

**PSC-ED-OUS**

**Coordinator: Anna Leach**  
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**2:30 pm CT**

Operator: Welcome and thank you for standing by. At this point all participants are on listen-only lines until the question-and-answer session of today's conference call.

At that point if you'd like to ask any questions, you may press Star followed by the Number 1.

Today's conference call is being recorded. If you have any objections, you may disconnect now. I would like to turn the call over at this point to your host Mr. (Rob Beasy). Sir please begin.

(Rob Beasy): Thank you so much. My name is (Robert Beasy), and I work at the Corporation for National and Community Service. And at that agency I run the president's Higher Education Community Service Honor Roll. And I am joined here today with my colleague Anna Leach, who works at the U.S. Department of Education in their Center for Faith-Based and Neighborhood Partnerships. And together we are going to review the application for the honor roll and provide some additional information about the process.

We would like to, first of all, thank all of our - all the of the organizations that partner with us on the honor roll, including the U.S. Department of Education, the U.S. Department of Housing and Urban Development, their University Partnerships Office, the American Council on Education, Campus Compacts, and the Interfaith Youth Corps and thank them for all of the great work that they do in their respective areas as well as their support of the honor roll.

So this webinar is designed to assist institutions of higher education to complete the applicant to the President's Higher Education Community Service Honor Roll. While there's no recipe for writing a winning application, the information provided over the next hour or so will provide your institution with guidelines and tips to help your institution strengthen its application.

So today we'll be reviewing the honor roll, outlining the application review process, which includes a compliance check, institutional supports for service, and the institutional commitment to service statement and project narratives. We'll also be discussing some strategies that will help to strengthen your honor roll application and help get your institution on the honor roll. These strategies include a discussion about what counts as service and building a team to help you capture and gather all of the information. And finally we will be reviewing important dates and deadlines.

And three important things that I want to let you know about it is that the - what we're asking for in the application is exactly the same content as last year. There's no new categories, nothing's been changed or adjusted. The one thing that has changed slightly is that with this year's application, unlike last year, we are requiring that each institution submit three narratives, project narratives, for each of the categories that you're applying for.

So if you're applying for interfaith, you need to submit three projects. If you're applying for the education category, it's three projects. So if you're applying for multiple projects, you have to have - or excuse me, multiple categories, you have to have three projects for each category. And there - we've had some calls from people so far that there - they, in going over the application, they've seen some things in the application online that haven't - that weren't changed from previous years.

So the document that you need to refer to if you have any questions, the rule of law related to the honor roll and what goes into the honor roll is the guidance document which is found at the honor roll landing page at [nationalservices.gov/honorroll](http://nationalservices.gov/honorroll). So please refer to the guidance. That is the guiding document for what's including in the honor roll. And if you have specific questions, you can contact me either by e-mail or give me a call.

So to move on with the webinar, the President's Honor Roll recognizes institutions for their commitment to and engagement in high quality community service and service learning that meet critical community needs through campus community partnerships. This year, as with the years past, the honor roll will recognize institutions in four categories. An institution may apply to one, two, three, or all four categories.

Now let's talk a little bit about each of the four categories. Under the General Community Service category, institutions may submit project examples in area - in any area of community service. Some areas are listed on the screen, but this is by no means an exhaustive list. You will note that education and economic opportunity are listed even while these areas are also individual categories.

Please note that if your institution works on multiple community issue areas rather than have a focus on a particular area, this may be the best category for you as it will allow you to highlight projects that address multiple areas of community need. Alternatively, you may use this category to focus on a single issue such as human trafficking that does not have its own category under the honor roll.

Under the Economic Opportunity category, institutions may submit projects that are assisting individuals or communities to improve their financial well-being and economic security. I'll share some examples of these types of projects that fall into categories listed on your screen. So financial literacy might include financial literacy training, debt management or alleviation services, mortgage planning or foreclosure prevention services.

Employment service might include job training or other job development services, resume preparation, interview skills, job placement services. Food security services might include providing access to emergency food such as food banks and food pantries, supports and services for alleviating long-term hunger and creating security - food security.

Housing services might include housing, developing, repairing, or making available housing for low income individuals, transitioning economically disadvantaged individuals including homeless individuals into safe, healthy, affordable housing. Other services or supports might include providing services to homebound older adults or people with disabilities to receive food, transportation, or social supports to live independently.

Please note that an institution may submit multiple projects in one area, for example three different projects addressing financial literacy, or may address -

or it may submit projects in several areas that all address economic opportunity.

Under the Education category, institutions may submit projects that improve educational outcomes for children and youth from Pre-K through under graduate education. This may include early childhood education issues such as social and emotional development for school, academic readiness for school. It may also include K-12 support services including mentoring or tutoring to improve literacy skills, math skills or other areas of academic performance. It could also include services that address risk factors such as attendance, engagement or behavior problems.

It could also be services that increase high school graduation rates and prepare students for college preparation. Institutions may also submit projects that address post-secondary education, including access to college and college planning, education about (unintelligible) financial aid services and supports for college success.

