education, where MLA teachers conducted professional development sessions for other math teachers and administrators from across the state at the University of Connecticut Storrs campus.

### **Psychology Department**

**Reading Internship Service Learning Program:** program established 15 years ago to assist children in the community who are at risk for reading disabilities (Co-directed by **Dr. Levy** at the Stamford campus with the participation of **UConn undergraduates** who have worked with approximately 1200 several public elementary schools in Stamford and Norwalk).

**Research:** a five-year project on 250 poor readers identified at the college level; evaluation and recommendations about how to improve their reading skills (**Dr. Katz**); large scale, longitudinal study of children at risk for reading difficulties in which biological variables are combined with early assessments (**Dr. Pugh**).

### **Public Health Issues Programs**

**Research:** health disparities in adolescent, Hispanic women in New Britain, Meriden, Middletown, & New Haven; collaboration with the YWCA, the New Britain public schools, and community agencies to understand the interpersonal and cultural factors impacting health disparities (**Dr. Milan**); prevention and intervention programs for obesity in the city of Hartford (**Dr. Gorin**); understanding and preventing unsafe sexual behavior in gay men, Latina women, and other groups at high risk of HIV infection in CT cities, including Hartford (**Drs. Fisher, Kalichman, and Marsh**); understanding through animal work early brain damage in premature infants in relation to later language and learning disorders; testing the efficacy of mitigating agents (**Drs. Fitch and UCMC staff**).

**Service and Outreach Programs:** collaboration with UCHC in a study to improve outcomes for infants born extremely premature; undergraduate and graduate students internships in mental health and substance abuse clinics and social service agencies in Hartford, Willimantic, Waterbury, and New Britain; **Dr. Read** has been the faculty advisor to the WIMSE program for more than a year and started a mentoring outreach program in East Hartford wherein UConn students in the STEM fields teach science and chemistry in the East Hartford middle schools once a month; **Dr. Milan** supervises graduate student in the Ph.D. Clinical Psychology program who are placed in agencies serving urban populations (i.e., recently Capital Region Community Mental Health (Hartford), Community Mental Health Affiliates (New Britain), JobCorp (a residential youth development program for low income adolescents/young adults, Hartford), and the UCHC

Child and Adult Psychiatry Outpatient Centers (serving uninsured and underinsured adults with serious mental illness).

### **Sociology Department**

**Research:** an ethnographic study of impoverished youth in New London, entitled “Against The Odds: Urban Youth, Poverty and Success”, to document the experiences of youth who overcome barriers of poverty and continue to college while others cannot; data will be used to answer questions about divergent paths to educational success (**Dr. Deener**)

### **The School of Medicine and the UConn Health Center**

- Bioscience Connecticut implements key UConn Health Network initiatives, including:
  - The Connecticut Children Medical Center assumes licensure of UCHC’s 40 bed Neonatal Intensive Care Unit. Management of the NICU will enable CCMC to become the dominant provider of children’s hospital-based services in northern Connecticut and provide financial improvement to its operations.
  - Hartford Hospital receives \$5 million to establish and house the Center for Simulation, offering sophisticated training for the next generation of physicians and surgeons and attract new federal funding targeted to enhance medical education.
  - Saint Francis Hospital and Medical Center receives \$5 million to establish and house the Connecticut Institute for Primary Care Innovation. The CIPCI would address the shortage of primary care physicians and drive new funding for research on health care quality and health information technology to the region.
  - The Hispanic Health Council; Charter Oak Health Center and Community Health Services each receive \$1 million. These community health centers in Hartford serve at-risk populations in the city.
  - To address health care inequality, \$3 million will help establish the Center of Excellence in Health Disparities, to include a Hartford office of the Cobb Institute of the National Medical Association, leading association of the nation’s African American physicians.
- Approximately 175 Hartford residents work at UCHC.
- There were more than 71,000 visits to UCHC clinical facilities by Hartford residents in fiscal 2010.
- An often overlooked benefit derived by Hartford based hospitals is the care and dollars provided to them by UCHC-sponsored residency programs. Forty-eight UConn internship/residency programs contribute service to area hospitals and drive Medicare reimbursements to their facilities. In fiscal 2009, that amounted to \$36.8 million for Hartford Hospital, \$26.9 million for Saint Francis, and \$3.2 million for CCMC.
- UCHC provides the physician/resident workforce at the Burgdorf/Bank of America Health Center Health Center and Asylum Hill Family Practice, both jointly supported by Saint Francis and UCHC.
- Community Service: UConn physicians and dentists, medical and dental students, and residents provide thousands of hours of free medical services each year to Hartford’s most medically vulnerable citizens in the following Hartford locations:
  - South Park Inn Medical Clinic
  - South Marshall Street Homeless Center
  - YMCA Adolescent Girls Medical Clinic
- UCHC operates several initiatives to increase the number of underrepresented minorities enrolled in medical/dental education and increase the number of health care professionals practicing in

