



Service Learning 2011–2012 Annual Report





Gateway community,

I am pleased to share with you our second year-end report on service learning and the impact service has on our students, faculty, and community. Service learning is a proven educational philosophy that embeds social responsibility, community engagement, and personal development within the educational experience.

Gateway has a rich history in the educational practice of community involvement through occupational experience. Throughout this report I am confident that you will be inspired by the stories and best practices that have influenced our students and staff resulting in transformational life experiences.

Together we recognize the effort of all that have embraced the service learning model enhancing the Gateway experience for students and strengthening our community.

A handwritten signature in black ink that reads "Bryan D. Albrecht". The signature is written in a cursive, flowing style.

Respectfully,

Bryan D. Albrecht, Ed.D.

President

Gateway Technical College

Mission Statement

Service learning at Gateway Technical College creates mutually beneficial partnerships among our students, our faculty and staff, and our community. Through active learning, meaningful service, and reflection, students develop deeper awareness of the diverse communities in which they live and the value of civic engagement among community members.

Vision Statement

Through Gateway's learning programs, individuals internalize the value of civic engagement and actively transform their communities.

Definition of Service Learning

A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Service learning experiences are education experiences that

- Identify a societal issue or context
- Are planned collaboratively by students and community partners
- Connect service opportunities to disciplines of study
- Identify attainable goals that are mutually valued by all partners
- Create opportunities for community partners to educate students
- Allow students to provide meaningful service activities
- Require reflection by the students
- Assess the outcomes for all partners
- Disseminate the results publicly

What Service Learning Means at Gateway

The Service Learning Committee reflected on the nature of Gateway as a unique institution and determined that our Service Learning program should offer a variety of sizes, formats, and models for students to choose from. It should be open to all groups and individuals. It should fit the lifestyle of our student body while responding to the needs of our community. It should enhance character development for all those involved. Also, it should improve the learner's understanding of the community as a whole as well as the content of their course.

The Service Learning Center offers faculty education and preparation to incorporate service learning into classes and to guide service projects. It explains service learning to students using video, reflection pieces, and community partner participation. The Service Learning Center will participate in projects as needed and help faculty see projects through

to completion without taking ownership of the project. It will act as a liaison between faculty and students' host site.

For the community partners, the Service Learning Center will help to identify needs in the community and create service projects that benefit each agency. It will assist agencies in working with students and faculty, provide a Partnership Agreement form to formalize the partnership, and mediate situations should they arise.

Community Advisory Committee

In 2010 Gateway formed a community advisory committee as required by Wisconsin Campus Compact (WiCC) for the VISTA project. Since then, the committee has expanded to include members from both the Kenosha and Racine communities. The board must be made up of representation of the community the VISTA projects are serving and must have at least 51% low-income individuals as members.

The committee members from Racine County are Dave Maurer, United Way of Racine County; Kevin Cookman, Homeless Assistance Leadership Organization (HALO, Inc.); Richard Marciniak, Racine Family Literacy; Kimberly Payne, Advancing Family Assets (AFA); Jeff Knott, HALO; Tamekia Shaw, AFA; Maribel Velasquez, Racine Family Literacy; Latasha Wilson, Racine Family Literacy; Jeff Knott, HALO; and Pheng Xiong, Gateway Technical College.

Committee members from Kenosha County are Katherine Marks (John Milisaukas), United Way of Kenosha County; Karl Erickson, ELCA Urban Outreach Center; Lucian Brown, ELCA Urban Outreach Center, John Thibodeau, Gateway Technical College; Samantha Persson, Gateway Student; Susanne Wilczek (Sharon Pomaville), The Sharing Center; and Madeline Carrera, Gateway Technical College.

The purpose of the Service Learning Community Advisory Committee is to brainstorm ideas and guide the VISTAs during their year of service. The Committee met quarterly on September 12, 2011, December 12, 2011, and March 19, 2012.

Service Learning Committee

In 2009 Gateway Technical College formed a Service Learning Committee to guide internal college activities related to service learning at Gateway. Members of the committee in 2011-2012 were Soheila Brouk, Madeline Carrera, Jerry Fox, Denise Schneider, Diane Skewes, Michelle St. Clair, John Thibodeau, Pheng Xiong, Jill Buchmann, Dori Groom, Kristin Gunia, Kate Jerome, Michael Boticki, and Dan Russell.