Now I'd like to turn it over to my colleague Anna Leach to talk about interfaith community service.

Anna Leach: Hi. I am pleased to be with you all today to share about the Interfaith Community Service track which is now entering its third year. We are very exciting about this. And institutions applying in this category will submit applications that address building meaningful relationships among and between people from different religious and secular backgrounds while tackling community challenges.

Interfaith community service should include, in addition to the service activities, one of the following: communications on the importance of

interfaith cooperation, education that cultivates appreciative knowledge about diverse religious and non-religious identities to positively impact attitudes, and capacity building of students, faculty and staff to positively engage religious and non-religious diversity within their own spheres of influence.

(Unintelligible) believe that high quality interfaith community services programs should include - might include post service reflection on interfaith collaboration, service issues deemed interfaith dialogue, religiously diverse and secular service organizers and participants, service partnerships with faith-based and secular community organizations, and post student enrollment in interfaith curriculum coupled with service hour requirements.

All of this comes forth out of the President's Interfaith and Community Service Campus Challenge, which we'll call the Interfaith Challenge for short. President Obama has emphasized interfaith cooperation and community services, which we call Interfaith Service for short, as an important way to build understanding between different communities and contribute to the common good.

This interfaith service can involve people from different religious and non-religious backgrounds tackling community challenges together. We offer a few examples here where it's Protestants and Catholics, Hindus and Jews, and Muslims and nonbelievers building a Habitat for Humanity house together. Interfaith service impacts specific community challenges from homelessness to mentoring to the environment while helping to build social capital and stability.

Only if you're applying for the interfaith category you will have to answer questions based on interfaith community service. If you're not applying for the

interfaith category, you will not have to answer any parts regarding interfaith community service.

(Rob Beasy): And the one thing I was going to say is the questions related to the interfaith category will only come up if you click the interfaith category at the beginning of the application, and you might get questions in places outside of the interfaith category but they'll only come up if you've clicked the interfaith category checkbox on the front end of the application that's there with the other three categories.

The honor roll recognizes institutions that are doing service that is relevant, meaning it addresses a specific community need, is meaningful, which means it addresses the need in a way that is designed to actually alleviate the problem, and measurable, meaning there is a positive change in community need as a result of the service that can be measured.

And before I go on with that, I skipped one slide and I apologize to that - about that. What I really wanted to talk about is - so we've just covered the - we've covered the four categories, now I just want to go over with you quickly what the recognition levels are on the honor roll.

So the - there's the honor roll level, there's the honor roll with distinction level, there's the finalist level, and there's the presidential awardees. The honor roll level is sort of the level - is the baseline level of getting onto the honor roll where the vast majority of institutions are located. And honor roll with distinction is a higher level of recognition where schools have met a minimum federal work study requirement of 15%. So that means they have set aside 15% of their federal work study allocation to community services and have done some other, you know, significant work in their community service work.

And then from the honor roll with distinction list we come up with a list of finalists who are considered for the presidential awardees. There will be - for each category there are five finalists and one of those finalists from each category are then selected to be the presidential award winners for each category. So one of those five progress on to the presidential level for each category. So for each category, there's one presidential winner.

Now back to what I was talking about, about making the honor roll. Like I said, the honor roll recognizes institutions that are doing service that's relevant, meaningful and measurable. Additionally, in order to make the honor roll those institutions that participate in the federal work study program must meet the 7% statutory minimum requirement for federal work study community service placements. However, institutions that do not meet this requirement may still apply since this is not a qualification factor for the president's interfaith challenge.

For the honor roll with distinction, we are looking for institutions that in addition to the honor roll criteria also demonstrate institutional commitment to service -- we'll talk about what that means in just a few minutes -- have formed strong community partnerships to address the community needs, and has spent 15% of its federal work study allocation on community service placements.

The honor roll is something of a funneling process. First, institutions are considered for the honor roll, then those that make the honor roll are considered for honor roll with distinction, then those that make the distinction level are further considered for the presidential awards, as I mentioned earlier.

It can be a rigorous process to identify the four presidential award winners from a very large applicant pool. So as the reviewers are reviewing all of the with distinction designees, in addition to the previous criteria, they are looking for those project examples that really reflect the best practices in community service and service learning and also demonstrate innovation in addressing community needs.

This usually means that the reviewers will narrow down the with distinction designees to a small pool of finalists. And it is from this small group of institutions that demonstrate truly exemplary service that is achieving measurable outcomes that the presidential awardees are chosen.

The first step in the evaluation process is the compliance check. Most institutions pass the compliance check, but those that do not are unable to move on to the next stage in the review process. And I apologize to everyone. We have a fire truck driving by the building where we're located. So I apologize for that. So you get a little taste of Washington, D.C. and living in the in the city here. I apologize. I think the last vehicle has just passed.

So the first step in the evaluation process, like I said, is the compliance check. To be compliant you must submit your application by the deadline, which is June 15, 5 pm Eastern Time. And then you will need to adjust the time to your local time zone and submit the application well in advance.