urban areas across the state, including the Aetna Health Professions Partnership Initiative in Hartford.

- The Burgdorf/Bank of America Health Center is operated by Saint Francis Hospital and Medical Center and the University of Connecticut Schools of Medicine and Dentistry, as well as the City of Hartford Department of Public Health. The center is located at 131 Coventry Street on the Mount Sinai Campus of Saint Francis Hospital and Medical Center. Saint Francis Hospital and Medical Center and the University of Connecticut Schools of Medicine and Dentistry provide a full range of general medical care for adults and services to pediatric and adolescent patients. Services provided include primary pediatric, adolescent and adult health services, adult and pediatric dental services, a full range of women's health services and specialty services. These services include cardiology, pulmonary, nephrology, neurology, rheumatology, endocrinology, infectious diseases and HIV, podiatry, general surgery, and gastrointestinal disease. The Health Center also provides a range of early detection and prevention programs, child development programs, WIC, immunizations, infectious disease services and environmental health programs.
- City of Hartford, Department of Families, Children, Youth, and Recreation. CPHHP completed a city-funded surveillance of child weight in the 66 pre-school center-based programs in the city. Seventy-three percent of children in Hartford between 3 and 5 years of age attend these programs. The development of this representative and statistically relevant sample provides baseline data for future planning and policy development to reduce early childhood obesity in Hartford.
- The Connecticut Area Health Education Center (AHEC) Network works throughout Connecticut to improve access to basic health care by linking local community groups with the resources of the University of Connecticut Health Center and other health professions training programs. The mission of the Connecticut AHEC Program is "to enhance access to quality health care, particularly primary and preventive care, by improving the supply and distribution of health care professionals through facilitating community/academic educational partnerships."  
The Connecticut AHEC Program Office is based at the University of Connecticut (UConn) Health Center and is implemented through four regional centers located in the Norwich, Hartford, Waterbury, and Bridgeport areas. The four centers enable the AHEC Program to carry out local programs with great efficiency. The AHEC Program provides statewide local coverage.

### **Urban Health Programs – Center for Public Health and Health Policy (CPHHP)**

CPHHP strives to be the leading analytical public health policy center in CT and serve as a model for university engagement with public and private agencies. Its functions are divided into the Institute for Public Health Research (IPHR) and the Institute for Public Health Practice (IPHP). CPHHP provides a sustained UConn presence in the Hartford community and maintains its offices close to state agencies and community programs. We are currently located in East Hartford, CT but will move to Hartford in 2013. CPHHP is the home of the UConn Urban Health Partnership, part of CICATS. CPHHP is the home to CT Area Health Education Councils and its four agencies across the state, all located in urban environments. Its pipeline and mentoring programs provide linkage to over 2,000 youths per year and involve over 8,000 health care providers, teachers, guidance counselors, and parents per year. CPHHP programs bring over 1,500 students with significant service commitments into CT communities each year – 200 or more students wearing Husky T-shirts in the community every week during the academic year.

CPHHP is now deploying the Connecticut Health Information Network (CHIN). The CT General Assembly funded CHIN with an open source platform. Its data-driven decision-making capabilities have the potential

to transform both the state and municipal government's potential to control costs and measure outcomes and relationships in programs. The science behind CHIN, particularly the probabilistic matching algorithms and the synthetic databases to protect privacy, have the potential to become national models in data integration and exchange.

CPHHP also conducts research programs incorporating sustained community-based research programs in childhood obesity, health disparities, adolescent mental health, and service delivery to low resource populations. Examples include childhood obesity prevention research such as a federally funded RCT to reduce sugar sweetened beverage consumption in pre-school children. Twenty-four urban preschool centers, the parents of 471 children participated in a six-month intervention.