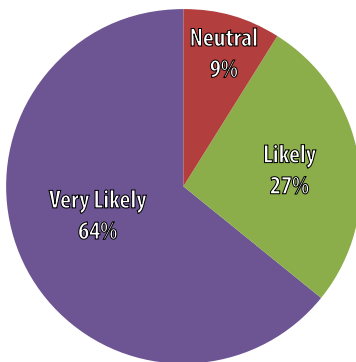
The Service Learning Committee also developed a service learning workshop that faculty can enroll in to help educate them on service learning, how to integrate service learning into their coursework, and to qualify them to teach the Serving to Learn Locally class.

2011–12 Service Learning Activity

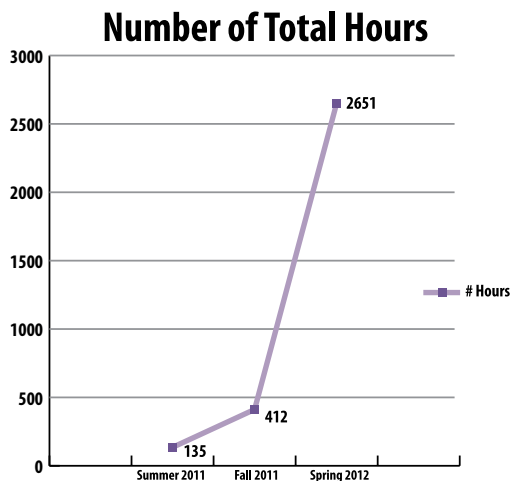
Faculty Response to Service Learning

In Spring 2012, the Service Learning Center surveyed instructors about the integration of service learning in their courses with 14 instructors responding.

Given the chance, would you consider integrating service learning into another class?



In Fall 2011, four classes were actively using service learning in their courses on the Kenosha Campus. In Spring 2012, 15 classes reported their hours to the Service Learning Center. The spring semester of 2012 boasted over **2,650 hours** of service learning that students spent in the community, versus the 412 in Fall 2011 and 135 in the Summer. The number of students involved in service learning has risen from nine in Spring 2011 to **207 students** in Spring 2012.



Service Learning Projects

STEM Grant & Harvest Festival

This project was undertaken by faculty and staff members from UW–Parkside, Gateway Technical College, and area non-profits.

The Harvest Festival was started because of the STEM Grant as a partnership between Gateway and UW–Parkside. It will hopefully

continue as an annual festival that hosts information about green technologies, sustainable living, urban farming, and healthy living.

The following is an excerpt from the final evaluation report.

This project was part of the Midwest Campus Compact Citizen Scientist Initiative, funded by the corporation for national and community service, Learn and Serve America Division.

Several evaluation methods were used, including a MCCSC Student Survey, faculty and community partner surveys, and faculty and community partner telephone interviews.

A total of 243 students participated in STEM service-learning projects, of which 166 students (68%) completed the MCCSC Student Survey.

- **87%** of students felt the use of service-learning enhanced their understanding of the scientific elements of the course.
- **64%** of students reported increased **interest** in STEM after participation in courses,
- **80%** of students reported an increased **awareness** of food and nutrition, and
- **64%** of students reported increased **interest** in food and nutrition.

Serving to Learn Locally

The Serving to Learn Locally class offered in Fall 2011 was the first open enrollment service learning course offered at Gateway. Taught by Gerald Fox, the class hosted eight students at five different community organizations. These students participated in service projects ranging from a blood pressure screening, to research and creation of a workshop on staying warm while homeless in winter, to working with developmentally disabled adults and children, to creating new marketing items for a food pantry.

The Spring 2012 class was again taught by Gerald Fox. Eight students completed service projects at six different community partners. Their projects included working and observing interactions between developmentally disabled and non-developmentally disabled children, working with developmentally disabled adults, and mentoring middle school students on conflict resolution communication skills.

Oral/Interpersonal Communication

Tina Shanahan taught this class in Summer 2011 and had groups of students research non-profits and select and complete service projects. Each of the three groups of five did a supply drive. One worked with Safe Haven in Racine, another with HALO, and the third with AFA.



