

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty
1	Archway Partnership	Colquitt County; Washington County; Glynn County; Clayton County; Hart County; Sumter County; Pulaski County; Whitfield County. Local stakeholders include city and county governments, boards of education, chambers of commerce, development authorities, technical colleges, local colleges and universities, hospital authorities, and similar entities.	Cooperative Extension; Office of the Vice President for Public Service and Outreach; most of UGA's 16 schools and colleges.	Archway partners UGA with 8 "portal" counties and their surrounding areas to share the expertise of university faculty and students, who gain practical experience. Collaborative projects are tailored to address priority issues uniquely identified by each community. The Archway Partnership creates a systematic process to bring stakeholders together and provides a mechanism for grassroots needs assessment, strategic planning, and connecting with higher education resources beneficial to helping the community achieve its goals and objectives.	5 Years	50, including full-time Archway Professional faculty members in each of the target communities.
2	Partners for a Prosperous Athens/OneAthens	Athens Area Chamber of Commerce; Athens-Clarke County Unified Government; Clarke County School District; Community Connections Partnership	Center for Leadership and Service; College of Public Health; Fanning Institute; Office of Service-Learning; Office of the Vice President for Public Service and Outreach; Volunteer UGA	Partners for a Prosperous Athens/OneAthens works with the community to develop comprehensive strategies to break the cycle of poverty in Athens. Partners for a Prosperous Athens began in 2006 with community meetings with thousands of local residents, resulting in teams focused on ten OneAthens initiatives ranging from career readiness to community infrastructure to education, health, and wellness. It serves to unite the community in identifying and removing barriers to prosperity. Some 155 recommendations were generated from working groups and have begun to be implemented.	4 Years	Numerous faculty members from UGA, including the Fanning Institute director, were part of the PPA committees. Fanning Institute co-funded a faculty member to lead OneAthens and the Athens Area Community Foundation. 43 faculty members participated in the OneAthens@UGA Symposium in 2010, and 66 faculty and staff members were listed as working on poverty-related topics.

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty
3	CLASE Community Tutoring of K-8 Latino Children	Oasis Católico Santa Rafaela; Pinewoods Library; Garnett Ridge Boys and Girls Club; Clarke County School District	UGA Center for Latino Achievement and Success in Education (CLASE), College of Education; Office of the Vice President for Public Service and Outreach	CLASE is a UGA educational research and professional development center with statewide reach; locally, the CLASE tutoring program is intended to directly reduce the academic achievement gap for K-8 English learners through one-on-one and small-group tutoring at area school and community venues. It also provides important experiences to UGA student participants, providing meaningful opportunities to learn about the lives, communities, families, and schooling experiences of English learners and Latino children.	6 Years	4

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty
4	Community Design Charrettes	Over 70 since 1998, including local governments, quasi-governmental organizations and nonprofits, in Georgia and internationally. In 2009, for example: Effingham County, Hart County, Sumter County, Wilkes County (GA).	Center for Community Design & Preservation, College of Environment & Design; Fanning Institute; Odom School of Ecology; School of Law; Lamar Dodd School of Art; Terry College of Business; Warnell School of Forestry and Natural Resources; Campus Architects	Design Charrettes provide sophisticated design solutions for communities that cannot afford private sector assistance. These include watershed planning, brownfield rehabilitation, downtown development and preservation, neighborhood revitalization, recreation and open space, land conservation, urban design, graphic identity, campus planning, and cultural landscape preservation. The charrette is part of an ongoing College of Environment and Design service-learning field class that conducts multiple charrettes each term, with on-site and preparatory work by collaborative student teams working with the community.	12 years, though individual "partnerships" are shorter duration	2-6 per charrette, depending on the project scope and faculty schedules

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty
5	Project FOCUS: Fostering Our Community's Understanding of Science	Clarke County School District; local elementary schools including Alps Rd., Barnett Shoals, Chase St., Fowler Dr., Gaines, Stroud, Whit Davis, and Winterville.	College of Agricultural and Environmental Sciences; Franklin College of Arts & Sciences; Georgia Museum of Natural History. Project FOCUS originated as part of UGA's Partnership for Reform in Science & Mathematics (PRISM), College of Education.	Project FOCUS is a service-learning partnership providing enhanced science instruction to local elementary school classrooms. University students majoring in science-related disciplines partner with elementary school teachers to teach science lessons based in Georgia Performance Standards to children in grades K-5, two to three times each week. Project goals include improving science experiences, content knowledge, and career opportunity awareness for elementary students; improving local teachers' confidence and content knowledge in science; and enhancing UGA students' community involvement, leadership and communication skills. UGA students take part in the supporting AESC 4920S/6920S service-learning course.	8 Years	1 per year