In Hartford, researchers with CPHHP completed a city-funded surveillance of child weight in the 66 pre-school center-based programs in the city. Seventy-three percent of children in Hartford between 3 and 5 years of age attend these programs. The development of this representative and statistically relevant sample provides baseline data for future planning and policy development to reduce early childhood obesity in Hartford.

Multiple smaller projects integrated into the Husky programs conducted by graduate students, summer scholars, honors students, and 4<sup>th</sup> year selective medical students. The Institute for Public Health Practice with CPHHP has and will continue to develop model programs in community engagement targeted at mitigating health disparities and increasing the diversity of the health care workforce. Its three major component programs, AHEC, Husky Programs, and the Urban Health Partnership receive substantial funding and engage over 1,500 students and 100 public and private agencies per year.

The CT AHEC program works throughout the state to promote access to basic health care by linking community groups with the resources of the University and other health profession training programs. Its programs are national models in interdisciplinary training. The AHEC program based at UCHC is implemented through four regional centers located in Norwich, Hartford, Waterbury, and Bridgeport. The CPHHP urban service track provides the linkages to the community by the CT AHEC Network are the organizations that deliver health care to underserved communities. The Network has well-established relationships with many providers and agencies in medically underserved communities throughout the state. An example of CT AHEC's interconnectedness with agencies in the community is the multifaceted role played by the CT AHEC Program Director. In addition to his AHEC responsibilities, Dr. Bruce Gould is the medical director for the Burgdorf Health Center (an inner city community health center), the medical director for the City of Hartford Health Department, and Associate Dean for Primary Care at the University of Connecticut School of Medicine. In these roles, Dr. Gould is able to identify needs and opportunities that can be addressed by health professions students and clinicians as well as experiences appropriate to high school and college students.

CT AHEC supports a variety of health professions student placements at Community Health Centers in the state, as well as at the Asylum Hill Family Practice Health Clinic, the Burgdorf Health Center, and medical students and residents at the City of Hartford's Department of Health and Human Services. Central AHEC (CAHEC) operates a Ryan White Case Management Program for HIV/AIDS patients at the Burgdorf Health Center in collaboration with the City of Hartford's Infectious Disease Clinic. SWAHEC operates the city of Bridgeport's Immunization Action Plan. SWAHEC works directly with the Department of Public Health and providers, parents and community agencies to identify children ages 0-2 who are not immunized. Likewise, SWAHEC continues to provide leadership for the ORBIT Collaboration (Oral Health Bridgeport Initiative).

Through these initiatives as well as health careers recruitment programs, the CT AHEC Network's commitment to and integration of public health is well established. Additional programs provided by AHEC include the Migrant Farm Workers Clinics and the Collegiate and Youth Health Service Corps.

Husky programs began in 1998, have expanded from its core program, Husky READS, to now include three additional programs, Husky Nutrition and Health Aging in CPHHP. All programs promote a health lifestyle through changes in food intake and increases in physical activity and are taught in a series of service-learning classes. Husky READS focuses on increasing health literacy in the preschool and younger population with a curriculum delivered in primary care waiting rooms, WIC clinics, and pre-school centers. In Husky Nutrition, students work with pre-adolescents through young parents to increase cooking skills, shopping practices, and food and nutrition knowledge. Older adults are the focus of Healthy Aging, primarily on the prevention of chronic disease. In 2007, the health through sport program lead by Jennifer Bruening in the Neag School joined the Husky Programs. Undergraduate program participation culminates with the Husky Scholars Summer program – a paid full-time summer internship for up to ten students who plan a career in urban health.

The AHEC, Husky programs and the Healthy Communities research group provided direct programming and care for **over 60,150 CT citizens this year**.

Ann Ferris, the Director of CPHHP, is a member of the Hartford Health & Human Services' Public Health Advisory Committee, attending its monthly meetings connecting the City to University resources. She also served as part of the health care consortium, representing the University of Connecticut Health Center with the Health Department, Connecticut Children's Medical Center, Hartford Hospital, and St. Francis Hospital and Medical Center in the two-year process to complete a coordinated review of Hartford health needs and produce the Community Needs Assessment Report. She participates in the **Hartford Childhood Wellness Alliance** funded by the Hartford Foundation for Public Giving and headed by Michelle Cloutier, MD. Dr Ferris is co-investigator on two proposals to support the alliance.