The Safe Haven and HALO groups did bare necessities—clothing and food—drives and were able to procure over 150 total pounds of supplies for both agencies. The third group did a school supply drive and event hosted at AFA. They were able to provide school supplies for 68 people and gave presentations on how to better communicate with principals and teachers.

Horticulture

Led by Kate Jerome, the Fruit and Vegetable Sciences class offered in Spring 2012 has a minimum service learning requirement of 20 hours. The majority of the students partnered with Harborside Academy as well as Kenosha Unified School District (KUSD), where they taught and worked with elementary and high school students in the planning, development, and maintenance of community gardens on the grounds of local elementary schools. Parents, teachers, and students are included in this process and any harvested food is integrated into student lunches or free for families to take home. Service learning students also teach about the different kinds of fruits and vegetables, how to prepare and cook them, and the benefits of eating healthy.

Other success stories include a student who volunteered with the Racine Community Garden Network who was asked to be on the board when her service was finished and one student who put together educational activities, food baskets and gardens for the Sharing Center.



IT Project Management

The IT Project Management class led by Linda Spaulding worked on service learning projects with The Sharing Center, ELCA Urban Outreach Center, and Gateway Technical College's Earth Day Celebration.

One student team created blue prints and plans for a classroom and computer lab at the Sharing Center to meet requirements of utilizing limited space and budget effectively.



The students working with ELCA Urban Outreach Center developed a method of retrieving, storing, and accessing data entered into the center's client database. They also developed a how-to manual for managing the database.

The final group organized volunteers, a donation vehicle from Goodwill, and support for electronics recycling and hard drive wiping event at Gateway's Earth Day celebration.



IT Customer Support Services

The students in Linda Spaulding's Customer Support Services class worked in the Student Technology Support Center (STSC) and with the Academic Support Center on the Kenosha Campus. There, students responded to peers with computer issues, used communication skills to pinpoint exact problems, and actively solved problems relating to IT issues. Students wrote a reflection log weekly and an analysis of what they learned during each service opportunity. Many of the students continued working at STSC after their minimum required hours were met.

Nursing

A number of nursing clinical classes utilize service learning to enhance their clinical experience in the field. Nursing students participate in activities such as healthcare screenings in the community and reflect upon why it matters to be an active participant in the community.

"I incorporate service learning every semester into my clinical class . . . [It is] always a great experience for both the student and the site they are visiting." Diane Labanowsky, Nursing instructor

In MaryAnn Kolis' clinical class, projects varied from vision testing, to presenting information about exercise while leading students in fun exercise activities, to projects about dental health, quitting smoking, nutrition, and fire safety. Her students interacted with around 80 students ranging in age from five years-old to twelve years-old.

Introduction to Psychology and Abnormal Psychology

Offering service learning as an option to replace a research paper, Michael Boticki has effectively integrated service learning into all of his classes, encouraging students to become civically engaged and socially responsible.

In spring 2012, a student completed a service learning project with the Racine Police Department Cop Houses studying the effects of having active police officers working with at-risk youth.

"It was so beneficial seeing these types of situations from the other side—not as an officer, but as someone who was either about to be busted or whatever the case may be. I think it has been the single most beneficial thing I have done so far." Tammy Fleming, Criminal Justice student

Another student completed a service learning project with Gateway's Police Academy. A criminal justice student, Tammy Fleming, has ambitions to open a support camp for teenage boys at risk of becoming incarcerated. Fleming acted in different scenarios with Police Academy students coming in and assessing the real-life situation.

English Language Learners

Some of our most active and enthusiastic service learning students come from the English Language Learner (ELL) program. Being involved in service learning projects allows students to get practice in conversing in English while also becoming involved in the community. Some of the projects the ELL students have been a part of include working with St. Vincent de Paul, Brookside Nursing Care Center, Habitat for Humanity in Racine, and Hawthorn Hollow.

"All [the students] were proud of the work they accomplished during their... experience." Ginger Karaway, ELL instructor

At St. Vincent de Paul, 35 students assisted with the organization's move to a larger location. Students were able to reflect upon the types of communication necessary in organizing a move and the importance of the services St. Vincent de Paul provides.