You must also be an accredited degree-granting institution of higher education in the United States, and you must meet the minimum federal work study community service participation rate. And that is if your institution participates in the federal work study program. This is based on information that your institution reported to and was verified by the U.S. Department of Education. It is not entered on your honor roll application.

The U.S. Department of Education requires that an institution must use at least 7% of the total - of its total federal work study allocation for an award year to compensate students employed in community service activities. As the honor roll is a presidential award, an institution cannot be admitted to the honor roll if it participates in the federal work study program but does not meet this requirement. This is the information your reported to the Department of Education.

Please note that the data being provided by the Department of Education is always one academic year behind the honor roll year. For example, for this year's honor roll, schools entered data for the 2014-2015 academic year on the honor roll application. However, the most recent certified federal work study data that will be available from the Department of Education at the time of the honor roll review process will be for the academic 2013-2014 year.

Please note that if your school does not participate in the federal work study program, you can still apply to be on the honor roll. The federal work study requirement applies only to institutions that are participating in federal work study. Institutions participating in the federal work study need to be above the minimum 7% or have a waiver from the Department of Education.

Applications that do not meet these three compliance requirements will - are rejected and do not move on to the next stage of review.

So the evaluation process. So this slide you can see the overview of the process, the institutional supports for service, and the percentage of how they're weighted, the institutional commitment to service statement and how much that's weighted, and the exemplary project descriptions and how they're weighted.

All applications that pass the compliance check are then reviewed to assess the institutional support for service. The institutional support for service comprises 60% of your application's score. Since this is such a large percentage of the overall score for the application, this stage of the review process is what determines whether or not your institution will be admitted to the honor roll.

The scoring criteria in this part of the review are mainly about numbers, but the purpose is to demonstrate the institution's commitment through its investment in service. The honor roll recognizes institutions for which service is integral. There are 12 scoring criteria that are weighted and used to score each application.

Now we will review the 12 criteria that make up the institution support for service section of the review process. As you complete your application, please provide this information for your institution as a whole, not just those activities you are highlighting through this application.

So the first question is the percentage of total students engaged in community service activities. Student involvement in service is one component that reflects institution's commitment to and support for service. Institutions that demonstrate a strong commitment to service have a higher percentage of enrolled students who are engaged in service.

This demonstrates that service is an integral part of the student experience in and out of the classroom. To accurately report this information, it is helpful to work with a team of people to gather this data on student service activities throughout the year. We will discuss some strategies for building your team later in this presentation.

Number two, the percentage of students enrolled in at least 20 hours of community service per academic term. To be on the honor roll, an institution must demonstrate the students are engaged in meaningful service. This criterion looks at the constituency of student service over the course of a semester. Institutions that are placed on the honor roll are not only demonstrating that a high percentage of enrolled students are engaged in a service, but also that those students are committed to service as part of the student experience in and out of the classroom.

The percentage of enrolled student who takes service-learning courses. For institutions that offer service-learning courses, the percentage of students who are enrolled in those courses is another way that an institution can demonstrate its support for service.

Number four, service learning is part of the core curriculum of at least one major. Your institution will want to include on its application if service learning is required as part of the core curriculum of at least one major. This is a clear indicator of the extent to which the institution supports service activities.

The institution rewards the use of academic service learning through faculty promotion in tenure decisions or other means. This criterion focuses on a faculty-wide view of how service is defined, promoted, evaluated, and rewarded within the official recognition system. Does your institution reward academic service learning when considering faculty for promotions and/or tenure? Are there formal guidelines for documenting and rewarding community service and service learning? Are community-based teaching and research key components for hiring and rewards?

Institutions that offer incentives to faculty for using service learning in the classroom demonstrate strong institutional support for service. If your institution is not currently incorporating rewards for the use academic service learning through faculty promotion or tenure, consider if this something that your college or university may be interested in doing in the future.

The percentage of federal work study dollars on community service. While the institution does not enter this figure, it is one of the criterion that is used in the evaluating institutions support for service. As we mentioned, in order make the honor roll the institutions must meet the minimum federal requirement of spending at least 7% of its total federal work study allocation on community service. However, higher scores are given for institutions that are spending increasingly larger amounts of federal work study dollars on community service. This is an area which many institutions are doing very well. These only pertain to those institutions that participate in federal work study.

Number seven, community service or service learning is cited in the institution's mission statement or strategic plan. Many institutions of higher education include in their mission statements the desire to educate students who will create some mark in the world. Some take this a step further and include the desire that students be engaged in community-based as well as curricular education or that students utilize their education in a way that will serve the community or improve society. Review your institution's mission statement and strategic plan.

If community service or service learning is not referenced, what does this say about your institution's commitment to and support for service? If the commitment is there, then maybe the school should consider referencing service in its mission statement and/or strategic plan.

The institution supports at least one full-time member as a coordinator of student community service or service-learning activities. The presence of a full-time staff member or equivalent is responsible for coordinating community service and service learning, provides support to faculty and students, can help promote and sustain the institution's commitment to service and demonstrates support for service.

