

# PEPPERDINE VOLUNTEER CENTER

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ANNUAL REPORT  
2006-2007



PEPPERDINE UNIVERSITY  
STUDENT AFFAIRS

# ANNUAL REPORT

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# Pepperdine Volunteer Center

## Annual Report, 2006-2007

### **MISSION**

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#### **University Mission Statement**

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

#### **Student Affairs Mission Statement**

The mission of Student Affairs is to strengthen students for lives of Christian purpose, service, and leadership by providing high-quality co-curricular programs and services that promote student learning and development.

#### **Volunteer Center Mission Statement**

The Pepperdine Volunteer Center is a place where students live out the Pepperdine pledge that “knowledge calls ultimately for a life of service.” This mission is realized in developing and supporting student leaders who engage their peers in meaningful service and build strong partnerships with our community.

#### **Volunteer Center Goals**

To help students develop a sense of calling to civic engagement expressed in the University's motto “Freely ye received, freely give”; to provide opportunities for learning and leadership development; to provide “real world experiences” leading to an understanding and life-long concern for those in need; to help students make connections between Christian faith, service, and learning; and to build relationships through service with Pepperdine’s surrounding communities.

### **EXECUTIVE SUMMARY**

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During the 2006-2007 academic year the Pepperdine Volunteer Center (PVC) offered 20 ongoing programs and 13 one-time volunteer events, which engaged 60% of Seaver College’s student body. Of the 60% of the students who volunteered with the PVC, 39% volunteered more than one time. Since the 2003-2004 academic year student participation in the PVC’s service activities has greatly increased, as have the number of programs offered (03-04: 15 ongoing programs, 04-05: 17 ongoing programs, 05-06: 19 ongoing programs, 06-07: 20 ongoing programs). The number of hours served by Pepperdine volunteers has increased by 18,673 hours (52%) from 2003-2004. Knowing that participation in service positively affects students’ commitment to community, to promoting racial understanding, and to influencing social values as well as aids students in developing important life skills, it exciting to see this trend of increased participation in volunteer programs (Astin, Sax & Avalos, 1999).

To engage students with a variety of interests and passions, we offer our ongoing programs in four target areas: Hunger and Homelessness; Health and Wellness; Education and Literacy; and Advocacy. This year the PVC began two new initiatives within these target areas: The Step Up Employment Training Program and Pierre’s Place. The Step Up Employment Training Program was designed and implemented by senior Brendan Groves. This program brought adolescents from Camp Kilpatrick to Pepperdine for an intensive and interactive one-day seminar on employability skills. The youths identified their skills and abilities, learned how to complete a job application, and practiced proper interview techniques while working one-on-one with a Pepperdine student.

Volunteers for the event followed up by conducting shorter sessions at the Camp itself. The outcomes from this program were significant in that it provided very useful training for the youths and strengthened the Pepperdine volunteers' leadership skills as they prepared and presented each of the workshops.

Pierre's Place, the Pepperdine University sponsored Habitat for Humanity home, was among the PVC's greatest accomplishments this academic year. Partnering with Reagan Schaffer, AH Scholars, and The Wood-Claeyssens Foundation, the PVC joined with over 500 Pepperdine volunteers to build a home for the Saravia family. Students, staff and faculty members came together from a variety of departments, student groups and divisions across campus to participate in this community project. On Saturday, March 31, 2007 members of the Pepperdine community and Habitat for Humanity leaders dedicated the home and handed the keys to the Saravia family. The very heart of Pepperdine's mission came alive through small acts like hammering nails, digging trenches and planting flowers as Pepperdine volunteers put into practice the beliefs upon which the University was founded. It was a proud accomplishment for all the individuals who were involved.

The PVC's 18<sup>th</sup> annual Step Forward Day involved a little over 1,300 students, staff and faculty members in community organizations throughout Los Angeles and Ventura Counties. This year we had an overwhelming response from organizations requesting Pepperdine volunteers and were able to place volunteers at 49 worksites in our community. Year after year, Step Forward Day provides much needed help to the Los Angeles and Ventura communities.

The PVC's alternative break program, Project Serve, engaged 215 students in service to 14 different domestic and international communities. Four of these Project Serve trips were new partnerships for the 06-07 academic year. We continually receive requests from students for additional international trips to be offered during Project Serve. As a response to this interest, we offered two new international projects this year: Ecuador and Guatemala. The Ecuador team partnered with Summit Adventure whose Board Chairman, Rick Wallace, also serves on the Crest Board at Pepperdine. The Guatemala team worked with Health Talents International, a Church of Christ medical mission organization. Additionally, the PVC partnered with two groups on campus-- Malibu Presbyterian Church's University Ministries and the Pepperdine track team each planning their own Project Serve service trips. Project Serve also grew in a new direction this year. We expanded our offerings of trips to include a summer service trip to Tanzania called Project Hope. Building off the interest and concern among Pepperdine students for social issues in Africa, we planned a 3 week volunteer trip in partnership with KidCare International. A team of 7 Pepperdine students and staff provided supplies, facilitated learning activities and spent valuable time showing love to the Tanzanian children in 7 orphanages and 2 schools. The 17 days spent in Africa proved to be transformational for the members of the Project Hope team.

During the fifth year of the Jumpstart program, we engaged 98 Pepperdine students as Jumpstart Corps members serving 336 children in 15 preschool classrooms in the Santa Monica, Venice and Malibu areas. Both our students and the preschool children benefited from these year-long relationships established in the classrooms. The children were positively impacted, as the results of the School Success Checklist assessment demonstrate, with an increase of 44% in the four target areas of child development (language, literacy, initiative and social skills) compared to the 41% increase during the previous program year. Of our Corps members, 93.5% reported they were both satisfied with their Jumpstart experience and able to build leadership skills during their participation in the program. To accomplish our program goal for involving family members, we initiated a new partnership with Pepperdine's Center for the Arts and the Arts Guild. With their support, we invited Jumpstart families to attend two performances of the Children's Playhouse series at Smothers Theatre, which brings favorite children's books to life on stage. Through our First Book grant, all eligible children also received a copy of the featured children's book to take home. This was an

exciting opportunity for our Corps members to share a part of their Pepperdine experience with their Partner Child, and for many of our Jumpstart families this was their first opportunity to attend a theater performance and/or to visit a college campus.