Dawn Marabella's ELL class did two separate service learning projects in Spring 2012. They assisted in building houses with Racine Habitat for Humanity and visited residents at Brookside Nursing Care Center. At Hawthorn Hollow, a local privately owned nature preserve, students worked on collecting material and constructing wreaths from the material on site. During the process, they spoke about the preserve, the types of materials being collected, and the impact keeping the preserve in good, natural condition. Beyond assisting Hawthorn Hollow, students also benefitted by having a themed conversation allowing for vocabulary building, idiom use, and colloquial word and phrase building.

Graphic Communications

Sixteen students completed a service learning project with Absolutely Waterford in Peter Pham's course in Fall 2011. The students worked in groups to come up with ideas and designs for the company logo and letterhead.

"I really had no idea what I was getting into, [but] I am glad I did. I never thought I would be asked to design a logo for [Absolutely Waterford] and it really helped me apply the concepts I learned in class." Melissa Pritchett, Graphic Communications student

Interior Design

The Interior Materials Products and Finishes course in Spring 2012 had 15 students complete 15 hours of service. Nancy Williams, the instructor of the course, shared one student's success story:

As a student Billy was always very responsible and willing to venture out of his comfort zone... The day the furniture was installed in the room was a proud moment for him, as his colleagues complimented him on the outcome of the seating pieces.

The Interior Design club is very active with service learning. At their annual Chair-ity Auction, they use their design talents to raise funds for a variety of non-profit organizations in Southeastern Wisconsin. Recently, they have been asked to partner with the Kenosha area Habitat for Humanity in designing and assisting with the construction of new houses that are being planned for the community.



Multi-disciplinary Wellness Event

Over 120 children visited Gateway's Kenosha Campus from the Boys and Girls Club of Kenosha to participate in a wellness event. Five Gateway departments were involved and each was in charge of separate themed activities for the children. Sixty-one total students from five programs put in over 751 combined hours of service.

The **Dental Assistant program**, led by Heidi Gottfried and Donna Kempf, partnered with volunteer dentists from Dental Associates to provide teeth cleaning services to all children, while Dental Assistant students led educational activities about the importance of flossing, and how to brush your teeth.

The **Nursing program**, led by Elizabeth Wolf, hosted a health and wellness workshop that taught the children about drinking water over

soda or juice, the importance of exercise through a game Just Dance on the Wii, the importance of recognizing what food is considered 'junk food' and what is considered 'healthy food'.



The **Surgical Technology program**, led by Kristina Vines, hosted a workshop discussing hygiene. They went over why the children should clean their hands, the right way to clean their hands, and demonstrations of how to properly keep their hands clean.

The **Barber/Cosmetologist program**, led by Karen Comer, provided manicures and nail art for the children, while also discussing the importance of nail care.

The **Criminal Justice program** partnered with the Kenosha Police Department's K-9 unit to demonstrate the K-9 side of the law. The policemen who gave the demonstration spoke about where the dogs were from, how they were trained, and what kinds of work they do.

VISTA Activity

Who are the VISTAs?

Madeline Carrera was raised in Kenosha and considers it her hometown. She attended Indian Trail Academy before moving on to Carthage College where she earned a Bachelor's of Arts in Asian Studies and Mandarin Chinese. She lived in Chengdu, Sichuan China for the summer of 2008. She returned to the states to earn a Masters of Arts in Education—Early Childhood



Education from Ashford University. She decided to become an AmeriCorps VISTA as a way to better understand her community, gain valuable work experience, and network nationwide in areas of high interest.

She spent her VISTA year on Gateway Technical College's Kenosha Campus and in Kenosha County working with three non-profits: United Way of Kenosha County, The Sharing Center, and ELCA Urban Outreach Center.



Pheng Xiong was born in Ban Vinai, Thailand but raised in Sheboygan, Wisconsin. He obtained his Bachelor of Arts degree in Biology and Pre-Medicine at Augustana College. Throughout his college career, he participated in numerous community service projects and so after a year of graduate work at UW–Milwaukee, he took a year off to participate

in the AmeriCorps VISTA program to continue giving back to the community.