Bruce Gould, M. D., serves as the Medical Director for the City of Hartford, Department of Health and Human Services and works with the Burgdorf/Bank of America Health Center which is operated by Saint Francis Hospital and Medical Center and the University of Connecticut Schools of Medicine and Dentistry, as well as the City of Hartford Department of Public Health. The center is located at 131 Coventry Street on the Mount Sinai Campus of Saint Francis Hospital and Medical Center. Saint Francis Hospital and Medical Center and the University of Connecticut Schools of Medicine and Dentistry provide a full range of general medical care for adults and services to pediatric and adolescent patients. Services provided include primary pediatric, adolescent, and adult health services, adult and pediatric dental services, a full range of women's health services and specialty services. These services include cardiology, pulmonary, nephrology, neurology, rheumatology, endocrinology, infectious diseases and HIV, podiatry, general surgery, and gastrointestinal disease. The Health Center also provides a range of early detection and prevention program, child development program, WIC, immunizations, infectious disease services and environmental health.

## **The School of Pharmacy**

The School of Pharmacy devotes resources and energy towards helping high school students better understand the profession of pharmacy and the opportunities available within it. Through a variety of field trips and presentations, our students help stimulate within Connecticut's high school population, an

awareness of and an interest in pharmacy. The school also provides resources for pharmacists who are called upon to participate in a career day events.

Our reputation for working with urban high school programs has spread to cities such as New Britain, Hartford, and Bridgeport as the popularity of our program grows. We have also continued our work with the Stratford school system. Students from each of these school districts visited with our students either at our campus or at their location. In addition to these larger visit based projects, our presentations on pharmacist preparation and careers have been updated and made available to a number of pharmacists throughout the state from Stamford to Granby for them to use in their local school career day events.

### **Urban Service Track Program**

The Urban Service Track is an enrichment program of the Schools of Dental Medicine, Medicine, Nursing, Pharmacy and Social Work. Urban Service Track Scholars are selected from students in these schools who are interested in working in urban, underserved communities following graduation. UST Scholars complete additional seminars and outreach activities, such as providing health care services to uninsured individuals in urban homeless shelters and soup kitchens, in addition to the required coursework in their respective schools.

### **Health Disparities Activities in Urban Settings**

School of Pharmacy students are actively involved in a diverse and evolving mix of projects focused on improving the care of people who have challenges obtaining health care. While there are many reasons why health care disparities exist, under the guidance and support of our faculty and educational program and often in collaboration with other health disciplines, our students provide care designed to help narrow the gap between health care need and availability. Students benefit from the rich learning opportunities embedded in these diverse projects while helping to address real needs. Our students are regular volunteers at the Covenant Soup Kitchen (Willimantic), Hope Dispensary (Bridgeport), and South Park Inn (Hartford). We also participate annually in Primary Care Week with the other UConn health profession schools; this week focuses on addressing health disparities so prominent in urban settings.

### **Faculty Activities in Urban Settings**

School of Pharmacy faculty member Thomas Buckley received a Provost's Award for Public Engagement for his work with the Cambodian population in West Hartford. Faculty member Marie Smith in Collaboration with Margherita Giuliano of the Connecticut Pharmacists Association and Michael Starkowski of the Department of Social Services recently received an the APhA foundation Pinnacle Award for their long standing collaborative work documenting the value of a pharmacist in a patient's medical home; their work is especially important for underserved patients in urban settings.

### **Health Fairs and Expos in Urban Settings**

School of Pharmacy students have participated in a number of health fairs/expos in urban settings including the World Without Limits Health Fair in Bloomfield; NBC 30 Health Fest; the American Diabetes Association Diabetes Expo; the South End Senior Health Fair in Hartford, and the Community Health Center of Meriden.

## **The School of Social Work**

Students enrolled in the Master of Social Work Program complete internships in a wide-range of organizations in Connecticut's urban cities. These include public schools, hospitals, nursing homes, social

service agencies, which may be operated by non-profit agencies and municipal or state government. Each student completes 560 hours of internship. Therefore, 51 students provide a total of 28,560 hours of internship, which makes a significant contribution to expanding the resources of poor cities and meeting the needs of their citizens.