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty
6	Project Riverway	Local governments, chambers of commerce, and civic organizations in Georgia (Columbus, Donalsonville, Seminole County), Alabama (Phenix City), and Florida (Apalachicola, Chattahoochee, Gadsden County, Jackson County, Sneads); Georgia State Parks and Historic Sites Division; Riverway South	Center for Community Design and Preservation, College of Environment and Design; Fanning Institute; Grady College of Journalism and Mass Communication; Odom School of Ecology; Natural Resources Spatial Analysis Laboratory; Office of Service-Learning; UGA Alliance for Quality Growth; Warnell School of Forestry and Natural Resources	Project Riverway is a multi-year, multi-site partnership to develop and revive communities situated along rivers in Georgia and Florida, reconnect them with the river corridor, and create economic development opportunities. The multidisciplinary service-learning partnership engages students with local stakeholders (public and private) to recommend community development solutions based on community input and existing assets.	5 Years	2 during 2009-10; 8 to date

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty
7	Social Work Students Go to Camp: Service-Learning with Burn-Injured Children	Georgia Firefighters Burn Foundation	School of Social Work; Office of Service-Learning	"Burn Camp" is a service-learning course offered each summer semester that partners undergraduate and graduate social work students with volunteers from the fire service community to implement an annual week-long, overnight camp (Oo-U-La) for burn-injured children from Georgia. Students support and run this positive experience for burn-injured children, while learning about the effects of burn injuries on children and families in a non-traditional, service-focused setting.	11 years	2

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty
8	Tanzania Study Abroad Program and UGA-Gertrude Mongella Partnership	Buzuruga Primary School; Gertrude Mongella Partnership; Kili-Center Orphanage; Mwanza School District; San Maria Orphanage; US Department of Education; Zara International	African Studies Institute; Carl Vinson Institute of Government; College of Family and Consumer Sciences; Department of Agricultural and Applied Economics; Department of Comparative Literature; Department of Theatre and Film Studies; Honors Program; Institute for Leadership Advancement, Terry College of Business; Odum School of Ecology; Office of Service-Learning; School of Social Work; Study Abroad/Office of International Education; Warnell School of Forestry and Natural Resources	The Tanzania Study Abroad program and the UGA-Gertrude Mongella Partnership provide a venue for numerous service-learning courses and activities, including a specific multi-semester Service-Learning in Africa Course (AFST 4200/6200) designed to introduce students to sustainable international development issues and to empower the partnering communities to effect sustainable change. Participants receive academic credit (UGA students) and Professional Learning Units (K-12 teachers). Service-learning projects focus on four service areas: HIV prevention, working with orphans, working in a center for disabled children, and working with "street kids". The UGA Mongella Partnership was added in 2005 to form an interdisciplinary service-learning team to partner with the community in Tanzania's Ukerewe District on capacity-building.	12 years	5

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty
9	Alternative Spring Break	Of 41 partner agencies and non-profits in 2010, 10 representative partnerships include: Habitat for Humanity Randolph County, Asheboro, NC; Chicago Coalition for the Homeless, Chicago, IL; Thornwell Home for Children, Clinton, SC; Bread for the City, Washington, DC; Neighborhood Service Organization, Detroit, MI; Everglades National Park, Homestead, FL; Boys and Girls Club Forrest Heights, Gulfport, MS; Alliance for Multicultural Services, Houston, TX; Give Kids the World, Kissimmee, FL; Project ARK, St. Louis, MO.	Center for Leadership and Service; Department of Counseling and Human Development Services, College of Education; Office of Service-Learning; UGA Alumni Association	The mission of the Alternative Spring Break (ASB) program is to engage UGA students in an affordable, weeklong, substance-free experiential service-learning project that develops understanding of pressing social issues. During ASB, students perform at least 40 hours of service benefiting communities and non-profits while learning more about the community they are serving; students may receive service-learning course credit via the Department of Counseling and Human Development Services.	16 years	8