And to build off of the equivalent piece because that a question that we get from year to year, this could be - the equivalent is if there are a couple of people or three or four people whose time spent doing community service would - could equal a full-time employee. So it could be like a person that is, you know, 50% of their time and 50% of their time, or 20%, or however it's divided up, but so long as it equals an FTE.

The institution provides scholarships or other financial rewards for community service such as matching for the Segal AmeriCorps Education Award. Many institutions demonstrate their commitment by offering scholarships or other financial rewards for community service. In some cases institutions offer scholarships to students who demonstrate a sustained commitment to service in high school. Institutions may also offer other financial rewards for community service such as matching grants.

For example, AmeriCorps member who have successfully completed a year of a service and who signed up for an education award are eligible to receive an AmeriCorps Eli Segal Education Award. These education awards can be used to pay education costs at qualified institutions of higher education, to pay for educational training, and to repay qualified student loans.

Many colleges and universities match the Segal AmeriCorps Education Award for their students. And you can see the institutions that match that - the

education award. There's about 150 of them across the country and they're on the corporate - my agency's website at [nationalservice.gov](http://nationalservice.gov), and you can search for the match program. If you are unsure whether your institution offers these awards, check with your institution's financial aid office and academic departments.

The institutions make internal budgetary allocations to support service. Supporting service and service learning through hard line budget decisions is another way that institutions demonstrate their support for service. If the institution is not currently doing so, it might consider how it could use budgeting decisions to demonstrate its support for service.

Is the institution recognized under the Carnegie Foundation's community engagement classifications. Colleges and universities with institutional focus on community engagement may be recognized under the Carnegie Foundation's community engagement classification. Unlike the foundation's other classifications that rely on national data, this is an elective classification. Institutions elect to participate by submitting required documentation supporting the nature and extent of their engagement with the community, be it local or beyond.

This approach enables the foundation to address elements of institutional mission and distinctiveness that are not represented in the national data on colleges and universities. In order to be selected, institutions must provide descriptions and examples of institutionalized practices of community engagement that showed alignment among mission culture, leadership, resources, and practices.

Institutions have the opportunity to apply for the Carnegie Foundation's community engagement classification every five years. If your institution did

not request an application for 2015 recognition, the next opportunity to receive this classification is 2020. Requests for application should be posted in early 2018. Find out more at the Carnegie Foundation's community engagement classification at the URL on the screen.

So that brings us to the end of the second part of the review process, the institutional support for service. The 12 scoring criteria we have just reviewed will determine whether or not an institution is admitted to the honor roll. Institutions with low scores on the institutional support section of the application will not be admitted to the honor roll. Median scores will be admitted to the honor roll but will not be further considered for higher score - for higher honors. Applicants with higher scores in this section will move on to be considered for the higher roll with high scores in this section.

Excuse me, I lost my spot. Applications - applicants with high scores in this section will move on to be considered for the honor roll with distinction, presidential award finalists, and the presidential award. The higher your institution scores, the more competitive its application. It is important that your institution service is being aggregated and properly reported so that it can be captured in the application.

The third section of the application evaluation process is the project narratives. This includes the institutional commitment to service statement, which encompasses 20% of your score, and project descriptions, which encompass the final 20% of your score. Only those applicants with high scores on the institutional support for service, the second part of the evaluation process, make it to the narrative review.

Some applicants will be admitted to the honor roll based on their score on the institutional support section. However, the score may not have been high

enough to make it the narrative review stage. This final stage of the review process determines whether an institution be recognized with distinction or becomes a presidential award finalist, for which the presidential awardees are selected.

At this point there are four review teams, one in each category of the application. Project narratives are extremely important during this stage of the review process. While the second stage of the evaluation process emphasizes numbers, this final stage looks at a different kind of data. The institutional commitment to service statement builds upon the institution's support for service and provides further background and context of the commitment. The statement should illustrate varied examples of how the commitment is demonstrated on campus and exemplified in campus community partnerships.

Strong statements must include explanations of the commitment of institution resources, how that commitment is implemented in the campus culture, academic programming, and extracurricular activities, the impact and the effect of this commitment to service in the community, and how the institution is using assessment and evaluation to improve the quality of campus community partnerships and service activities.

And this is a little bit different than the - those 12 questions because one of those 12 questions get to sort of collective they address the institutional commitment to service and it's in the form of numbers and yes or no questions. This is really an opportunity for you to provide a narrative of what the institution's commitment is to service.

The final 20% of the score for honor roll applicants is based on the project descriptions. For each award category, general community service or for any of the other categories, applicants will select up to three service - well no, will

select three service projects that exemplify the institution's commitment to service.

These narratives should be - should briefly describe specific projects that best illustrate the variety of activities in which the institution is engaged. Strong project descriptions must include who participates in service, you know, the faculty, administrator, staff, students, et cetera; who benefits from the service, K12 students, seniors, immigrants, low income families, veterans; quantification and description of the benefits of the project to the target population; what was accomplished as a result of the services provided, did elementary student grades improve by 20% as a result of tutoring; what kind of difference does - will the outcomes of service have on the lives of those who were served; use of assessment and evaluation to improve the quality of the service, describe the tools or method being used to evaluate the service and make changes and improvements as needed; clear connection to the institutional commitment to service.