## **The Avery Point Campus**

UConn Avery Point's Student Support Services (SSS) provide educational opportunities and access to higher education for underrepresented student populations from towns in close proximity to the campus, such as New London, Groton, and Waterford, who are first generation college students, and/or from low income backgrounds. In 2011-2012, SSS and College Access Program (CAP) supported 26 freshmen who are first generation college students and students of color.

UConn Application Day program at New London High School (NLHS). Undergraduate Admissions Officers from Avery Point, Storrs, and the UConn Avery Point Student Services Support Coordinator manage a UConn Application Day event at New London High School. Staff members meet with interested students who wish to pursue an UConn degree and submit UConn applications for these students. Usually this takes place in early November. In spring (early April) we follow up with an Accept Breakfast at NLHS and all admitted students (Storrs and Avery Point campuses) are invited to informally meet with UConn staff to answer questions.

In addition, UConn Avery Point recently joined a partnership with the College Access Program (CAP). This program is designed to help New London High students with their college selection, application process, and financial aid counseling by providing assistance and support to first-generation and/or low-income families. For example, on September 4th, UConn Avery Point Undergraduate Admissions Office and the UConn Avery Point SSS Program Coordinator partnered with CAP for their first event, Operation Graduation, to help approximately 50 New London High School students with SAT online registration. UConn Avery Point SSS students will provide mentoring services for New London High students with the college application process, and will also be collaborating this fall and spring with CAP and the College Advisory Committee, which is designed to help strengthen the relationships between New London Public schools and colleges in the community. These colleges consist of the Coast Guard Academy, Connecticut College, Mitchell College and UConn Avery Point.

## **The Greater Hartford Campus**

### **Department of Public Policy Graduate Programs**

- Internship and Professional Practice (IPP) Program: Places graduate students in year-long internships; often with urban non-profit organizations.
- Capstone Projects: Student teams assist a variety of public or non-profit organizations with their unique challenges through policy analysis, program and process evaluation, and budgeting.
- Job Placements: Many pursue careers in Hartford and other urban centers in the state.
- Non-Profit Leadership Program: Workforce development aimed at former senior state officials so that their experience can benefit the non-profit sector.

## **Undergraduate Initiatives**

- Urban and Community Studies – a campus-based Major: Offers an Urban Semester program where students work and live in an urban environment.
- Student Support Services: Aims to increase the UConn enrollment, retention, and graduation of low income and/or first generation college students by offering a summer preparation program and success strategies throughout their college experience.
- Service Learning: Provides goal-specific academic service to Hartford community, embracing diversity, cultivating leadership, and developing highly engaged students, staff, and faculty civically and socially through service-learning classes.

### **Outreach and Engagement**

- Hartford Consortium for Higher Education: Campus Director, Dr. Michael Menard, serves on this Board of Hartford area colleges providing for collaborative endeavors that will explore new academic directions, serve as a catalyst for innovative educational initiatives, encourage education across the lifespan, and assert the important role of higher education in the economic, cultural, and social life of Hartford. It also enables Cross-Registration opportunities. We also partner with them on their Career Beginnings and Graduate!CT programs.
- Aetna Health Professional Partnership Initiative (AHPPI) aka: Jumpstart: Committed to the recruitment, retention, and graduation of diverse students – many from inner-city – actualizing their goal of entering medical and dental school.
- Leaders of Tomorrow: Helps inner-city high school students excel and prepare to be successful leaders in the future.

### **Cooperative Extension System**

- Expanded Food and Nutrition Education Program (EFNEP): Helps to improve the nutritional status of low-income families and youth in Hartford and New Britain. Research-based approach shows that 96% of students make at least one positive food behavior change.
- Teen Pregnancy Prevention Programs for inner-city at risk youth.
- Nutrition Education programs to Fresh Start; a substance abuse program for women.
- 4-part Nutrition Education Series for young parents at JOBCORPS program in Hartford.
- Healthy Environments for Children Initiative (HEC): Working with Bridgeport Neighborhood Trust to provide training on keeping a healthy home and developed lead-poisoning prevention awareness program.
- Tools for Healthy Living: After school education program for grades 4 – 6 in Hartford and New Britain where urban youth learn about housing and food safety issues and learn to identify hazards and more.