## PROGRAMS

### Program Comparison - Number of Volunteers & Hours

	2004-2005		2005-2006		2006-2007	
	Volunteers	Hours	Volunteers	Hours	Volunteers	Hours
<b>Education and Literacy</b>						
Boys & Girls Club	158	396	77	159	136	441
Camp Kilpatrick	428	1,203	328	869	398	778
Classroom Literacy Project	435	857	184	945	551	1,106
First Book	2	7	0	0	16	28
Jumpstart	80	21,933	105	30,902	98	29,544
Language Connection	124	138	171	516	197	221
PepReach	61	99	49	194	45	116
Step Up Program	-	-	-	-	55	266
World Impact	158	1,010	87	520	44	171
<b>Education and Literacy Total</b>	<b>1,446</b>	<b>25,643</b>	<b>1,001</b>	<b>34,104</b>	<b>1,540</b>	<b>32,669</b>
<b>Hunger and Homelessness</b>						
Habitat for Humanity	337	2,792	136	1,140	507	3,569
Into the Streets	119	502	-	-	-	-
Urban Xperience (URM)	-	-	53	198	59	251
LA Mission	65	295	69	341	76	291
Midnight Mission	-	-	-	-	91	196
My Friend's Place	66	245	56	192	47	162
School on Wheels	138	552	38	273	173	700
<b>Hunger and Homelessness Totals</b>	<b>725</b>	<b>4,386</b>	<b>352</b>	<b>2,143</b>	<b>953</b>	<b>5,169</b>
<b>Health and Wellness</b>						
Senior Connection	104	288	28	70	32	47
United Friends	119	467	114	417	161	434
Walk With Sally	-	-	10	100	-	-
Transitions	-	-	67	176	64	154
<b>Wellness Total</b>	<b>223</b>	<b>755</b>	<b>219</b>	<b>762</b>	<b>257</b>	<b>634</b>
<b>Community Events</b>						
Special Events	2,097	5,272	3,138	7,570	2,405	6,692
Project Serve	139	6,504	208	9,184	215	9,520
<b>Community Events Total</b>	<b>2,236</b>	<b>11,776</b>	<b>3,346</b>	<b>16,754</b>	<b>2,620</b>	<b>16,212</b>
<b>Advocacy</b>						
Environmental	508	588	151	528	32	128
Amnesty	237	249	196	326	59	59
<b>Advocacy Total</b>	<b>745</b>	<b>837</b>	<b>347</b>	<b>854</b>	<b>91</b>	<b>187</b>
<b>Total</b>	<b>5,375</b>	<b>43,397*</b>	<b>5,265</b>	<b>54,617*</b>	<b>5,461</b>	<b>54,872*</b>

Summary Data for 2006-2007 academic year (inclusive of Ongoing Programs, Special Events, Project Serve and Jumpstart).

*\*These numbers represent a duplicate headcount*

## **LEADERSHIP DEVELOPMENT**

The PVC employed 42 student leaders this year to coordinate each of our volunteer opportunities. These students come from a variety of backgrounds, majors, and stages in school; however, each one is drawn to the PVC by a shared passion for service. The professional staff seeks to cultivate and inform their passion through a series of ongoing training and educational activities. This begins with the Leadership Enrichment Week which takes place prior to the commencement of the fall semester and continues on a monthly basis throughout the academic year. Supported by the professional staff, the student Executive Board is intentional in building training sessions that are educational, challenging, and experiential in nature. This year our training focused on the primary social justice issues that PVC programs work to alleviate. By coupling speakers with engaging hands-on activities, PVC leaders were able to gain a deeper understanding of these problems and how their specific volunteer programs intersect with each issue. One example of this was our November training session that focused on the issues of hunger & homelessness. The Executive Board wrote a resolution to SGA to request funding for hygiene kits to distribute to the homeless. The resolution was passed and the hygiene kits were assembled during the November monthly training. The hygiene kits not only provided resources to the homeless in our community, but also modeled a very simple approach to serving those in need.

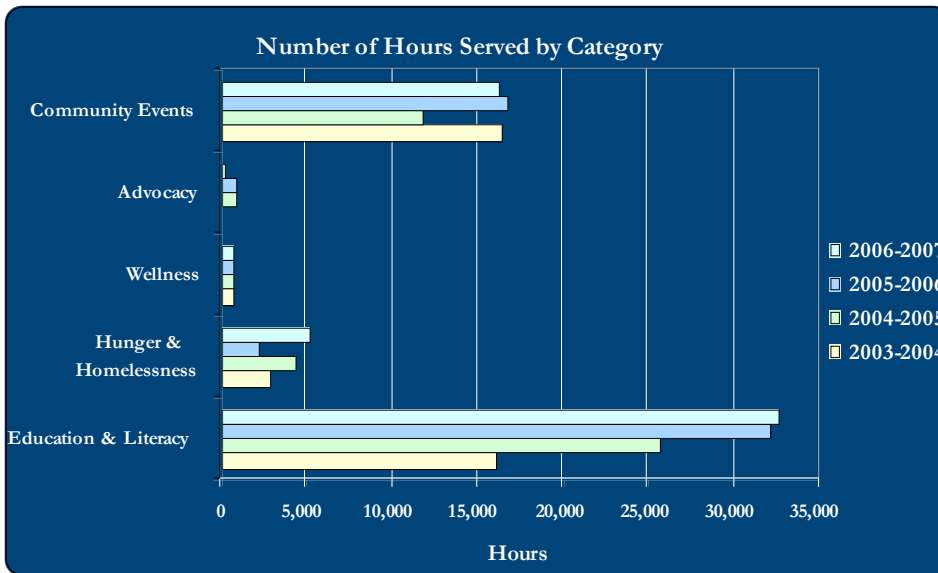
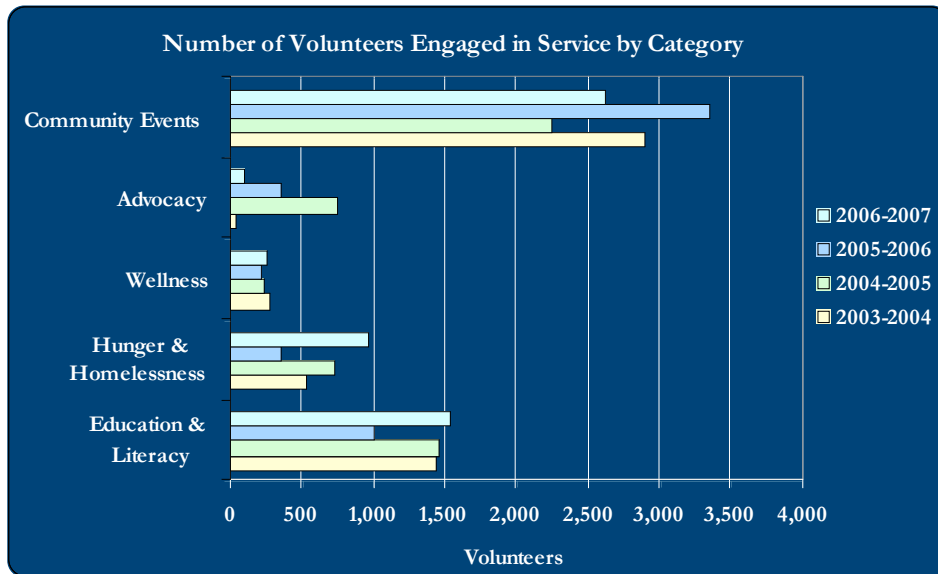
In addition to educational training activities, students are provided with opportunities to develop their professional skills. This was evidenced in the planning of the PVC's two educational weeks, the Week of Peace, Hope and Justice and the National Hunger and Homeless Awareness Week. Each of the students responsible for planning these educational weeks learned to organize committees comprised of students who had particular interests and experience with the topics. For example, the two PVC Special Event Coordinators responsible for planning the Week of Hunger and Homelessness developed a committee comprised of their peers who coordinated ongoing volunteer programs at local homeless shelters. The coordinators learned the skills of chairing committee meetings, developing a collaborative working environment, and empowering others to take responsibility for their ideas. This was the first year that the event was planned collaboratively and it proved to be extremely successful. This approach brought new and interesting ideas to the planning process, evenly distributed the work load, created camaraderie between PVC student leaders, and taught these leaders the value and skill of working collaboratively on a project.