If your institution's commitment to service statement focuses on environment improvement, then projects should demonstrate that commitment. If a statement focuses on a particular group or neighborhood, the project should be focused on their - or be focused on those neighborhoods. The frequency of service. Do students participate during regular academic sessions, summer, or other breaks. Collaborations and community agencies, including K12 schools. Descriptions should include with that what groups your institution collaborates with in order to provide services.

Exemplary project descriptions should also provide details pertaining to each of the three criteria used to evaluate descriptions. They include scope of the project, evidence of project effectiveness, and the impact on the community. So the scope of projects some of the factors include the number of students

serving, time dedicated to service, institutional staff support, expertise utilized, leveraging of colleges or university resources, community resources, innovative use of creative solutions to address local problems.

The evidence and impacts should include the estimated number of individuals served, measurable effects of service in the community, for example the number of houses cleaned, renovated, or built. The impact on community describes either short-term or long-term benefits of the service to the community. The project will be assessed on the evidence provided to demonstrate measurable impact in the community.

Now let's review how the application evaluation process works. Institutions of higher education can apply to either - can apply to one or all of the community service - one or all four of the categories. All applications will first go through a compliance check. Those applicants that do not meet compliance will not be admitted to the honor roll, and their journey ends here. Still there are many institutions make it through the compliance check and go on to the institutional support for service review phase. This is the phase that includes the 12 criteria that we reviewed.

There are three outcomes of this phase - phases. Applicants with low scores on the institutional support for service will not be admitted to the honor roll. Median scores in the section of the review will be admitted to the honor roll but will not be further considered for other honors. High scoring applications will move on to the third stage of review, project narratives. At this point, the four category teams review the project descriptions. Scoring in this area, combined with the level of federal work study community service commitment, will determine if an institution will be admitted to the honor roll with distinction or be named a presidential award finalist.

So that is the overview of the honor roll. So what I would like to do now is to open the remainder of this up to answering questions. We have about 20 minutes. I'd like to end at about a little bit like before 4:30 Eastern Time, probably about - yep about 4:25, and then go - so that I can go over the submission process and the due dates and give you some helpful websites. And that'll wrap it up.

Anna Leach: I have one question from - well operator, you can start to take on questions but before you do I have one question to get us started. That was, "Do student workers or interns qualify for the staffing criteria?"

(Rob Beasy): Yes absolutely. If they're paid by the institution and they are, you know, doing community service work where they're doing this similar type of work as a community staff person.

Anna Leach: And operator, will you talk about how we can be put into the queue for questions?

Operator: Yes, ma'am. For participants on the phone if you have any questions, you may press Star followed by the Number 1. Please kindly record your name for the question. Once again that's pressing Star followed by the Number 1. Then kindly record your name for your question. If you would like to cancel your question or request, you may press Star followed by the Number 2.

We actually have a phone question on the line right now coming from the line of (Paul Valdez). Your line is now open.

(Paul Valdez): Hi yes. I have a question about we had a grant this year to do packaged meals, which were 900 meals that we distributed to local food banks, and we're trying to figure out the - one of the questions is estimated number of

individuals served. And so each of those packages essentially served a family of four. So are we supposed to report, you know, number - are we supposed to include that number of estimated individuals as being, you know, whatever 900 times four is?

(Rob Beasy): Yes I think that's right. If the intention is for each one of those packages to serve four people then I would definitely do that math.

(Paul Valdez): Okay. Even though we did not like - we did not distribute those meals directly but we gave them to the local food pantries and they were distributed out from there?

(Rob Beasy): Yes absolutely.

(Paul Valdez): Okay thank you.

(Rob Beasy): Yes no problem. And operator, before you go on, one of the things I was going to say in putting together your applications, this is sort of just a general suggestion and strategy, is we found that institutions that work across their whole institution to put together the application, so meaning a - like a community service office or an interfaith office worked with other parts of the institution to answer the question and put together the applications.

So if you're a community service office and you have an interfaith office, you should probably work with the interfaith office too because they do service, and even if you're not applying in the interfaith category, although you should, the interfaith office is doing community service so you all should be working together to come up with, you know, answers to the questions and the narratives and all of that.

But also because we want these narratives to be pithy and get quickly to the point and talk about the impact and outcomes of the service that you're doing, you know, sometimes we found it's a good idea to work with - sometimes with your - like your marketing or communications office, the president's office, and some of the academic programs and other places in your institution where you may not think that there - because those people can help you write and come up with language and those kinds of things.

But if you're working with other academic programs or other parts of the institution, there may be service that's happening that you may not be aware of, and that could help you with some of your numbers and the types of projects that you include in your application, and especially with now that we're once again requiring the three project narratives for each of the categories. So I just wanted to put that out there.

So operator, we'll take the next question.

Operator: Thank you sir. Our next question comes from the line of (Beth) (unintelligible). Your line is now open.