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty
10	J.J. Harris Elementary Professional Development School	Clarke County School District; Partners for a Prosperous Athens/One Athens	College of Education; Franklin College of Arts and Sciences	JJ Harris Elementary opened in north Athens in Fall 2009 as a Professional Development School for the College of Education. This partnership between the community, the school district and the university intends to support the academic achievement of the high-poverty, high-minority (70% Hispanic, 99% free/reduced lunch) student body through educational innovation; increase the identification of minority gifted students; provide relevant, high-quality professional development to all teachers, administrators, and university faculty and students involved in the collaborative; and prepare future teachers for the Clarke County School District.	2 Years	11
11	Empowered Youth Programs	Clarke County School District	Department of Counseling & Human Development Services, College of Education	Empowered Youth Programs (Gentlemen on the Move, Young Women Scholars, and Parents of Empowered Youth) work with local African-American youth and parents for academic and personal development. The model integrates academic enrichment, personal development and wellness, cultural enrichment, career development, and parent engagement, and comprises a variety of components: Saturday Academy, After-school Tutoring, Fall and Spring Exam Lock-Ins, and Summer Academy. Each component provides a positive group experience in which children, adolescents, parents, and university students learn from each other and grow.	10 years	1

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty
12	State and Local Elected Officials Training	Association County Commissioners of Georgia; Georgia Municipal Association; Offices of the Lieutenant Governor and Speaker of the House, Georgia General Assembly.	Carl Vinson Institute of Government; Department of Public Administration and Policy; Georgia Center for Continuing Education; Office of the Vice President for Public Service and Outreach. Faculty experts from Ecology, Family and Consumer Sciences, College of Agricultural and Environmental Sciences, and other schools/colleges as appropriate.	This partnership provides Georgia's elected officials with required and advanced legislative training and development. Programs such as the Biennial Institute for Georgia Legislators and the Georgia Legislative Leadership Institute equip Georgia's elected legislators with the tools they need to successfully govern, to be effective leaders, and to analyze policy effectively. The Commissioners Training Program, Municipal Leadership Institute, Certified Commissioners Advanced Program, and Standard of Excellence continuing education provide local elected officials with the knowledge and resources to serve their communities throughout their public service careers.	52 Years	25

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty
13	Small Business Development Center	Georgia Department of Economic Development; Georgia Micro Enterprise Network; One Georgia Authority; United States Small Business Administration; and for-profit businesses state-wide.	Office of the Vice President for Public Service and Outreach. Other state universities, including Clayton State University; Georgia Institute of Technology; Georgia Southern University; Georgia State University; Kennesaw State University; Valdosta State University.	The Small Business Development Center (SBDC) and Georgia SBDC Network work to enhance the economic well-being of Georgians by providing a wide range of educational services for small business owners and aspiring entrepreneurs. SBDC assists existing and prospective business owners to start or grow a business by offering low-cost or free, relevant training and consulting, conducting economic development related market research and providing technical assistance. The SBDC also offers expertise in international trade and specialty programs and consulting for minority entrepreneurs.	33 Years	35 UGA faculty members statewide

	<b>Partnership Name</b>	<b>Community Partner</b>	<b>Institutional Partner</b>	<b>Purpose</b>	<b>Length of Partnership</b>	<b>Number of faculty</b>
14	Greensboro Dreamers	Greene County School District; National "I Have a Dream" Foundation	Office of Institutional Diversity; College of Education; Black Educational Support Team Program	Greensboro Dreamers is designed to provide long-term educational support to 54 Greene County school children (the first grade class of August 2000), culminating in an assured opportunity and tuition assistance for post-secondary education. UGA students mentor participants, and UGA coordinates residential summer programs, needs assessments, and other support. Program activities include in-school counseling and follow-up; after-school activities (reading, math, technology, character development, health, recreation, individual tutoring, community service, snack, team building); Saturday field trips, projects, community service, test preparation, exercise; and a summer program with preview of the next grade level and individual camps.	9 Years	2

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty
15	Georgia 4-H	US Department of Agriculture; Georgia FFA Association; local school districts in 159 counties	Cooperative Extension; College of Agricultural and Environmental Sciences; College of Family and Consumer Sciences; Department of Animal and Dairy Science; Fanning Institute	The mission of Georgia 4-H is to assist youth in acquiring knowledge, developing life skills, and forming attitudes that will enable them to become self-directing, productive and contributing members of society. This mission is accomplished through "hands on" learning experiences, focused on agricultural and environmental issues, agriculture awareness, leadership, communication skills, foods and nutrition, health, energy conservation, and citizenship.	106 Years	300 (including state faculty and county extension agents who are UGA Public Service faculty)