Throughout the past year we have received many phone calls, e-mails and personal visits from PVC student leaders who graduated in April 2006. We graduated the majority of our student staff that year, many of whom worked in the PVC for three or four years. While we do not formally track where the students go after graduation, we have had the privilege of seeing many of our former students pursue and be offered jobs in the non-profit sector. For example, Melissa Mayes who coordinated our Camp Kilpatrick tutoring program now works for Educational Talent Search at Colorado State University, one of the federal TRIO programs that encourages participation in higher education, especially by under-represented groups. Seth Allingham, who served as the PVC intern for two years now works at a Boys & Girls Club in San Diego County. Lera Danley, a former special event coordinator, serves as a Teach for America teacher in Arizona. Ruth Wu, former coordinator of the PVC's Boys and Girls Club, now works for Children and Family Youth Collaborative in Los Angeles. Yuriko Castro, a former Jumpstart Team Leader, works for the Child Protective Services Department in Dallas, Texas. These are just a few of the many students who are utilizing the education and skills they learned through their positions in the PVC to benefit the non-profit sector.

## **ONGOING PROGRAMS**

This year the PVC offered 20 ongoing programs, including our Jumpstart Program. Each program contributes to one of our four strategic social justice target issues. The goal of each program within these targeted categories is to involve students regularly in the work of the partnering non-

profit organization. Additionally, as students work with these organizations, it is the PVC's intention that they gain a greater understanding of the political, social and justice issues that affect Malibu, Los Angeles, Santa Monica, the San Fernando Valley and Ventura. The following are highlights and specific achievements/changes in each of the four categories.



**Education and Literacy Programs:** Ongoing volunteer programs focused on issues of education and literacy continued to attract the largest number of student volunteers. One new program, the Step Up Employment Training Program, was added to our current offerings of after-school, tutoring, mentoring, and literacy programs. The Step Up Program was designed by senior, Brendan Groves, and piloted last year as a one-time service event. Under Brendan's leadership the event became an ongoing program this year during which adolescents from Camp Kilpatrick came to campus to participate in intensive one-day seminars on employability skills. The youths identified their skills and abilities, learned how to complete a job application, and practiced proper interview techniques while working one-on-one with Pepperdine students. Volunteers for the event followed up by conducting shorter sessions at the Camp itself. The outcomes from this program were significant in that it provided very useful training for the youths and strengthened the Pepperdine volunteers'

leadership skills as they prepared and presented each of the workshops. The Step Up Program will continue in this next academic year.

While some of our education and literacy programs flourished this year, such as the Boys and Girls Club and Classroom Literacy Project, others struggled to recruit volunteers to the program's full capacity. Specifically, World Impact and PepReach Programs both had student coordinators who were new to their role and were challenged by the task of recruiting their peers. However, this decrease in a few programs' number of volunteers is not uncommon. Despite these decreases, the Education and Literacy programs overall increased their number of volunteers by 54%.

In its 3<sup>rd</sup> year in the PVC, the First Book Program had an extremely successful year. The First Book Campus Advisory Board received 35 applications for book grants from both outside community organizations and Pepperdine student groups. The Board was able to award 1,000 books to community organizations and awarded two \$3,000 Border gift cards. This represents approximately 3,000 books that were distributed to low-income children in Los Angeles and Ventura Counties. The First Book Campus Advisory Board also hosted its 2<sup>nd</sup> Annual Speed Read fundraiser. Partnering with the Seaver Homecoming Committee, the event was included in the Spirit Cup challenge and raised almost \$700 which will be used to grant books in the next academic year.

**Hunger and Homelessness Programs:** This year Hunger and Homelessness volunteer programs experienced a 171% increase from last year in the number of volunteers and a 141% increase in the number of hours served. This increase is significant and can be attributed to a few different factors. The first of which is the University's investment in building a Habitat for Humanity house. Made possible by a grant from the Wood-Claeysens Foundation, the University was able to fully fund a home for the Saravia family who are farm workers in the Oxnard community. In addition to funding the construction of the home, Pepperdine also needed to provide more volunteers to help on build days. The PVC was instrumental in recruiting volunteers for both Wednesday and Saturday volunteer days. This resulted in a 273% increase in the number of volunteers just for our Habitat for Humanity program. Pepperdine volunteers exceeded expectations by also organizing activities every Saturday for the local neighborhood children at the community center near the Habitat build site. This interaction benefited the children and also provided a safe environment for the children to play while their parents were working on the construction of their home.