(Beth): Can you hear me?

(Rob Beasy): Yes I can hear you.

(Beth): Okay excellent. I've done this for a number of years and you'd think by now I would have it clear. So I apologize for this question. But it seems as though over the years the directions might have been a little different. So I need to clarify.

When we're writing in the numbers section under - starting with total number of students participating, I know you want institutional numbers as a whole for that. When we get down further into the section where it asks for evidence of project effectiveness, this year are you looking for those numbers to remain the same throughout the entire application, like what you asked for last year, or are we going back to reporting only the numbers related to the project that we are reporting on in that particular section? Does that make sense?

(Rob Beasy): Yes absolutely. And I know specifically what you're specifically asking. So under each one of the projects that you submit, the numbers that you are submitting should be for that particular project. Okay? And then...

(Beth): That's not what it was last year, but okay.

(Rob Beasy): I know that. And then what I - and then what you should do is like in your institutional commitment narrative, you should submit the numbers for like the whole institution.

(Beth): Okay so then maybe I need to clarify. So under each project, so let's just say general community service you've got three projects, the format template is the same, even where it starts with total number of students participating, even there you want just the people impacted or whatever - that are involved in that particular project even there?

(Rob Beasy): Right. So let me tell you. So if you look at the general community service brief project description, so it wants a project title, there's a 4,000-character description, then there's the total number of students participating, number of student hours, numbers of students or faculty, although that's specific to the project. And then a little bit farther down there is space for student participation and service.

(Beth): Okay. Okay. I'm not looking at it right now but I thought it said evidence and then it says how many homes were built, how many meals were served, how many students were tutored.

(Rob Beasy): Yes, yes it does all of that but then there's also a section there in those general community service that asks for the number of students who engaged in academic service learning, the number of students who engaged in forms of community service, not including students counted in determining...

(Beth): Oh at the end of that section, yes, yes.

(Rob Beasy): Yes. So that should be - those should be numbers for the whole institution.

(Beth): Correct. Okay. So you only want numbers for the whole institution in the project narrative and then in that section at the end of each...

(Rob Beasy): No, no, no. In the project - not the project narrative, in like the institutional commitment narrative.

(Beth): Oh yes. Okay sorry. Yes.

(Rob Beasy): That's a different section. And then this part at the bottom of the general community service.

(Beth): Okay. I think I got it. Great. Thanks.

(Rob Beasy): Yes. Sorry about - I know last year was a little bit - was a lot confusing, so I apologize for that. But it didn't adversely affect anybody.

(Beth): Okay thanks.

(Rob Beasy): Okay. Next question, operator?

Operator: Thank you, sir. Our next question comes from the line of (Dawn Rhodes).  
Your line is now open.

(Dawn Rhodes): Yes I have a question. Are the categories of the award categories that are this year going to be the same for the next year's application?

(Rob Beasy): Most like - yes they will be.

(Dawn Rhodes): Okay. And then this one we're applying for the dates are like last academic school year?

(Rob Beasy): Yes, that's how we have always done the honor roll. So it's always the - because we haven't - well technically you have finished this academic year but the usual - it usually doesn't come - it doesn't usually happen like this. But it'll be for 2014 and 2015, that academic year.

(Dawn Rhodes): Awesome. And then you said for - so for the 2015-2016 year, it'll be the same award categories so we could start making sure we're gathering statistics and everything for next year?

(Rob Beasy): For the 2017 honor roll, it would be 2015-2016, so this year that you just finished.

(Dawn Rhodes): Correct. But it'd be the same four award categories?

(Rob Beasy): Oh yes, absolutely, yes.

(Dawn Rhodes): Okay perfect.

(Rob Beasy): And I will just - I'm going to caveat that. As all of you know, we are in the middle of a presidential campaign and sometimes the categories change. I don't anticipate for 2017 that they will change because what I've experienced in the transitioning of administrations is that lots of things don't get paid attention to in the first year, and this would probably - this will be one of those things. So that - so for 2017 it's safe to say these will be the same categories.

In general though the general community service category will probably always be there. And I suspect that the interfaith category will always be there. The economic opportunity and education, those could change but for 2017 all four of those categories will be the same.

(Dawn Rhodes): Okay fantastic. Thank you.

(Rob Beasy): Yes.

Anna Leach: And I have a question from the chat from (Amanda). "Can you talk about how regional campuses within a university system can be incorporated or if their projects can be highlighted in the narrative?"

(Rob Beasy): Okay. So we recognize that some institutions have unique structures. So essentially we - I don't know how to explain it in the terms that higher education uses, but let's say for example, I'm from California so I know the California public higher education system better than I know any other state.

So for instance there's, you know, there's the three levels of higher education in California. There's the community college system, there's the California

State university system, and there's the University of California system. So the community colleges are all grouped by like counties or a particular jurisdiction in the state, and some of those jurisdictions have different campuses.

