



Campus Community Partnership Foundation (C2P)

Vision To contribute and bring excitement to education by inspiring and motivating college students and campuses to work collaboratively with communities in the areas of critical public need and for students to become the catalysts for social and economic change through their innovative ideas that add value to education and to the community.

Mission To foster service learning and student social entrepreneurship. C2P promotes students innovative ideas linked to their academic discipline to address and solve community problems and recognizes the best examples of campus community partnerships that have social impact.

C2P Programs Awards are given to the best campus community partnership programs and grants are given for students' innovative ideas linked to their academic discipline and social entrepreneurship. ServiceBook.org administers the awards and the grants and provides online connectivity for students, faculty, and community.

- 1. Community Academic Service Entrepreneur (CASE) Grant** This grant competition empowers and motivates students to apply their classroom learning in real life to address and solve critical community and social problems. The grants provide students with an experience in social responsibility and offer students the opportunity to conduct innovative and entrepreneurial community service projects linked to their academic discipline and become change agents in the social sector by solving community related problems. The CASE program was launched with the help the W.K. Kellogg Foundation and has expanded into twenty-seven states in the U.S. and on four continents. CASE grants in Georgia are sponsored by the Woodruff Foundation. Projects and proposals can be seen at ServiceBook.org where the foundation receives applications and administers the selection process. In addition to the grant for implementing the proposal, the student receives a C2P "Certificate of Merit" and the student's final report is published on the C2P webpage. The faculty advisor receives a "Certificate of Distinction" and submits a short report on the project's impact on student learning and the community. The whole process is completed within a semester.



- 2. Campus Community Partnership Award** This award recognizes the best practice of a campus community partnership program in which there is shared decision making and academic integration of service. Winners receive a Partnership Trophy and Certificate of Excellence in Academic Service Learning from the foundation. Awards and grants maintain the following core principles:
- 1) **Impact**: The proposed community service project must show a promise of substantial impact in the community.
 - a. Impact includes increased awareness and economic opportunity, improved social or civic networks, more responsive public systems, etc.
 - b. The project should provide documentation of measurable outcomes of the design and implementation in numbers, systemic change, and time.
 - c. The project should hold the promise of sustainability after the grant funding is exhausted.
 - 2) **Partnership**: The proposal must show a partnership between the student's institution and the community. Students work with the community in an equal partnership status. The project should include:
 - a. Identification of the community partner's strengths and efforts to build upon and enhance these strengths.
 - b. Collaborative and data-informed planning and decision making between the student and the community.
 - c. Efforts to enlist other collaborators like other students or other businesses, civic organizations, government agencies, faith-based institutions, etc.
 - 3) **Academic Service Learning (ASL)**: Student proposal must include an ASL component that enables a student to connect classroom learning to its application for the service project. The project should include:
 - a. Integration of the project with a student's coursework, practicum, thesis, dissertation, etc.
 - b. An optimal blend of learning, research, and service for the applicant.
- 3. ServiceBook.org** The foundation's website, ServiceBook, is the largest database of academic-centric, student-led service learning projects and proposals on the Internet with thousands of registered students and project descriptions representing scores of universities in the U.S. and on four continents. Students describe their entrepreneurial community service projects and intentions in their own words (over a million at present count) following



strict criteria that emphasize the academic connection with community service. It is this best practices model of academic-oriented service learning and social entrepreneurship that differentiates ServiceBook from all other attempts at “blogging” about service on the Internet. ServiceBook fosters sharing and communicating about community service activities among students. Experiments have even been conducted with online avatars as a platform for community service.

- 4. Mentor Walk** The purpose of the walk is to address the “drop out” crises by bringing school children to a college campus to walk with college students and provide them with a “near peer” experience and good role models. This program addresses the importance of finishing school, attending college, the significance of exercise-healthy lifestyle and mentorship.

Become a Sponsor C2P’s integrated approach touches almost every area of current philanthropic interest by emphasizing education, servant leadership, sustainability, and global entrepreneurship. C2P’s grants, each individually modest, add immeasurable value to student's education, as well as to the community, to the hosts, and the sponsors. We hope that you would join socially responsible corporations, foundations, and individuals who have contributed to this noble cause such as the W.K. Kellogg Foundation, Robert W. Woodruff Foundation, Anne E. Casey Foundation, the Coca-Cola Company, Deutsche Bank, Georgia Pacific, General Electric, and others.

Sponsors of CASE competitions receive market goodwill and recognition for their support for community development, service-learning, and social entrepreneurship of students. Sponsor status creates opportunities for visibility in the press, in the community, at award ceremony events, among the sponsor’s peer organizations, in the sponsor’s marketplace, at the host organization, and in professional associations in the sponsor’s field.