Our School on Wheels program also experienced significant increases in volunteers and hours served. This year we switched our partnership with the Ford Hotel and instead began taking volunteers to the main School on Wheels location on Skid Row. This School on Wheels center has more physical space than the Ford Hotel and consequently can serve more children. This afforded us the opportunity to engage more Pepperdine students in the program each week. Additionally, the student coordinator leading the program had such a passion for the kids that he increased the frequency of the program from one day per week to two days per week. As a result the program increased by 355% in volunteers and 156% in hours served.

The overall increase in Hunger and Homeless programs is in part due to the addition of the Midnight Mission volunteer opportunity. We have seen increased interest in volunteer opportunities that serve the men, women and families who live on Skid Row. In fact, our LA Mission program usually fills to capacity during the first week of the semester. We added service to the Midnight Mission as a way to provide additional opportunities for students.

**Wellness Programs:** The Volunteer Center offers three wellness programs: Transitions; United Friends; and Senior Connection. While not our largest programs, these opportunities remained consistent this year and provided meaningful service to the community. The student coordinator for United Friends had great success engaging student groups in her volunteer program. Most programs



focus on recruiting individuals, but this coordinator worked with on campus organizations to recruit groups that wanted to serve together. One such group event was the Junior Class service day organized through the Student Government Association. Her recruitment strategy was quite successful and will be replicated where possible.

For many years the Senior Connection program has partnered with Pacific Gardens senior citizen home in Pacific Palisades. They recently had a transition in staff and are only able to engage 2-3 students in volunteer work each week. Therefore, we are exploring new partnerships for the 2007-08 academic year in hopes that we can provide more students with the opportunity to work with the senior citizens in our community.

**Advocacy and the Environment:** Amnesty International has been our primary advocacy opportunity for students who come to the PVC. Over the past few years we have seen a pattern of decline in participation in our Amnesty Chapter. Additionally, with the creation of student groups such as International Justice Mission, Wishing Well, and Acting on Aids, students have become increasingly involved in activism outside of the PVC. Due to this trend, we will be moving Amnesty out of the PVC and back to being a student organization in the fall. We believe that the Amnesty Chapter will have a better chance of exposure and growth if they can function alongside and in collaboration with these other, more visible student organizations.

Environmental Programs took the initiative to adopt Surfrider Beach through Heal the Bay this year. Surfrider Beach is one of the most polluted beaches in the Santa Monica Bay, often receiving an "F" grade by Heal the Bay. By adopting the beach, we agree to clean up trash and debris three times per year. In addition to picking up the trash and debris we also record what was collected and send this data to Heal the Bay for research purposes. While beach cleanups are a simple act of service it is important for the Pepperdine community to be good stewards of the natural resources from which we benefit.

### **ONE-TIME SERVICE EVENTS (COMMUNITY EVENTS)**

One-time service events are often an entry point for students who have not had extensive experience volunteering. We were pleased to find on our end-of-the-year survey, taken by individuals who have volunteered in our events and programs that 49% of them said this was the first time they volunteered with the PVC. As expected, almost half of these students were freshman, but 23% were sophomores, 14.1% were juniors, and 6.1% were seniors. One of the events that often introduces students to service and to the Los Angeles community is Step Forward Day. On September 9, 2006 the PVC placed more than 1300 students, staff and faculty at 49 community organizations throughout Los Angeles and Ventura counties for a day of service. This year we had an overwhelming number of responses from community organizations that wanted to receive volunteers for Step Forward Day. This allowed us to be more selective in the types of organizations and projects to which we sent volunteers. Overall, the organizations were well prepared for the volunteers and engaged them in meaningful projects. Each year we find that while volunteers serve only a few hours on this day, our partnering organizations are blessed by their work. On the survey we sent to the community agencies with which we worked, 100% of respondents either agreed or strongly agreed that the work our students accomplished was beneficial to their organization and that they would like to receive volunteers next year for Step Forward Day.

Project Serve engaged 215 students in service during spring break in 14 domestic and international communities. Four of these Project Serve trips were new partnerships for 2006-07. Each year we see a greater number of students interested in traveling to international locations for Project Serve in order to learn more about the global community's needs. As a response to this interest, we offered two new international projects: Ecuador and Guatemala. The Ecuador team partnered with Summit

Adventure whose Board Chairman, Rick Wallace also serves on the Crest Board at Pepperdine. The team served homeless children who live in city dumps and spent time with senior citizens from poor areas of town. The volunteers also had the unique opportunity to climb Mt. Cotopaxi in Quito as a means of building their team and leaderships skills. The Guatemala team partnered with Health Talents International and worked in medical clinics in rural Guatemala. This particular opportunity was especially attractive to Natural Science/Pre-Med majors. In fact we had 33 students select Guatemala as their first choice on their application with only enough space for 8 students. Similarly, the Ecuador trip had 29 applicants with only space for 9 students. We hope to expand these programs in the future, but can only do so with increased funding.

The PVC also partnered with two groups on campus to co-coordinate Project Serve teams. The University Ministries Department at Malibu Presbyterian Church organized a Project Serve team to Camden, New Jersey to work with Urban Promise, an organization founded by Tony Campolo. The Pepperdine track team also coordinated a Project Serve project in Tampa, Florida working with Hope Children's Home. Knowing that they would already be in Tampa competing in a track meet they wanted to make the most of their time by serving the community. Both of these projects proved to be successful partnerships in that the PVC could provide much of the logistical and team leader support while the partnering organization worked to recruit students. In the end we were able to engage students who may not have otherwise applied for a Project Serve team.

This May the PVC coordinated Project Hope, a summer service trip to work with at-risk children and orphans in Arusha, Tanzania. Building on the interest and concern that many Pepperdine students have for Africa, we offered this trip as a way for students to translate their interest into action. A team of 7 Pepperdine students and staff worked with KidCare International to provide supplies, learning activities and love to children in 7 orphanages and 2 schools. The 17 days spent in Africa proved to be transformational for the members of Project Hope. The student team leader, Sara Ashmore writes this reflection about her experience.

Whether we were teaching English, playing games with children, delivering school supplies, or learning how Mama Dora sold everything she owned for money to start an orphanage and school in her community, we were constantly growing and learning how to be agents of change in the world. I was impacted in far greater ways by the 17 days I spent in Africa than I had ever envisioned. Not only did my perspective on service change, but I now understand the meaning of agape, true love, as I saw it in every child's smile and with every little hand I held. I saw what it means to be truly joyful in all circumstances, especially circumstances that are far more troublesome than my own.