So in that case those campuses for the community colleges would each - would each apply. So there's a - so for instance in the East Bay in the San Francisco Bay area there's a community college system called (Los Pacitez), and they have two or three campuses. So each one of those campuses would apply for the honor roll because they're sort of separate governed institutions, independent institutions, but they do have that sort of umbrella group, the (Los Pacitez) college - community college system.

So and the same would be for the California State University system. There is sort of an umbrella office but each one of the state universities in California, so San Francisco State, California State University East Bay, California State Fullerton, California State Monterey Bay, they would all apply on their own and it wouldn't be - they wouldn't have to apply through that statewide office. And the same for the University of California system. They have multiple campuses like UCLA, UC Berkley. Each one of those campuses would apply for the honor roll on their own.

Now I don't know how that works for other structures in - across the country. If you have a specific question, please give me a call and we can talk through what that means.

Okay, operator, are there any more questions?

Operator: Yes sir. We have a question coming from the line of (Carlene Thompson).  
Your line is now open.

(Carlene Thompson): Hi. My question is this. It's concerning the academic component of service learning. Are we including something like clinical practice and maybe field work for the Department of Education? So clinical practice would be there is a course that goes all semester long. There is a class work or a course work component to it. And then it has also a clinical component to it for like a physical therapy student. Would that be considered as part of what we can record?

(Rob Beasy): Can you - are they getting paid?

(Carlene Thompson): No. It's a class. It's like clinical practice of a physical therapy class. So a component of it is doing the course work and stuff like that and then they are in the community putting into practice what they've learned.

(Rob Beasy): Right. So is that a requirement to pass the class?

(Carlene Thompson): It's a requirement of the class, yes.

(Rob Beasy): Yes. So that's not really community service. It's something that's sort of, for lack of a better way to say it, kind of forced to do because they have to pass the class.

(Carlene Thompson): Okay. So service learning that it a part of the academic class, say for example they had to go to New Orleans to work with, I don't know, Katrina houses or something like that, would that be considered?

(Rob Beasy): Yes. Yes.

(Carlene Thompson): Even if it's a requirement of the class in order to get the grade at the end?

(Rob Beasy): But it's more - that's a lot more service oriented than, you know, a formal clinical in a hospital or in a, you know, in a clinic or whatever.

(Carlene Thompson): Okay. So I'm making the judgment based on the structure of it, even though it's like going to the Katrina thing would be structured, they'd have specific, again, working on houses, you know, I don't - am I making the judgment based on structure? I'm not sure. That's where I'm really maybe lost.

(Rob Beasy): So, how about this? Let's just make it easy because you're not going to - you're not the only one that's going to have that question. So we'll be - we'll make this a little bit easier on you. So for this year I'm going to change up what I just said. So we'll include your clinical - all the clinical stuff and the other out of town stuff and all of that. You can include that in your hours and the numbers of students served and all that. Okay? So I've just changed what I told you.

(Carlene Thompson): Okay. So if you're including the clinical are you including field work for education too?

(Rob Beasy): Yes.

(Carlene Thompson): Okay.

(Rob Beasy): So it's okay if it's a required part of the course. If they're receiving academic credit for it, it's okay.

(Carlene Thompson): Okay I got you.

(Rob Beasy): Because I mean it really is like service learning. I mean they're applying what they're learning in the classroom out in the community.

(Carlene Thompson): Right, that's what they're doing. They're not getting paid for it.

(Rob Beasy): But I would - I will say that a little bit of the difference is if they're going to into a hospital, let's say they're going into, you know, I'm in D.C. so they're going to D.C. General, I don't know that that's really community service. But if they're going into a community clinic where they're working with HIV patients, that's a little bit more community service. That's a lot more community service in my mind than going into - helping the institution of a hospital make more money.

(Carlene Thompson): Right. So...

(Rob Beasy): You know what I'm saying? So that's where I was a little bit confused on what you're asking. Pardon me?

(Carlene Thompson): They do it - they go to different places. Some people go to hospitals, other people go to community services. A large number of them have to choose where they go, so they actually have to do the research and they just have to do it.

(Rob Beasy): Great. Okay well, you know, if you want further clarification, we can chat offline. You can just give me a call.

(Carlene Thompson): Okay. But for this year we are going to accept it.

(Rob Beasy): Yes.

(Carlene Thompson): All right thank you.

(Rob Beasy): Okay. Okay I can take one more question, and if you have other questions you can just e-mail me. But also please know that there are two more opportunities to ask questions and the whole hour for those. There's two conference calls coming up, and I sent an e-mail out about them. And you can also go to our website.

On our website is the - are the two dates for the conference calls along with the call in information. And that hour - those hours will be just asking me questions - asking us questions on the phone, so that you'll have plenty of opportunities. So we'll take one last question and then I'll move on to the other - a couple other things before we wrap up.

Operator: Thank you, sir. Our last question comes from the line of (Paul Valdez). Your line is now open.

(Paul Valdez): Hi again. I just had a quick question because I'm actually in the application. And when I look at Page 3 and Page 5, and this kind of goes back to the second question that was asked about institutional data in terms of the number of students who engage in the academic service learning and forms of community service. So it's actually in the application in two different places, and so I was curious do we just report the same numbers in both of those places?