	<b>Number of students</b>	<b>Grant funding</b>	<b>Institution Impact</b>	<b>Community Impact</b>
1	Over 150	Archway is internally funded by Cooperative Extension and the Office of the Vice President for Public Service and Outreach, by funds from the University System of Georgia Board of Regents, and by financial support provided by 42 community partners. Archway also generates grants and contracts for communities and UGA.	The Archway Partnership has an impact on UGA by increasing service-learning opportunities, creating additional student internships, conducting community-based research, and funding graduate assistantships. Archway also represents a new model for community engagement for the university, allowing for much greater involvement across departmental "silos". Hundreds of UGA students and faculty members engage in collaborative projects allowing them to develop their disciplinary expertise, ranging from needs assessments to marketing campaigns, architectural design to summer arts camps, and business plans to resource directories.	Archway's community impact is sizeable and customized to the community's stated needs. Examples include: waste-water infrastructure cost reduction of \$25 million; streamlined resources for public education; land-use planning expertise leading to the creation of the community's first zoning ordinance; tourism development; healthcare training; brown-field redevelopment; environmental design; parks and recreation planning; Latino financial programming; business recruitment; and development of technical assistance. See specific impact reports for each community at <a href="http://archwaypartnership.uga.edu/impact/">http://archwaypartnership.uga.edu/impact/</a> .
2	Students from two courses in the Grady College of Journalism and Mass Communication created the poverty-related resource directories, including OneAthens@UGA and affiliated activities. 42 student organizations undertake projects to impact poverty.	PPA/OneAthens was funded by its partners, and one offshoot was the creation of the Athens Area Community Foundation to receive and distribute grant funding to help implement OneAthens recommendations.	The partnership has raised awareness on campus about challenges, issues, and possible solutions to address the local community's high rate of poverty, and to ensure that the university takes responsibility for helping combat it. University personnel and units have been directly involved with implementing many of the OneAthens recommendations, some of which are profiled as other partnerships in this document. Public relations students further developed their professional skills by creating the "OneAthens@UGA" program (website, symposium, resource list) to connect students with service opportunities on campus that help to end poverty and to support and encourage faculty to collaborate through their research, teaching, and outreach to address poverty.	The partnership created community-wide buy-in, awareness and recommendations to combat poverty in meaningful and sustained ways. The 155 recommendations developed by the community and partnership created a blueprint for action, and have begun to be implemented. For instance, the Athens Area Community Foundation was created and has distributed over \$75,000 in grant funding to local non-profits since 2008. Two new charter schools (the Professional Development elementary school, J.J. Harris Elementary, and the Athens Community Career Academy high school) have been created. A health professional was hired through the initiative to support the collaborative efforts of the local health providers to meet the needs of Athens' uninsured population.

	<b>Number of students</b>	<b>Grant funding</b>	<b>Institution Impact</b>	<b>Community Impact</b>
3	Between 118 and 374 university students participate per year as tutors, plus 3-6 graduate students and 1-3 student workers	CLASE tutoring and engagement work has received both external support (e.g., \$20,000 from the Home Depot Foundation's Building Community Awards; \$25,000 from the CompuCredit Foundation; general funding from The Goizueta Foundation) and university-internal funding (\$1,500 and \$5,000 from the UGA Parents & Families Association; \$700 in Office of Service-Learning mini-grants to reimburse community partners for background check expenses; multi-year funding from the Office of the Vice President for Public Service and Outreach for student workers).	The tutoring program has been expanded to involve students in multiple colleges and departments. UGA has annual Memoranda of Agreement in place, formalizing the relationship between the community partners and institution. A dedicated service-learning tutoring course was created to support the partnership, and is offered each semester. Courses in early childhood education, Romance Languages, and educational foundations also take advantage of the tutoring as part of course requirements. Positive impacts are demonstrated for both tutors and students. During AY09, program evaluation showed that tutors identified the following outcomes from participating: increased understanding of education/teaching, increased understanding of issues of poverty and immigration, increased desire to become a teacher, and development of patience.	Partnering schools and agencies, families, and educators continue to affirm the vital role CLASE plays in helping reduce the academic achievement gap through out-of-school activities. Each semester, hundreds of UGA students support local children socially and academically with homework assistance, literacy activities, academic English acquisition, and educational games. Student workers and graduate assistants provided by CLASE support programs in supervising, recruiting, publicizing and tracking participation and outcomes more effectively. In Spring 2009 surveys, participating children agreed that "tutoring helps me get better grades" (96%); "having a tutor makes me want to do my homework" (96%); "tutoring has helped me be a good student" (96%); and "tutoring helps me behave better" (74%).