### **The Stamford Campus**

**The UConn Stamford High PREP Program:** (Precollege Readiness and Enrichment Program) is designed to assist first generation high school students go to college. The program meets daily at Stamford High School and is monitored by a classroom teacher. The PREP program has been at SHS for over twenty years. Students are provided with academic support and leadership training and opportunities identified to enhance self-esteem and self-direction. The goal is to increase the probability of fulfilling the requirements for a college degree and to identify and increase career options through academic

qualifications. The PREP class consists of high school students that have been screened and recommended by their middle school counselor or program coordinator. Currently, there is one external scholarship provided by the William Pitt Foundation that supports a limited number of UConn Stamford freshmen each year that have completed the UConn PREP program while at Stamford High School.

### **The CT Department of Children and Families, The Connection, Inc., and the University of Connecticut**

The CT Department of Children and Families, The Connection, Inc., and the University of Connecticut collaborated to develop and evaluate the effectiveness of an Intensive Supportive Housing for Families program designed to avert children's placement in foster care. On September 12, 2012, the Administration for Children & Families of the Department of Health and Human Services, together with the Annie E. Casey Foundation and the Robert Wood Johnson Foundation, announced 5 awards of \$5 million to five collaboratives. Drs. Anne Farrell and Preston Britner of the University of Connecticut's Department of Human Development & Family Studies will lead an evaluation of the CT initiative, which will begin in one region of the state and expand statewide over the course of the initiative.

### **UConn-Stamford Service Learning Program: Reading Program**

The Reading Internship is a service learning program which has been running at UConn-Stamford for approximately 15 years. Over the last few years, UConn undergraduates have worked with approximately 1200 children in the community who are at risk for reading disabilities. The course combines theory with practice to show UConn students how theories of reading learned in the classroom can be put into practice in the community; and to provide assistance to the local community by working with children who have been identified by their teachers as at risk for reading difficulties.

In the past we have worked in several public elementary schools in Stamford and Norwalk, and currently work in one afterschool center in Norwalk, the George Washington Carver Community Center, and one in Stamford, the Boys and Girls Club.

UConn students who participate in the program attend a weekly seminar. The goal of the seminar is to reinforce the relationship between psycholinguistic research and practice. Each student meets with three children in an afterschool center for one-on-one instruction twice a week, using a phonics-based multisensory approach to reading instruction.

### **Part-Time MBA Program and the Black MBA**

This program is active in both the Black MBA and Women's MBA national organizations, assisting with program ideas and delivery. This past year, partially in recognition of Stamford's contributions, the Black MBA Association of Westchester/Greater CT Chapter (WGC) named the University of Connecticut's School of Business and its Office of Diversity Initiatives the 2012 Educational Institution of the Year.

### **The UConn Stamford Veteran's Association**

The UConn Stamford Veteran's Association is a student organization instituted in 2009. Its primary goal is to assist student veterans with the challenges of re-entering civilian society. It also provides student veterans with information regarding benefits, scholarships, careers and various support programs available on the Stamford Campus and/or from community veterans' support organizations. It also maintains a close affiliation with the veterans' associations at the Storrs campus and other Regional Campuses of UConn. In

the past three years, it has sponsored and co-sponsored a number of extracurricular events and activities, including films, lectures, charity drives and social events. With the help and support from the UConn Stamford Administration and a variety of donors from within the Regional Campus and the outside Stamford community, the Association was able to set up a veteran's lounge on campus in 2011.

### **UConn Stamford Addressing Urban Challenges**

*Children Reading Program:* For the past 10 years, on a semi-annual basis, our high profile public figures eagerly answer our call to come to campus to read children's books to our local magnet, charter, private and public school children in the Pre-K to 2<sup>nd</sup> grades. This is our knowledge community's opportunity to bring underrepresented populations of students, at a very early age, to the Stamford Campus and interact with local, state and national leaders.

*Annual Black History Month Celebration:* In 2012, we celebrated our 8<sup>th</sup> Annual Black History Month Celebration. This is the largest gathering of our corporate, municipal and residential communities coming together to celebrate and reflect on the accomplishments and challenges of African Americans. This annual single day event brings community organizations, micro businesses, Fortune 100 companies to mingle with residents, students, staff and faculty. With the support of our corporate sponsors and community leaders we provide speakers, exhibits, events and seminars, which share knowledge and create opportunities for our diverse urban community.