(Rob Beasy): Yes.

(Paul Valdez): Yes? Okay.

(Rob Beasy): Unless it's - so there's like - there's one I think in each of the categories. And the specific section that I'm talking about is - the page numbers don't really line up because it depends on what you click in terms of what projects - what categories you're applying in. So - but the section is like in the general community service there's a section that's called the -- sorry, let me go all the way to the end here, sorry -- it's called student participation in service. Okay?

And that's at the end of the narrative. So you - this is at the end of the three narratives that you would submit. Okay? And that's where you would put the whole institution information, you know, the aggregated information for the institution. The other numbers that are right below where you put your project narratives, those are numbers specific for that project narrative.

(Paul Valdez): Right, right. I understand that. It just...

(Rob Beasy): Right. And then you'll get that same question. You're going to get the same student participation and service question in each one of the categories.

(Paul Valdez): Okay.

(Rob Beasy): All right? And you - so that would be in each one of those categories you would put exactly the same number, the whole - numbers for the whole institution.

(Paul Valdez): Okay. And then one more quick question. So for the interfaith, earlier you said that we needed to have three narratives, but in the application when you look at the interfaith location, there's not space for three different narratives or three different projects.

(Rob Beasy): Okay. That's good to know. There's supposed to be. So I will...

Anna Leach: We'll work it out.

(Rob Beasy): I will figure that out. Just - what I would suggest you do is have your three projects and once I know - once I work with my contractor that works on the back end of our website, I will - we'll make that happen.

(Paul Valdez): Okay.

(Rob Beasy): And we'll let - we'll send an e-mail out to everybody.

(Paul Valdez): Okay thank you.

(Rob Beasy): Okay then the other thing I will say, if it gets uncomfortably close to the deadline, which I don't want it to, you know, I would definitely let you all know before, you know, like a couple weeks before the deadline, which is almost coming up here pretty soon, I will let you know. But if you're feeling uncomfortable, give me a call and we'll figure it out. But thank you for pointing that out. That's important.

And also for everybody, if there are other things like that, please, please give me a call and - or e-mail me and let me know. And if you don't get a response from me like within one day, like 24 hours, e-mail me again. Okay? Just keep harassing me, don't feel bad about it because I'm the only person that works on this really. And so - and I have other jobs - tasks that I'm doing too that are unrelated to the honor roll so it's a little bit challenging.

Anna Leach: I have one really fast question to ask now. Graduate students, do they count in all of this?

(Rob Beasy): They would count if they're out doing community service. Yes their hours would count, all of their stuff, yes. So it's any students within the institution.

So the honor roll -- I just want to go over a couple of things -- you can get the actual application where you can go to log in is at [honorroll.nationalservice.gov](http://honorroll.nationalservice.gov). And again the deadline is June 15, 2015 at 5 o'clock Eastern Time. So if you're in Hawaii, it would be six hours before 5 pm so that'd be about I think 11 o'clock or whatever, because I know Hawaii has the time zone thing where they sometimes don't change their time zone, but just be aware that it's - that you need to adjust for your time zone regardless of where you're located.

So an FYI, applications received after 5 o'clock Eastern Time will not be considered. And each application is time stamped so we know exactly when you've submitted the application. We also are able to track, you know, what you're doing in your application and at what times you're doing those things. So, you know, we try to, you know, recognize if there were any challenges with people submitting their applications and those kinds of things.

The review period for 2016 is June through August and then we'll make an awards announcement in the late fall. And then we have this - these websites that might be helpful to you, the honor roll - the main honor roll landing page where we'll post updated information and that kind of stuff is [nationalservice.gov/honorroll](http://nationalservice.gov/honorroll). I just gave you the application website.

We also encourage you all to monitor our Facebook page, which is [facebook.com/presidentshonorroll](https://www.facebook.com/presidentshonorroll). And then if you would like information about the campus challenge, the interfaith campus challenge, go to [ed.gov/edpartners](http://ed.gov/edpartners). On the website - or on the slide deck it says [ed.gov/edpartners.com](http://ed.gov/edpartners.com) but it's not, it's [ed.gov/edpartners](http://ed.gov/edpartners). So I apologize that it said [.com](http://ed.gov/edpartners.com).

So thank you all for your time on here. I - like I said, I'm available to take questions, you know, over the phone and via e-mail. And once again I'd like to thank our partners here at the Department of Education for hosting us here for the conference call and for all the work that they do on the interfaith campus challenge. Thank you to HUD, Campus Compact, and American Council on Education and the Interfaith Youth Corps.

So thank you all and we will post - once we get the recording of this we will post the recording and the actual slides on the website, the [nationalservice.gov/honorroll](http://nationalservice.gov/honorroll). We will post it there for your future review. So thank you so much and we look forward to hearing any questions you have on the conference calls over the next couple weeks. Thanks much.

Operator: Thank you. And that concludes today's conference call. Thank you very much for your participation. You may now disconnect at this time. Thank you very much.

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