	<b>Number of students</b>	<b>Grant funding</b>	<b>Institution Impact</b>	<b>Community Impact</b>
4	Over 400 to date; 5-15 per charrette, depending on the scale of the project	The charrettes are funded in a variety of ways, including internal institutional agreements (Fanning Institute and Archway Partnership), by community partners (with grants and funds from a regional planning agency), grants from federal agencies (National Endowment for the Arts, National Park Service, US Department of Agriculture), state agencies (Department of Community Affairs, Department of Natural Resources, Department of Transportation), and organizations (Georgia Trust for Historic Preservation, Downtown Development Authorities, soil and water conservation RC&Ds).	This partnership helps promote the institution to new community partners, and allows faculty and students to enhance their ability to teach and to learn through application of professional skills to the community. The charrettes break down barriers between students at different points in their academic programs and from different programs, and prepare students for professional practice (facilitation skills, product refinement, collaboration with clients, teamwork, presentations, project closeout, application of national standards). The off-campus setting encourages mentoring and collegiality; community collaboration lays groundwork for additional applied research or class projects.	Communities receive professionally produced charrettes that provide design solutions, master plans, and recommendations to community-identified planning challenges and concerns, with work done at no cost. The communities report high levels of satisfaction with the quality of work produced during a charrette. See reports at <a href="http://www.ced.uga.edu/index.php/services_outreach/detail/charrette_reports/">http://www.ced.uga.edu/index.php/services_outreach/detail/charrette_reports/</a> .

	<b>Number of students</b>	<b>Grant funding</b>	<b>Institution Impact</b>	<b>Community Impact</b>
5	70 per semester/140 per year. Also, 3 Ph.D. students per semester help teach/coordinate the program.	Project FOCUS has been replicated across the University System of Georgia through the STEM Initiative ( <a href="http://www.usg.edu/educator_prep/preparation/stem/">http://www.usg.edu/educator_prep/preparation/stem/</a> )	Hundreds of university students per year have gained experience teaching and working with children, and 15-20% of FOCUS students have changed majors to become teachers. UGA benefits from community goodwill and recognition as contributors to education in the Athens community. Participating students learn about the surrounding low-income community and demonstrate better understanding of diversity, improved quality of the student's own learning processes, improved ability to communicate and organize time, and increased appreciation of public schools and teachers.	About 3,600 local K-5 students per year receive hands-on lessons from college students, comprising about 6,000 hours of instructional support of the classes and teachers. Elementary students develop relationships with university students and learn more about science careers and science content. Teachers are provided with hands-on lesson plans and supplemental materials, as well as an additional adult assisting in the classroom. Additionally, the program is being extended to UGA's Costa Rica campus and in Ecuador to provide science support in an international community setting.

	<b>Number of students</b>	<b>Grant funding</b>	<b>Institution Impact</b>	<b>Community Impact</b>
6	5 during 2009-10, about 50 students since development of the partnership	Project Riverway has received support from Riverway South, the UGA Office of Service-Learning, and partnering communities	Project Riverway provides a multi-year, multidisciplinary opportunity for faculty and student involvement with constituent communities. Students work with real-world clients and gain an opportunity to develop and apply professional skills in fields ranging from Journalism to Ecology to Historic Preservation. Faculty and students learn from the community, engage in collaborative practice, and strengthen understanding and practice of service-learning. Students become more aware of riparian communities and become more engaged with community involvement, personally and professionally.	Project Riverway has been extended and replicated beyond its initial three-year focus, to serve the needs of additional communities along the Apalachicola, Chattahoochee and Flint River corridors. The partnership has contributed to the economic development and revitalization of myriad communities and locations in three states; it has also been replicated/extended in the communities surrounding UGA's Costa Rica campus. Community members are brought together for a common purpose, and service-learning projects create realistic, implementable designs addressing the specific concerns and goals for each community. These include community design charrettes, marketing materials, planting diagrams, trail guides, interactive maps, and more. See for example <a href="http://www.riverwaysouth.org/files/download/3">http://www.riverwaysouth.org/files/download/3</a> .