Sara's story, featured on the Pepperdine home page ([www.pepperdine.edu/pr/stories/ashmore.htm](http://www.pepperdine.edu/pr/stories/ashmore.htm)), is just one of many that demonstrate the significant impact that even a short term volunteer experience can have on individuals who invest themselves in these projects.

### **JUMPSTART SANTA MONICA-PEPPERDINE**

This year's Jumpstart program positively impacted the development of preschool children in 15 classrooms in the Malibu, Santa Monica and Venice areas through the weekly involvement of Jumpstart teams in each classroom, by partnering with the preschool staff members as our Program Partners and by engaging and supporting the involvement of the children's family members.

**Pepperdine Corps Members:** The Jumpstart program at Pepperdine engaged 98 students from a variety of academic majors in serving local preschool children and their families. Of these students, 98% had previous experience working with children, however, only 6% were education majors and only 7% had taken 1-2 child development courses prior to their involvement in the program. Within Jumpstart's Western Region, a majority of Jumpstart Programs enroll their students in a service-learning course related to early childhood education. At San Francisco State University, another Super Site program that engages over 80 students, 33% of their participants are education majors and 60% have taken 1-2 courses in child development. We greatly value the diversity of academic interests and previous experiences of our student participants and design our training and leadership development programs to adequately support our students in their service roles within the preschool classroom.

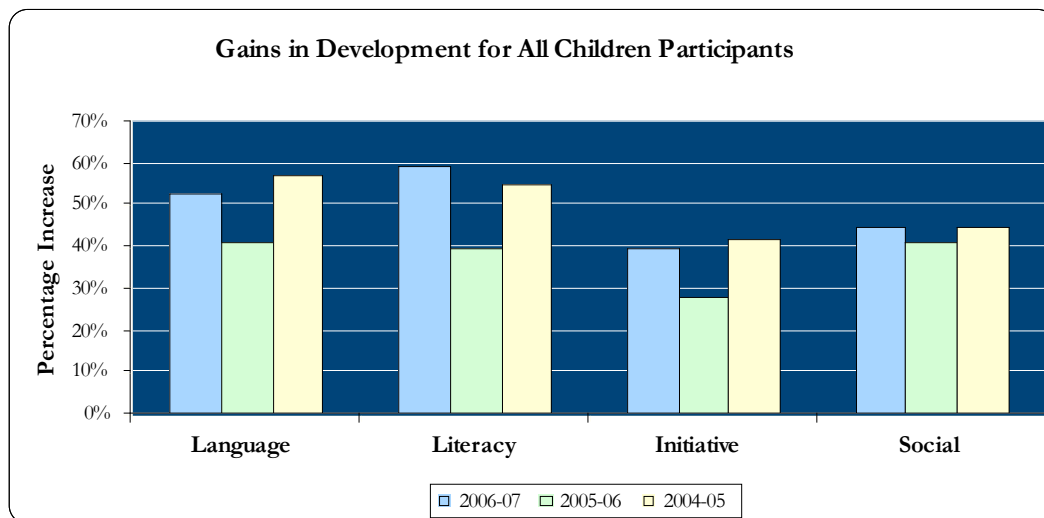
This year our training sessions involved Pepperdine faculty and staff members from the Counseling Center, the Center for the Family, and the Humanities/Teacher Education Division, as well as utilized training resources from the Jumpstart national program and from High/Scope educational publishing company. On the Team Leader Feedback survey, ongoing training was rated as 8.31 [10 pt scale], and one Team Leader commented, "Jumpstart ongoing trainings [included] more activities...and were a lot better than last year." Corps members also demonstrated an increased satisfaction in program training. On the Corps Member Survey [5pt scale], pre-service training scores increased [4.24 (06-07), 2.9 (05-06), 3.4 (04-05)], as well as ongoing training scores [3.4 (06-07), 2.3 (05-06)]. With the increased satisfaction in the training program, the students also increased their understanding of early childhood education [CM Survey: percentage of correct answers: 69.8% (06-07), 64.6% (05-06), 63.15% (04-05)].

Our Jumpstart program's student leadership model was recognized throughout the Jumpstart Western Region for our unique position of Jumpstart Intern and for our methods of supporting Team Leader development. The Intern position was introduced at the region's WEST READS conference in July and recommended as a promising practice in leadership development. Lindsey and Nichole shared the job descriptions, goals, and structure of our leadership positions and presented a few of the program enhancements that our student leaders have developed during the year.

The impact of our strengthened training and leadership development programs were evident in the quality of our Jumpstart Sessions and in our student's increased interest in serving young children beyond their time in the Jumpstart program. The staff members of our 15 preschool classrooms evaluated "Jumpstart's ability to enhance current educational services at your center" with greater satisfaction [Program Partner Feedback Survey (5 pt scale): 3.75 (06-07), 3.65 (05-06), 3.57 (04-05)]. After their experience in the program, Corps members are now 15% more likely to pursue a career in education and 10.5% more likely to pursue a career in teaching [CM Survey]. They are also more likely to serve as advocates for quality early childhood education for all children. Previously, they ranked their relationship with their Jumpstart Team or Partner Child as the most important factor contributing to their commitment to the Corps member position. These are both important relationships to establish during their term of service; however, both are relationships which are limited to the specific program year. This year, they rated the number one reason for their commitment as the belief in the mission of the Jumpstart program [CM Survey]: "to work towards the day when every child in America enters school prepared to succeed." This represents a commitment to children and families both within our local Jumpstart classrooms, as well as in communities throughout our country.

**Preschool Children:** In each classroom with a Jumpstart team, teachers completed evaluations on the preschool children using Jumpstart's School Success Checklists at the beginning and the end of the program year. This assessment tool measures the children's development in four areas: language,

literacy, social skills and initiative. The results demonstrate that the Jumpstart program continued to have a positive affect on the children with a greater increase in their scores in all four areas of development from the previous program year as illustrated in the chart below.



Of the children served by Jumpstart, 86 were selected as Partner Children and were paired with a Pepperdine Corps member for ongoing individual attention. The preschool teachers identified these children as scoring below their peers in development and in need of one-on-one attention from an adult. In the beginning of the program year, the Partner Children were behind their peers 0.27 points [5 pt scale]; however by spring the difference was significantly less at 0.06 points. Last year, the children’s scores increased with 0.19 point gains, and this year, the Partner Children are now 0.21 points closer to their peers than before their participation in the program.