Examples of CASE Grants

EDUCATION College Students & High Schools – CASE supports high school projects and empowers college students to lead and motivate high school “near peers.” A high school student in North Carolina used a CASE grant in partnership with the Soil and Water Conservation Service to construct a watershed education facility as a resource for environmental research, school events, field trips, and technology training for high school students throughout the area. Students at UCLA found a poverty rate of 34% in a nearby community, coupled with a total absence of support for the college application process. They used a CASE grant for books, prep materials, and other resources to personally assist young people in applying for college. The Strong Sistas mentoring group (women student group) at Agnes Scott College mentors and empowers girls at Decatur High School in Georgia who are at-risk of dropping out of school. They hold workshops on self-improvement, exercise, academic tutoring, provide assistance with college applications, help them in applying for scholarships, taking the ACT/SAT and FAFSA, etc.



College Students & Middle Schools – College students understand the middle school experience and help motivate the younger learners with CASE projects. A mechanical engineering student at Dayton University in Ohio used a CASE grant to purchase Lego Mindstorms as the basis for a day camp where college students taught math and science to younger, inner-city students while building robots and other devices. A Macalister College student used a CASE grant to create a student-developed handbook, training, recruitment and selection program for 25 mentors to work throughout the year with 100 children adopted in Vietnam and living in Minnesota, resulting in better school performance and better appreciation of their heritage.

College Students & Elementary/Preschools – College education majors find improvement opportunities as student teachers. CASE grants help them capture the opportunities. In communities around Georgia Southwestern State University up to 30% of students are below the standard in reading because their caregivers also do not read. A GSSU student used a CASE grant to give children “take home” books and train caregivers in reading skills, thus helping caregiver and child teach each other to read. To combat boredom in an elementary school an education major at Mount Union College in Ohio used a CASE grant for an after-school program called “Project Inspire,” with erupting volcanoes for science, homemade costumes for history skits, a visit to the fitness center for health, a visit from the MUC chorus for music appreciation, presentations by foreign students at MUC for geography, etc.

ECOSYSTEM MANAGEMENT – Water and watersheds are already as important as oil in many areas. Several CASE projects have focused on the quality and quantity of water supplies. A high school biology curriculum is being brought to life in North Carolina. The CASE grant winner there, a high school junior, is leading a team of classmates to create environmental educational stations as a watershed education component within the school’s biology curriculum and for environmental research, school events, field trips, and technology training for high school students throughout the area. India’s large step wells provided rural areas with water for centuries until British engineers offered alternatives. Now with fresh water becoming a critical resource, Panjab University students and rural villagers are using a CASE grant to rejuvenate these wells by building walls and planting vegetation to prevent silt intrusion. At Otterbein College in Ohio, students used CASE funding to restore the ecosystem of Otterbein Lake, create a native plants garden, and expand an annual summer festival that brings the community out to the lake to learn about native plants and animals.

ENERGY AND EMISSIONS – CASE projects aimed at efficiency and technology have helped reduce carbon emissions and create “green” jobs. Petroleum-fueled taxis in Jamaica’s low income areas cost too much for physically handicapped adults there and degrade the local and global environment. A mechanical engineering student at Penn State used a CASE grant to modify golf carts to run from a solar powered charging station, simultaneously lowering costs and emissions. Smoke from indoor stoves causes respiratory disease in a refugee camp in El Progreso, Honduras. With a CASE grant, students from Virginia developed and distributed improved cook stoves, including training on their use and monitoring of air quality levels. A Dayton, OH mechanical engineering student used CASE to adapt a solar cooker to the need for sterilization of medical instruments in parts of rural Nicaragua where there is no electricity. Plus, the students worked with



villagers in the community of Sabana Grande as a microenterprise to construct and market the new equipment.

RECYCLING – Students recognize that recycling is far superior to disposal and have used CASE funding to design recycling programs and enlist other students in recycling campaigns. At the University of South Dakota in Vermillion, a CASE grant was used to start a campus service committee to inventory sources of recyclables, install appropriate containers, publicize the new program, and monitor collections. Additionally, each committee member acted as liaison between a recyclables source on campus, such as computer labs and a local business as a “sister recycler.” In Chandigarh, India, CASE funding helped engage high school drop-outs in a newspaper recycling program to teach environmental stewardship and encourage them to return to school.

About C2P A 501 (c)(3) non-profit organization, C2P’s first program started in 2000 in Georgia. Today the foundation has conducted programs in 27 US states and on four continents. Under the direction of a board of world-class educators, business leaders, technologists, philanthropists, and community officials, the foundation continues to develop and apply programs to link students’ academic programs to real life and real time experience in community service, social innovation, and social entrepreneurship.



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