### **Stamford Public Education Foundation's Mentoring Program**

Since its commencement in February, 2010, numerous faculty members have lent their support to the Stamford Public Education Foundation's Mentoring Program. This local mentoring program will serve 180 middle and high school students in grades six through nine in seven Stamford Public Schools for the 2012-2013 school year. The Stamford Mentoring Program serves students who have been identified by school staff as in need of additional academic and/or support. College and corporate volunteers meet with middle and high school students for weekly, one-on-one mentoring sessions at the student's school from October through May.

### **UConn Stamford/Stamford High School Upward Bound Program**

Upward Bound is a college preparatory program designed to generate the skills and motivation that lead to academic success for students in high school and beyond. Upward Bound extends its services to high school students from families meeting low income criteria and/or to potential first generation college students. It seeks to help students who have academic ability, but who may not have the preparation, motivation or opportunity to realize or demonstrate their full potential. UConn Stamford is pleased to have recently received a partnership grant with Stamford High School to develop an Upward Bound program to serve 60 new students each year.

### **The UConn Stamford University Pals Program**

The University Pals program began in 2007. In the program, rising eighth grade students are given an opportunity to participate in a simulated college experience. These carefully selected students are presented with a chance to achieve their dream of attending college after high school. They will be first-generation college students. Each year 100 new students are accepted after undergoing an intensive interview process. Due to its success, the program has expanded to the Norwalk community.

## **The Torrington Campus**

The city of Torrington is the largest city in Northwest Connecticut. While located in one of the state's wealthiest areas, Torrington is among the states most economically disadvantaged.

The University of Connecticut Torrington Campus' Urban and Community Studies program has a comprehensive program of involving UConn students in the city of Torrington. Initiatives such as student internships and a student journalism program known as "citizen journalism" which has students writing articles for the local Torrington newspaper are some of the ongoing efforts to make students aware of the their host city and to make them become a part of the community. Similarly, the Human Development and Family Studies students are also engaged in volunteer, internship and fieldwork at Torrington's human services agencies. The impact, while not quantifiable, can be summarized from anecdotal information as significant. Feedback from the students, faculty, and recipients verify that these initiatives not only provide important opportunities for student learning and maturation, but also indicate highly positive student engagement.

## The Waterbury Campus

**Educational Talent Search Program (ETS)**, housed in Waterbury, is a federally funded program currently working under a 5 year grant ending in August 2016. ETS serves schools in the neediest, most poverty stricken, and under resourced parts of the state. Primary goals of the program are to: Identify qualified first generation and low-income students, assist students through the transition from middle school to high school and successfully place participants at an appropriate post-secondary institution. Long-range goals are to impact high school attrition rates and rectify low levels of academic preparation and motivation such that students will successfully complete college and/or other post-secondary programs. Data as of June 2011 shows that there were 553 students in grades 6-11 and 122 college ready high school seniors or their equivalents. Ninety-eight percent of 6<sup>th</sup>-11<sup>th</sup> grade students were promoted to the next grade level. Of 122 college ready students, 98% obtained a high school diploma or its equivalency; 93% applied to financial aid; 93% applied for postsecondary school admission; 91% were enrolled in a program of postsecondary education. Students attended UConn, SUNY Fashion Institute of Technology (FIT), Tuskegee University, Albertus Magnus, University of New Haven, Johnson & Wales, Fairfield University, Trinity University in DC, College of New Rochelle, Utica College, University of Miami, and Rutgers. **Waterbury Student Support Services (SSS)** is a TRIO program that increases access to UConn for first-generation, low-income and/or underrepresented students. The goal of SSS is to increase the college retention and graduation rates of its participants. The SSS Summer program is a pre-collegiate experience for new incoming freshmen. Students attend classes and receive individual and group tutoring. Collaborative learning and academic advising are provided as retention strategies. Students participate in academic workshops, attend team meetings, and participate in training and tutorial sessions. Students attend an exit interview where they are informed of their academic progress and their needs based on final evaluations from their instructors. Students are honored at a Closing Ceremony with Certificates of Completion and are officially matriculated into UConn. Students receive academic awards and the SSS Coordinator presents awards for Academic Excellence. This year, 30 students participated in the Waterbury SSS program.