**Family Members:** For the first time the Jumpstart program partnered with Pepperdine’s Center for the Arts and Pearson Publishing Company to provide our family members with additional one-day events designed to support our goal of increasing family involvement. The Center for the Arts’ Arts Guild supplemented half of the cost of tickets to the Kids’ Playhouse program, which hosts theatrical performances based on popular children’s books. Jumpstart families were invited to attend two of these performances in Smothers Theater. Additionally, by partnering with Pearson, we were able to host five Family Reading Day events, both on campus and at Starbucks stores in the Santa Monica and Venice areas. Pearson provided the materials and resources for family members to make a personalized “My ABC Book,” which included digital photos of the child and family members. Our preschool teachers indicated a greater level of satisfaction in “Jumpstart Corps members’ ability to engage families as partners to help expand learning opportunities into the home” [Program Partner Feedback (4 pt scale): 3.45 (06-07), 3.13 (05-06), 3.14 (04-05)]. In addition to our regular ongoing communication with family members, we also created packets of information to welcome and orient family members to the program before Corps members began to serve in the classroom. Family members demonstrated an increased satisfaction with materials provided by Jumpstart [Family Feedback Survey (5 pt scale): 4.61 (06-07), 3.75 (05-06), 4.56 (04-05)]. We also saw an increase in the family members’ satisfaction with their overall experience with the Jumpstart program [Family Feedback Survey: 4.71 (06-07), 4.63 (05-06), 4.86 (04-05)].

**Preschool Program Partners:** Jumpstart served 15 preschool classrooms, 5 of which were new to the program, and 2 of which were veteran classrooms but with all new staff members. Since nearly half of the overall staff members were unfamiliar with the program, we improved our regular communication and staff meeting systems to adequately support the staff members throughout the

year. The staff demonstrated an increase, from previous program years, in their overall satisfaction with Jumpstart site managers [Jumpstart Coordinators] communication with them [Program Partner Feedback, (4 pt scale): 3.58 (06-07), 3.28 (05-06), 3.57 (04-05)]. We created program binders for each center and our Intern designed the Jumpstart Program Partner Newsletter, our first monthly communication tool specific to preschool staff members. Lindsey and Nichole met with the staff members ten times throughout the year to support the assessment process, deliver program and event information, and to periodically gather feedback. In addition to our annual Program Partner Dinner, we held a Starbucks Coffee Break event at the end of fall semester to demonstrate our appreciation for the teacher's support during the first part of the year and to educate them on our program goals and events for the spring semester. Throughout the course of the year, there was a 15% increase in Program Partner's satisfaction with their overall partnership with the Jumpstart program and a 10% increase in their satisfaction with the overall services provided, as indicated in the Program Partner Feedback.

## **STAFF**

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### **Brad Dudley, Director**

Professional Service and Development:

- NACE (National Association of Colleges and Employers), New York, June 2007
- Career Development Using the Myers-Briggs Assessment, UCLA, April 2007.
- Peer Connections and Alumni Career Services Conference, DePaul University, July 2007
- Conference Planning Committee, Association of Volunteer Resource Management

### **Ashley Nolan, Associate Director**

Professional Service and Development:

- KaBOOM! WE Play! Conference
- Conference Planning Committee, Association of Volunteer Resources Management
- First Book Campus Advisory Board Member
- Student Affairs Risk Management Task Force Member

### **Lindsey Lockman, Jumpstart Coordinator**

Professional Service and Development:

- September Leadership Institute  
Co-presenter: Session Enhancement Workshop
- January Leadership Institute
- WEST READS Conference  
Co-presenter: Experiential Interview Process
- High/Scope International Conference
- First Book Campus Advisory Board Member

### **Nichole Skelton, Jumpstart Coordinator**

Professional Service and Development:

- AmeriCorps National Conference
- September Leadership Institute  
Co-presenter: Effective Team Planning Meetings
- January Leadership Institute
- WEST READS Conference  
Co-presenter: Experiential Interview Process
- High/Scope International Conference
- First Book Campus Advisory Board Member

### **Jenny Rusinko, Office Manager**

Professional Service and Development:

- Peer Connections and Alumni Career Services Conference, DePaul University, July 2007
- Completed an Organizational Behavior Course, GSBM, Spring 2007
- Completed a Quantitative Analysis Course, GSBM, Summer 2007

## **FACILITIES AND EQUIPMENT**

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The Chiruchiarelli family generously donated \$30,000 which allowed the PVC to purchase an additional 9-passenger van to be used to transport students to volunteer sites. Additionally, two computers were purchased to replace older models in the PVC.

## **STRATEGIC INITIATIVES**

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### **2006-2007 Strategic Initiatives**

- 1. Double the number of volunteers involved in the PVC's Habitat for Humanity program.**  
The number of volunteers involved in the Habitat for Humanity project in 2006-07 was tracked through the PVC's online database system. All volunteers registered through the PVC website and their information was stored in a database. Any volunteers who did not sign up through the website were added to the database manually. The initial goal of doubling the number of Pepperdine students, staff and faculty volunteering with the Habitat project was not only met, but was exceeded. By the end of April the number of volunteers had increased by 272.8% as compared to the 2005-06 academic year. This is largely due to the addition of a second build day each week, as well as the inclusion of many student groups, faculty, and administrative offices. The Pepperdine community truly met the challenge of building the Pepperdine Habitat for Humanity house in just 8 short months.

**Number of Habitat Volunteers**

	<b>05-06</b>	<b>06-07</b>
September	3	96
October	19	71
November	20	95
December	13	139
January	30	22
February	29	28
March	12	56
April	10	0
<b>Total</b>	<b>136</b>	<b>507</b>

Due to the fact that Pepperdine will not be funding a Habitat house next year, we do anticipate that our volunteer numbers will decrease slightly. However, we plan to use the momentum of this year's project to continue to involve students, staff and faculty members in Habitat in the future. Many of our volunteers were first time volunteers with Habitat and the PVC and we would like to keep them volunteering in 07-08.