	<b>Number of students</b>	<b>Grant funding</b>	<b>Institution Impact</b>	<b>Community Impact</b>
7	Over 170 students to date	Burn Camp is funded by the "boot drives" of the Georgia Firefighters Burn Foundation. It received \$1500 from UGA's Center for Teaching and Learning. Additional grants, e.g. from the Lois & Samuel Silberman Foundation and from the UGA Research Foundation, have funded research into burn camps.	Social work students develop professional and personal skills including conflict negotiation, enhanced self-awareness, and learning about burn-injured populations. Burn Camp is recognized around campus as the longest-running service-learning and community engagement course at UGA. Each year, approximately 30 alumni come back as Burn Camp volunteers, demonstrating the impact of the experience. Additionally, one alumnus is now enrolled in the Ph.D. program in social work and is working on research related to burn camp. Professor Nancy Williams, Burn Camp's founding faculty member, was honored for her work with Burn Camp by receiving UGA's 2010 Scholarship of Engagement Award.	UGA's Burn Camp course has resulted in significant changes to the Camp Oo-U-La curriculum, and to the quality of the camp experience for youth participants. About 100 children per year participate in the camp, allowing them to build self-esteem and accomplishment, develop social networks with children with similar experiences, and experience camp in a non-threatening setting. A faculty member serves on the Camp's board of directors, and two alumni served in the Program Director position of the Firefighters Burn Foundation that was created as a result of the service-learning course; establishing this position expanded programs and improved the quality of services for burn survivors. The heightened awareness of fire service-related functions is an important public relations process for promoting awareness of social work as a profession.

	<b>Number of students</b>	<b>Grant funding</b>	<b>Institution Impact</b>	<b>Community Impact</b>
8	25-50 per year	Grant Funding: These service-learning programs have received grants from the 2008 Public Service and Outreach Scholarship of Engagement program; the UGA President's Office; and USDOE teacher education grants of \$74,000 in 2008-2009 and \$80,000 in 2010-2011.	The UGA Tanzania program provides a structure for faculty and students across a range of disciplines to engage with service-learning in Africa, including topics such as business leadership, education of females, HIV, and agribusiness. For instance, through the development of the electronic textbook chapter on "Business in Tanzania," UGA students gained a broadened perspective of global society and gained professional expertise influencing practices of future business professionals. The international aspect of the partnerships allows students and faculty members to develop cross-cultural competence and to understand factors that influence sustainability in an applied setting. Other study-abroad programs have modeled their international service-learning courses based on best practices of this partnership.	Participating communities help determine student projects based on local interests and assets. Service-learning activities have included construction of school infrastructure and classrooms, leadership development with community members, health promotion, marketing plan development with local businesses, and tutoring of schoolchildren. Some projects have been adopted by international aid agencies like the World Bank and USAID, and expanded to provide more resources to the communities. Additionally, Georgia K-12 teachers who take part in the program are able to include African studies content more thoroughly in their teaching and curricula, helping globalize the education of Georgia students.

	<b>Number of students</b>	<b>Grant funding</b>	<b>Institution Impact</b>	<b>Community Impact</b>
9	324 in 2010; 2200 students since 1994	These service-learning programs have received grants from the 2008 Public Service and Outreach Scholarship of Engagement program; the UGA President's Office; and USDOE teacher education grants of \$74,000 in 2008-2009 and \$80,000 in 2010-2011.	The ASB program helps meet the student learning objectives (SALDOs) established by UGA Student Affairs, including leadership, intercultural competence, cognitive development, interpersonal skills, self-esteem, collaboration, healthy behavior, and social responsibility. Furthermore, the program intentionally educates participants on relevant social issues prior to trip departure by offering service opportunities connected to the social issues locally and nationally. For example, after ASB, 88% of course participants were able to articulate their personal service philosophy and a personal definition of diversity; 89% of site leaders were able to define their personal leadership philosophy.	ASB impacts communities across the country and also provides services to the Athens, GA area prior to the spring break experience. By providing a reliable and consistent pipeline of support across years, ASB has a lasting impact on communities served. For instance, from 2006-2009 in Port St. Joe, FL, ASB recruited students to serve area parks. The park was able to plan large-scale projects for ASB, and all major project needs were met, such that the park no longer needs outside support. A new multi-year project in Detroit began in 2010, where ASB students worked with the Neighborhood Service Organization's Youth Initiatives Project and a local elementary and middle school. Throughout the week the students cleaned a library, painted, ate lunch with the students, and created an educational video about gun violence in partnership with the Youth Initiatives Project ( <a href="http://www.youtube.com/watch?v=7TebxnDgHLs">http://www.youtube.com/watch?v=7TebxnDgHLs</a> ).