The **Urban and Community Studies (UCS) Program** at UConn/Waterbury has routinely and for years partnered with community organizations to address critical issues among the surrounding low-income population. Among recent examples, UCS has partnered with Brass City Harvest (BCH), a local nonprofit organization dedicated to improving food security for Waterbury residents, by surveying community needs and local food prices, providing letters, text and verbal/logistical support for successful grant proposals to

the Wholesome Wave and Naugatuck Savings Bank foundations, which have enabled Brass City Harvest to double the value of SNAP benefits, WIC and senior nutrition program dollars for hundreds of shoppers at local farmers' markets. Through a recent collaboration that has leveraged dollars from the Connecticut Community Foundation and the Waterbury Community Benefits Fund we are co-sponsoring with BCH a symposium in October that will be the first step in establishing a citywide food policy network joining providers of food banks, soup kitchens, community gardens, greenhouses and farmers' markets with the city government to establish a more effective food safety net that also meets local economic development goals.

In 2012 UConn received approximately **\$1 Million dollars from the H1B Federal Grant**, for retraining 350 unemployed workers who have completed an associate's degree or higher. The grant was submitted through the Northwest Regional Workforce Investment Board (NRWIB) in Waterbury. UConn's Center for Excellence in Teaching & Learning and the Waterbury campus as well as businesses, industry and educational partners were involved in this project. The NRWIB will recruit trainees and pay for them to attend UConn's training courses. Courses will include web development, computer information systems, electronic medical records, health information management, engineering and manufacturing related skill modules. Training begins fall 2012.

Summer 2012 was the third summer that Waterbury Campus Associate Professor of Psychology, Kimberli Treadwell, received funding for **UCONN Mentor Connection**. A University sponsored program, UConn Mentor Connection, supports bright students from under-represented populations to go to a college for 6 weeks in the summer and participate in various activities, including research in a lab. Six students participated in a research project examining cognitive and interpersonal factors in anxiety in late adolescence.

In spring 2013, as part of Asst. Professor Beth Russell's HDFS **service learning** course, students will partner with Human Service agencies in the area to gain field experience by being exposed to the family life needs of urban settings: domestic violence prevention, promoting positive parent-child relationships and healthy lifestyles (i.e., obesity prevention, nutrition support). This opportunity has the potential to inspire a new cohort of future human service professionals to focus their intellectual curiosity and their professional energies on the specific problems faced by families in urban settings.

Professor Russell is the Evaluation Specialist for a **grant through USDA/National Institute of Food and Agriculture Children, Youth, and Families At Risk (CYFAR)**, as part of a contract through UConn's Center for Applied Research in Human Development. The Cooperative Extension, lead up by Linda Horn (PI), is running the CYFAR Healthy Homes project through the 4H after school programs in the Greater Hartford area starting January 2013. The project will be working with 4th-6th graders on topics like food safety, lead paint hazards, good hygiene habits. Waterbury campus students enrolled in Professor Russell's Spring *Family Life Education* class will help with this project.

Waterbury campus **Teachers Certification Program for College Graduates (TCPCG)** partners with a variety of Professional Development Schools throughout the Greater Waterbury area, including some of Connecticut's lowest achieving school districts (e.g., Waterbury).

Every year, the Waterbury campus holds a **Community Fair** where 30+ area social services agencies recruit volunteers, interns, and service learning students. An estimated 20 students became involved in agencies such as *Literacy Volunteers*, *Children's Community School*, *Greater Waterbury Interfaith Ministries (GWIM)*, *Safe Haven*, and *Jane Doe No More*. *Wellmore*, a non-profit Behavioral Health

Organization, hired two Waterbury campus students. Through off-campus work-study opportunities and efforts by the campus Outreach Committee many students work and volunteer in the Waterbury community. This includes *Waterbury Hospital*, *Waterbury Youth Services*, *American Cancer Society*, *Main Street*, *GWIM*, *Big Brothers/Big Sisters*, *Brass City Harvest*, *Safe Haven*, *AmeriCorps*, *Girl's Inc.*, and Waterbury public schools including *Buck's Hill* and *Carrington Elementary*.

Every year the campus hosts **Creative Sustenance**, a program featuring poetry and dramatic readings by local writers, including several from the UConn community. The event raises awareness of hunger and poverty in the area and attendees donate food items to *Greater Waterbury Interfaith Ministries*, a nonprofit organization that provides 225 meals daily to Waterbury's neediest residents.