- 2. Enhance training for volunteers in the PVC's ongoing programs and special events.**  
The strategy for accomplishing this goal was two-fold. We were first going to increase the support offered to the student leaders who implement the training for volunteers, and we were

going to set the expectation that each coordinator was required to conduct an orientation/training session for their volunteer program. We implemented both of these strategies, providing group training and individual accountability for the student leaders. However, on the end of the year survey given to volunteers their response to the statement, “The PVC representative prepared me for my volunteer experience to the best of his/her ability (i.e. provided orientation/training)” decreased by .05 from last year. While we would have hoped for their response to improve, we did observe that there were less anecdotal comments on the survey requesting more training.

One of the particular challenges the PVC faced this year was that the majority of its student staff were new in their roles. Therefore, the student leaders did not generally have as much confidence in their leadership roles as their predecessors. Confidence as a peer leader is essential to being able to provide orientation, training and reflection for volunteers. While we provided additional support that was specific to training and orientation, we recognize that we need to enhance our support to our peer leaders. Therefore, we have a goal for the coming year that is directed toward addressing this need.

**3. Raise \$35,000 to support the Jumpstart Program for FY07.**

The fundraising goal of \$35,000 set for the Jumpstart Program was only partially accomplished this year. As indicated on last year’s report, we received a \$10,000 gift from one of President Benton’s personal funding sources. The remaining \$25,000 was to be raised from submitting a proposal to the Oscar Meyer Foundation, which has been a benefactor of the Jumpstart Program for 2 previous years. However, as the proposal deadline approached the PVC received notification from Pepperdine’s Corporate & Foundation Relations Department that they submitted a proposal to the Oscar Meyer Foundation on behalf of GSEP. Therefore, we were not able to submit a proposal for the Jumpstart Program. This came as quite a disappointment and presents significant funding challenges for the future.

**4. Enhance Team Leader support and training.**

In the Team Leader End-of-Year Feedback [10pt scale], our Team Leaders expressed their satisfaction with the support they received from the Jumpstart Coordinators and Intern (9.23), training at the beginning of the year (8.85) and their overall experience as a Team Leader (9.08).

The goals of this initiative were met, as demonstrated in the students’ feedback scores, and in the 93% completion rate of the Team Leaders’ 450 hour commitment. Of the 14 Team Leaders who completed their commitment, all exceeded their goal collectively serving 6,706 hours, and 10 are returning to leadership positions within the PVC next year. At the end of the program year, we had a sufficient number of applicants to fill our 16 Team Leader positions for the 2007-08 program with returning Team Leaders and veteran Corps members who had distinguished themselves as highly motivated and dedicated members of the program. The Team Leader position is the primary contact to our Program Partners and Corps members, and oversees each team’s sessions and center-based family involvement activities. Therefore, the increased satisfaction of all program participants (as indicated in the Corps Member, Family Member and Program Partner sections), is to be credited in part to the Team Leaders’ performance.

Next year, we will modify our Team Leader ongoing training program, based upon the responses received in the Team Leader Feedback, which indicated their lowest satisfaction with the Team Leader Meetings (7.69) and Work Group Meetings (5.46). This meeting structure required Team Leaders to collectively attend weekly meetings, and it created challenges in meeting the individual needs of each of the 15 leaders, in facilitating times for open communication and feedback, and in supporting peer leadership and development. Our new Team Leader ongoing training program will include an early childhood education curriculum designed by the Intern and a

leadership and social justice curriculum designed by the E-Board members. We will have an additional E-Board Member to support a third work group and decrease the number of members to 4-5 Team Leaders. The work groups will meet independently once a month to increase Team Leader support and training in a more individualized manner.

#### **5. Increase Corps Member Leadership Opportunities.**

This year, we provided Corps members with the opportunity to participate in four different committees focused on enhancing the following program areas: family involvement; Corps member morale; fundraising; and our Jumpstart For A Day event.

We met our goal for number of committees that would be supported by our Jumpstart Special Events Coordinator, and we exceeded our goal of engaging 15 Corps members with 17 participants serving on the four committees. In the coming year, 30% of these committee members will be returning to the program to serve in Jumpstart leadership positions. In addition to these committee members, 93.5% of our entire Corps were satisfied with their opportunities to build leadership skills [Corps Member Survey].

We have created a new leadership position for next year, the Jumpstart Leadership Coordinator, whose primary role will be to oversee the new Jumpstart Leadership Corps program. This program will be modeled off of the committee structure of engaging Corps members from different teams in leadership roles; however, there will be a more rigorous selection process and members will be placed on only one Leadership Corps group. Each group will have a Chair position to serve as the point-person for the Corps and they will report on the group's progress towards meeting specific goals and objectives that have been set for each Leadership Corps group: Corps Member Development; Family Involvement; Fundraising; and Team Development.

### **2007-2008 Strategic Initiatives**

#### **1. Provide the PVC student coordinators with enhanced support and training on how to be effective peer leaders.**

- a. Rationale:* Throughout the 2005-2006 academic year student coordinators communicated their particular and general challenges of being effective peer leaders. Issues such as accountability, conflict, and communication were highlighted as examples of areas in which they did not feel confident leading their peers. Similar to last year, a large percentage of our student leaders will be new to their role in the PVC. Therefore, it is even more important that these students are given specific training, support and strategies for being effective peer leaders.
- b. Strategies:* The professional staff in the PVC will seek to provide training regarding some of the specific issues of peer leadership throughout the year. Beginning with our Leadership Enrichment Week that takes place the week before school starts, the staff will host two workshops related to this topic. The first workshop will be led by the Center for the Family on the issue of conflict resolution. The second workshop will be co-led by a staff member and a member of the PVC's student Executive Board highlighting specific challenges of peer leadership and possible strategies and solutions. Additionally, the student Executive Board will be challenged to implement peer leadership themes throughout the ongoing monthly training sessions they plan as well as in the individual workgroups they facilitate. Professional staff members will also be intentional in asking questions related to the students' role as peer leaders in their one-on-one meetings with coordinators and Jumpstart



- team leaders. As individual issues arise they will work to brainstorm appropriate strategies and solutions with the students.
- c. *Assessment Plan:* We will assess this goal by looking at whether or not we accomplished the training sessions planned for the Leadership Enrichment Week and during ongoing monthly meetings. Additionally, we will survey our student Executive Board at the end of fall and spring semesters to see how well they are supporting their workgroup members in their roles as peer leaders. We would expect to see Executive Board members leading discussions and providing individualized support to their members.