He spent his VISTA year at Gateway Technical College's Racine Campus and working with four non-profits in Racine County: United Way of Racine County, Advancing Family Assets, Racine Family Literacy, and Homeless Leadership Assistance Organization.

VISTA Position Description

Gateway Technical College's VISTA works with community partners to build their capacity to serve their stakeholders and work with staff and students within the college to facilitate civic engagement opportunities with these agencies. The VISTA raises awareness of civic engagement within the college and raises awareness of Gateway with community agencies. The VISTA operates Gateway's Service Learning Center, which serves as the primary point of contact for community organizations as well as Gateway staff and students interested in civic engagement projects.

2011–12 Capacity Building

Racine (Pheng Xiong)

Advancing Family Assets

Advancing Family Assets (AFA) is a new initiative of United Way of Racine County that focuses on service low-wage working families through high quality support services in line with individual success plans which address the whole family in the areas of income, education, and health.

During his four month placement at AFA, Pheng worked on creating the AFA Alumni group, revised and updated the assessment tools used to evaluate AFA families, and worked with the Racine Unified School District to get AFA students' grades and process reports. He also helped connect AFA to resources at Gateway Technical College.

Homeless Assistance Leadership Organization

The Homeless Assistance Leadership Organization (HALO) serves as a model of effective non-profit management using and developing sustainable funding. They provide an emergency shelter for men, women, and children in need.

During Pheng's placement at HALO, he focused his work primarily on grant research and writing. He helped connect HALO to Gateway's HVAC program to help implement upcoming projects that will help HALO become more energy efficient, reduce their utility expenses, and help HALO become independent of state and national funding.

Racine Family Literacy

Racine Family Literacy helps build stronger families for tomorrow through literacy and life skills learned today.

Pheng's work with Racine Family Literacy included helping develop a summer program for the organization's summer youth camp. Pheng also organized field trips and speakers that will help the students learn about health and safety, the environment, teamwork, communication, and life skills. Pheng also assisted in development of an awareness campaign for the organization's GED class and ELL class.

United Way of Racine County

United Way of Racine County raises funds to allocate to non-profits within Racine County that address specific needs within the community.

Pheng worked alongside Susan Gould, Vice-President of Community Impact, in establishing new standards for evaluating Advancing Family Asset families. He connected many community agencies and individuals to help with the project.

Pheng also worked on the School of Hope mentoring project that will be launching in Fall 2012. He assisted with the creation of GIS maps to help identify schools that are best for the pilot phase of the School of Hope project.

Kenosha (Madeline Carrera)

The Sharing Center

The Sharing Center provides clothing, food, and household items to meet the basic needs of Western Kenosha County residents. They also offer classes, workshops, and job readiness resources.



Madeline developed a 'back to work room' that brought the resources of the Job Center and UW-Extension to the clients of Western Kenosha County. She helped partner The Sharing Center with Gateway Technical College, UW-Extension, and Kenosha County Job Center for resources and ongoing service learning students. Madeline also worked on creating a template and format for a quarterly newsletter. She established ongoing service learning projects and services including IT plans for a computer lab, updated brochure, updated database, and researching information for the back to work room.



ELCA Urban Outreach Center

The ELCA Urban Outreach Center (UOC) provides free services and items: personal hygiene, clothing, shoes, books and other items, meals upon availability, computer and Internet access, fax use, phone use, entertainment, and socialization.

Madeline collected stories from the clients answering these questions: who they are, how they came to use the services of UOC, and how the UOC has helped them better their situation. She then compiled these stories into two articles that were to be published as an advertisement piece about the services offered at UOC, the humanity of the clients

who use these services, and how anyone can get involved. She also developed a template for their newsletter and developed a database for Summer Camp participants. She established ongoing service learning projects at the Center including blood pressure screening, clothing and necessity drives, and database renovation.

United Way of Kenosha County

United Way of Kenosha County raises funds to allocate to non-profits within Kenosha County that address specific needs within the community.

Part of Madeline's VISTA year was spent developing the conversation to define targeted focus areas of need for mini-grants. She developed, planned, and facilitated the Western Kenosha County Conversation Series with the goals of opening communication between United Way and the residents in Western Kenosha County and meeting the community needs by developing partnerships and projects in Western Kenosha County.