	<b>Number of students</b>	<b>Grant funding</b>	<b>Institution Impact</b>	<b>Community Impact</b>
10	57 in 2009-10, taking part in tutoring, student teaching, field experiences, and support programs	In 2010, JJ Harris received a USDOE Foreign Language Assistance Grant to offer Spanish instruction via two-way immersion.	This partnership allows UGA teacher candidates multiple opportunities to work with students from diverse backgrounds and to observe and participate in effective teaching practices, and allows students to make connections between theory and practice throughout their course of study. It also provides a venue for College of Education faculty research and outreach initiatives; and serves as a model for collaboration with the local school district.	The professional development school was one of the priority recommendations from the Partners for a Prosperous Athens/OneAthens initiative. As a community school serving local Hispanic and African American students living in poverty, JJ Harris is implementing a "school-wide enrichment" gifted education model with extensive support from UGA faculty and students. Evaluation projects are underway with College of Education faculty to investigate the impacts of this collaboration on student achievement outcomes. In 2010, JJ Harris became the first Charter School in the Clarke County School District, allowing flexibility for innovative program implementation, including Spanish/English dual immersion instruction.
11	15 per year	Clarke County School District (\$93,000 to date); Office of VP for Public Service and Outreach (\$40,000), Covenant Presbyterian Church(\$10,000; NORAMCO; Athens Area Community Foundation and AT&T (\$25,000); College of Education (\$15,000); UGA Office of Institutional Diversity (\$5,000); University System of Georgia Board of Regents African American Male Initiative (\$10,000); Charter Communications (\$2,000); United Way of Northeast Georgia (\$15,000); Emanuel Episcopal Endowment Fund (\$10,000).	UGA students gain valuable experience working with students as instructors, tutors, and/or mentors in real world situations. As future teachers, counselors, and/or administrators, they develop professional expertise in understanding issues of diversity as well as in developing lesson plans, guidance lessons, and small group workshops for students, teachers, and parents. UGA and the College of Education also benefit from the student support received by the graduate assistantships that the partnership provides.	Empowered Youth Programs serves 90 Clarke County School District students each year. The partnership helps reduce the academic achievement gap for African American students, reduces adolescent violence and other forms of crime, and contributes to development and nurturance of a community of young people committed to their own learning and who value "community." Program participants scored higher than teachers predicted they would, and scored higher on their exams than did classmates who did not participate.

	<b>Number of students</b>	<b>Grant funding</b>	<b>Institution Impact</b>	<b>Community Impact</b>
12	None	Funded by program fees.	<p>These programs help promote understanding and awareness of UGA's campus and expertise by local and state legislators, and help demonstrate UGA's value to all parts of the state.</p> <p>Additionally, by interacting with a wide range of county commissioners and elected officials from across the state, participating UGA faculty members from programs such as Public Administration are able to gain up-to-date understanding of the issues and concerns of today's leaders, helping them in their teaching, research and service.</p>	<p>Over the last 2 years, some 1,000 newly elected city and county officials have been trained, fulfilling their legally-required mandate. Some Vinson Institute training has also begun to be offered with regional classes and online, to reduce travel expenses for local elected officials in other parts of the state. Training topics, including human resources, conflict resolution, financial management, government law, public speaking, and more, help ensure that public officials and governments across the state operate efficiently, legally, and effectively.</p> <p>Additionally, every member of the Georgia General Assembly has been trained in the skills they need to successfully understand and negotiate their roles; the Biennial Institute for Georgia Legislators program has been identified as a national model for legislative training. Evaluations show that legislators believe the program has made them better at serving the state.</p>

	<b>Number of students</b>	<b>Grant funding</b>	<b>Institution Impact</b>	<b>Community Impact</b>
13	Four students (1 assistantship, 3 interns) directly involved in program delivery; over 100 students in Veterinary Medicine and Pharmacy take Entrepreneurship classes from SBDC faculty per year.	The United States Small Business Administration provides funding of \$2.9 million annually. A \$400,000 grant by the One Georgia Authority was received in 2010.	The SBDC is the only UGA Public Service and Outreach unit accredited by a national association and is one of the top three such programs in the country. The SBDC partners with the business community to enhance the business expertise of UGA students through programs like "Export Georgia" which matches students from the Terry College of Business with exporting companies; veterinary and pharmacy students learn from SBDC faculty how to start and grow their own practices. Students taking part in internships and assistantships have real-world experiences that enhance classroom learning.	Annually, over five thousand business owners across Georgia benefit through training programs and consulting with faculty. This includes assistance with business plan development, market analysis and marketing strategies, financial analysis, compliance and legal issues, and preparation of loan submissions for individuals who want to start their own businesses or expand an existing one. The 2009 SBDC Impact Study found that 92.6% of respondents recommend that other business owners contact the Georgia SBDC Network. 88.8% reported that the services they received from the Georgia SBDC Network were beneficial. The state as a whole also benefits from SBDC efforts. Every dollar spent on consulting activities generates up to \$2.41 in additional tax revenues (\$2.76 for existing SBDC business clients). Clients of the Georgia SBDC Network have been responsible for the creation of approximately 1,002 jobs and \$203,380,040 in new sales in Georgia.

	<b>Number of students</b>	<b>Grant funding</b>	<b>Institution Impact</b>	<b>Community Impact</b>
14	17	Greensboro Dreamers partnered with the Greene Co. school system in identifying and obtaining more than \$4.3 million in state and federal grants for Greene County Public Schools, with the Dreamers partnership receiving \$50,000/year of these total grant funds for 12 years. These include funds from the 21st Century Community Learning Center grants.	UGA's involvement provides an opportunity for the institution to connect early with students from underrepresented populations, and to create a pipeline to college to help increase campus diversity. The program also provides the College of Education a collaborative educational site for pre-service education students to develop expertise with this population.	Greene County is a rural, high poverty, predominantly African American community one hour south of the university. This partnership opens educational doors for participating children. 98% of Dreamer participants are meeting or exceeding standards on Georgia's CRCT tests, and all have made Honor Roll at least once; they have a 97% average school attendance rate. The 54 participants have gone on more than 50 field trips, many to the university. The partnership also provides backpacks, jackets, shoes, stuffed animals, school supplies, books, etc. to local children not taking part in the program.

	<b>Number of students</b>	<b>Grant funding</b>	<b>Institution Impact</b>	<b>Community Impact</b>
15	50 per year	\$298,576 from external grants. For example, a Georgia Learn and Serve grant provided training and mini-grants to teachers and County 4-H Staff; Colquitt Emergency Medical Services provided a \$3,650 grant for Archery and Modified Trap Range expansions and equipment to support shooting safety programming.	UGA students develop professional skills and civic leadership through work as summer counselors for 4-H camps/centers, service as judges, instructors and facilitators at state and community 4-H events, and helping with recruitment and promotion of the institution with the students they serve. UGA's Collegiate 4-H program was recognized as the top Collegiate 4-H program in the nation in 2009. 4-H and Cooperative Extension represent UGA in all 159 counties of the state, and provide a well established system to disseminate information statewide or to targeted demographics. Through the Extension Leadership System, county-based extension/4-H faculty undertake community needs assessments, implement and evaluate programs, and share the information with on-campus state 4-H faculty, allowing the university to develop systematic responses to efficiently leverage university resources to help meet community needs.	4-H reaches students in all of Georgia's counties, serving 156,000 4-H members ages 9 through 19 each year. 4-H/extension faculty members live in these communities and are able to ensure that UGA is responsive in providing information, programming and support to these communities. "In school" 4-H educational and leadership experiences open the door for other "out of school" opportunities. Georgia 4-H faculty taught healthy lifestyles to more than 175,000 youth last year, and made over 40,000 contacts with financial literacy programming. 4-H helps bring relevance to academic knowledge with practical applications. Since 2000, 92% of 4-H members graduated high school as opposed to the state average of about 78%.