She also developed methodologies for approaching a countywide well-being report in conjunction with UW-Extension and Gateway Technical College. She worked on an event that presented the findings at the Creative Organizational Wellness Series (COWS) meeting. Finally, she developed social media advertising and awareness. She wrote a manual and instructions on sustainable social media marketing utilizing the best methodologies behind social media marketing, and content marketing. This work also consisted of updating and keeping information current on Facebook and Twitter as well as assisting in the launching of their new website.

Operating the Service Learning Center

Expansion to Kenosha and Elkhorn

Our two VISTAs were able to expand the Service Learning Center to the Kenosha and Elkhorn Campuses. As Madeline was housed in Kenosha, and the Serving to Learn Locally class taught on the Kenosha Campus, it soon became a community hub for students in Kenosha. In the year between 2011 and 2012, the number of community partners in Kenosha grew from 0 to 19.

During Spring 2012, Pheng and Madeline both took on expanding the Service Learning Center into Walworth County. As Walworth County is large and spread out, Pheng and Madeline split the cities between them. Currently, there are plans to begin service learning in classes offered on the Elkhorn Campus in Fall 2012. Presently, there are two community partners in Walworth County.

Marketing

Marketing techniques for advertising the Serving to Learn Locally class consisted of a number of different approaches: poster advertisement,

Service Learning Center promotion, and email advertisement. The poster advertisement was designed by Madeline, with collaboration of the Marketing Department, and hung at every campus each semester. The posters were full-color, contained the course number, details, and contact information. These posters were updated prior to every semester.

The Service Learning Center was present for New Student Orientation and Gateway Days during both semesters. Madeline presented to students at the New Student Orientation and passed out brochures, fliers, and informational packets. At Gateway Days, Madeline manned a table on the Kenosha Campus answering questions, handing out information, and promoting the Serving to Learn Locally class to both faculty and students.

Finally, with an all campus email, students were notified of the Serving to Learn Locally class. This email detailed the meaning of the class, course number, and how to enroll.

Faculty Workshop

In August of 2012, the pilot course for instructors on integrating service learning into their existing course work will begin. This workshop will detail how to integrate service learning into existing course work and enable instructors to teach the Serving to Learn Locally elective course. Established by the Faculty Workshop Subcommittee—Gerald Fox, Michael Boticki, Kathleen Jerome, Madeline Carrera, and Pheng Xiong—the workshop will consist of two days spread over three weeks.

The first day will be an introduction to service learning, viewing of the course design DVD facilitated by Dr. Barbara Jacoby, and reflection activities. The week between classes is meant to allow faculty the time to identify the aspects of their course that would be benefited by service learning, write their syllabus, and prepare and research community partners that they would partner with. The concluding day will work out the kinks discovered over the weeks of preparation, feature a keynote speaker and current faculty member speaking about the pitfalls and challenges of integrating service learning, as well as open discussion and reflection.

This workshop has been designed for two purposes: to educate and prepare faculty to be able to integrate service learning into existing course work, and to prepare faculty to teach Serving to Learn Locally, the service learning 2-credit course.

Resource Material

The Service Learning Center provides resources to benefit anyone looking to expand their knowledge of service learning in a number of different ways. The resources presented consist of information gathered at the numerous conferences, workshops, and trainings attended this year, as well as electronic resources that are accessible by all. Resources include binders for VISTA operations, service learning course design, and international service learning. Tool-kits for faculty, students, and community partners are available as well.

The library on the Kenosha Campus also houses a number of books and DVDs about service learning for faculty use.

Website

The official Service Learning Center website was launched at the end of Fall 2011. The site map previously developed and implemented was updated to its current version in May and June of 2012 with pages dedicated to students, faculty, and community partners. Each page has access to the forms developed by the Service Learning Center as well as testimonials, past projects, and pictures from events. The faculty website features a secondary site with some reflection activities, syllabus examples, and information regarding the Course Design Workshop.

The site map will be updated in Fall 2012 to include a forum, interactive photo gallery, and archive of service learning projects. This interactive website will allow students to post their own stories and testimonials.

Please visit us: gtc.edu/servicelearning

Donna Kempf, *Dental Assistant*
Tina Shanahan, *English*
Nicholas Ravnika, *English*
Peter Pham, *Graphic Communications*
Kathleen Jerome, *Horticulture*
Linda Spaulding, *Information Technology*
Nancy Williams, *Interior Design*
Doris Groom, *Nursing*
Mary Ann Kolis, *Nursing*
Diane Labanowsky, *Nursing*
Susan Willing, *Nursing*
Elizabeth Wolf, *Nursing*
Ellen Burton, *Office Technology*
Michael Botiki, *Psychology*
Gerald Fox, *Radiography/Serving to Learn Locally*
Kristina Vines, *Surgical Technology*

Recognition

Recognizing those involved in service learning is an important aspect of promoting, acknowledging, and supporting the hard work done by the students, faculty, and community partners. At the conclusion of a service learning project, students receive a Certificate of Completion that lists their success, how many hours they worked in the community, and what need they met. Students can also receive a letter of recommendation from the Service Learning Center that can be included within their portfolio and/or resume.

Faculty who host service learning projects in their class and have at least one student who participates and completes a service learning project receive a Certificate of Civic Engagement bringing awareness to their support of civically engaged students.

Community partners who host students and who are an ongoing support of service learning are sent a thank-you letter at the end of each semester.

Faculty

The following faculty worked with the Service Learning Center on projects in 2011–12. Other faculty may also have engaged in service learning without the center's assistance.

Elaine Asma, *Adult Basic Education/English Language Learner*
Ginger Karaway, *Adult Basic Education/Reading*
Dawn Marabella, *Adult Basic Education/English Language Learner*
Karen Comer, *Barber/Cosmetologist*
Heidi Gottfried, *Dental Assistant*

Community Partners

Kenosha County

ELCA Urban Outreach Center
The Sharing Center
Easter Seals (YMCA)
First Step Services
Shalom Center
Kenosha Human Development Services
Society's Assets (Kenosha, Racine, and Walworth)
Kenosha Community Health Center
Every Child's Place
St. Vincent de Paul
Hawthorn Hollow
Racine/Kenosha Community Action Agency (Kenosha and Racine)
United Way of Kenosha County
Harborside Academy
Kenosha Unified School District (KUSD)
Brookside Care Center
Boys and Girls Club of Kenosha
UW—Extension
Habitat for Humanity

Racine County

Racine Police Department

Homeless Assistance Leadership Organization (HALO)
Advancing Family Assets (AFA)
Racine Family Literacy
Absolutely Waterford
St. John XXIII Educational Center
United Way of Racine County
Mentor Kenosha Racine
Jane Cremer Foundation
Racine Unified School District (RUSD)
Racine Urban Garden Network
Recreation for Developmentally Disabled (RADD)
St. Patrick's Church
Habitat for Humanity
Safe Haven
HOPE Center

Walworth County

VIP Services

Acknowledgements

John Thibodeau

Through your constant support, excellent leadership, and active involvement in the planning and implementation of projects both on and off campus, you have made this VISTA year invaluable and worth every challenge. Your mentorship has enabled both Pheng and Madeline to grow into respectable individuals and the Service Learning Center to evolve into something even greater than originally envisioned. Although it doesn't say enough, thank you.

Faculty

We would like to acknowledge the faculty that have integrated service learning into their classes and supported the AmeriCorps VISTA project. Through your hard work and support, we have been able to flourish and grow exponentially. Thank you for everything, big and small.


Sustaining Service Learning

United Student Government

Beginning in Spring 2012, the United Student Government moved to integrate service learning into their accepted and required activities for members. Although normally providing financial incentive to club community activities, participants in ongoing service learning activities will receive Certificates of Completion. Students involved in United Student Government can participate in mentoring opportunities in Kenosha and Racine Counties as well as other ongoing projects at a number of different community organizations.

Service Learning Specialist

Beginning in Fall 2012, Gateway will move to a sustained model of support for service learning by starting a department of Service Learning under the supervision of the Assistant Provost/Vice President Institutional Effectiveness and Student Success. A half-time Service Learning Specialist will be hired to take over the day-to-day operation of the Service Learning Center.



an equal opportunity/access/employer and educator
ofrece igualdad en oportunidades/acceso/empleo y educacióndate
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