## 2. Increase the percentage of recurring volunteers from 19% to 25%.

- a. *Rationale:* In recent years we have seen a trend among students that those who volunteer more regularly seem to gain a deeper understanding of social justice issues, strengthened commitment to service, and more developed leadership skills. This is consistent with Astin and Sax's findings in their 1998 study "How Undergraduates Are Affected by Service Participation." The study found that service participation positively affects students' commitment to their communities, to helping others in difficulty, to promoting racial understanding, and to influencing social values. Additionally, service participation directly influences life skills including: leadership ability; social self-confidence; critical thinking; and conflict resolution. Academically speaking, students who participated in service also showed positive effects on their academic development (Astin, Sax & Avalos, 1999). When researching the variables that impacted these outcomes, Astin and Sax discovered that the amount of time spent volunteering had significant effects on these positive outcomes. A year later, Astin, Sax and Avalos continued this research by studying whether service participation during college had any lasting effects on students once they graduated. One of their findings was that the amount of time a student volunteers in college can have a substantial effect on how much that student volunteers after college. Other outcomes included a greater propensity to attend graduate school, to donate money to one's alma mater, and to socialize with people from different race/ethnic backgrounds (Astin, Sax & Avalos, 1999). Building on the anecdotal experiences of PVC volunteers, as well as the information gained from the research cited above, the PVC will encourage students to engage more frequently in service activities realizing that the positive outcomes we intend for students through their volunteer experience are more likely to occur when the frequency of service increases. We will define a recurring volunteer as a person who serves four or more times per year. Currently 19% of the PVC's volunteers serve 4 or more times and in this next year we would like to increase that to 25%.
- b. *Strategies:* Recognizing the influence of the student voice, the professional staff in the PVC will work with PVC and Jumpstart Interns to develop a branding concept for this challenge that we will issue to the Pepperdine community. We will communicate this challenge to the student population on numerous occasions throughout the year. The first of which will possibly be at the President's Convocation Program during the first week of school. President Benton may be honoring one of Pepperdine's Jumpstart teams for their ongoing and committed service to preschool children in our community. If the Jumpstart team is selected, this will allow us to launch our challenge to the students by highlighting the importance of committed volunteer service during the convocation program. Our Volunteer Fair will be held the first week of school following the President's Convocation to give students an immediate way to respond to the challenge. We will continue to communicate the importance of regular volunteer service at significant events such as Step Forward Day and the Step Forward Day Convocation Program, as well as through more standard advertising methods such as Pepperdine Today. Lastly, we will ask our student leaders to share this challenge with those students with which they interact most closely, whether that be their volunteers, friends, sorority/fraternity members, or roommates.

Specifically, we are providing two workshops for the student leaders during our Leadership Enrichment Week, which will help them to develop strategies for moving one-time volunteers to recurring volunteers.

c. *Assessment Plan:* Our volunteer database tracks all students, staff and faculty who volunteer through the PVC programs. We will be able to use this data to determine how many people have volunteered four or more times during the year.

### **3. Establish a partnership with Student Led Ministries.**

- a. *Rationale:* In providing services and activities to students it is important to market them in a way that is logical and not necessarily dependant on the structure of particular departments. The PVC has some service programs that meet both its own goals as well as the goals of Student Led Ministries. It would be useful to students if these programs were also identified as Student Led Ministries so that they could be easily found by interested students. Additionally, the goals of the Student Led Ministries Office and that of the PVC find some natural intersection points. It will be useful in the next year to identify these points of intersection and work towards collaboration.
- b. *Strategies:* Ashley Nolan will meet with Chris Collins to determine the appropriate type of partnership between the PVC and Student Led Ministries. Discussions regarding which PVC programs may already be considered Student Led Ministries, common goals, and strategies for reaching out to students interested in these types of programs will help to determine the extent of the partnership.
- c. *Assessment Plan:* Based on the plan of action determined in the preliminary meeting between Chris and Ashley, this goal will be assessed by looking at the degree to which the plan was put into practice.

### **4. Increase the number of non-Corps member volunteers engaged in Jumpstart one-time events.**

- a. *Rationale:* As an AmeriCorps program, our federal grant requires each Jumpstart program to engage non-Corps member volunteers from the community in serving low-income children and families. Our Jumpstart Volunteer Tracking Tool indicates that during the 2006-07 program year, we engaged 104 volunteers in 302 hours of service. Due to the new structure of our student leadership positions, we are able to increase the number of leadership opportunities available to Corps members and simultaneously increase the number of service opportunities to Pepperdine non-Corps member students, faculty and staff.
- b. *Strategies:* Our previous student leadership program required the Jumpstart Events Coordinator to oversee both the Corps member committee program, as well as the Jumpstart volunteer events that engaged both Corps members and non-Corps member volunteers. This role was too large. Therefore, we have identified the need to delegate these various responsibilities to more than one student position. Next year we will introduce two new positions of Jumpstart Leadership Coordinator and the Jumpstart Volunteer Coordinator, to replace the single Jumpstart Events Coordinator position. The Jumpstart Volunteer Coordinator's responsibilities will focus on engaging non-Corps member volunteers. The Jumpstart Volunteer Coordinator will organize a campus-wide education campaign communicating the importance of early childhood education programs and the social justice issues pertaining to low-income children, which we hope will inspire others to engage in serving our Jumpstart children and families. In addition to educating our community, this position will also be responsible for providing a variety of volunteer opportunities for non-Corps member volunteers in both fall and spring semester.
- c. *Assessment Plan:* Our goal is to increase the number of non-Corps member volunteers by over 40% with 150 volunteers serving 450-hours of service. We will track our progress

towards this goal by using the Jumpstart Volunteer Tracking Tool to report on the involvement of non-Corps member volunteers in Jumpstart community service events.

**5. All Corps members will be paired with a Partner Child and will consistently support the child's development in the four areas of literacy, language, social and initiative skills (as indicated in Jumpstart's School Success Outcomes).**

- a. *Rationale:* During this year's program, Partner Children were not properly assigned to Corps members in two classrooms and the Partner Child Roster indicated a decrease in the percentage of children in a one-on-one relationship with Corps members during the past two program years compared to the 2004-05 program year: 87.8% in 2006-07, 84.8% in 2005-06, 100% in 2004-05.
- b. *Strategies:* We recognize that children are more likely to not be appropriately paired with a Corps member in classrooms with teachers who are new to the Jumpstart program. In the coming year, we will provide specialized training to new preschool staff members to support the process of identifying eligible children and pairing them with a Corps member in a one-on-one relationship. We will also educate staff members on the early childhood research that supports the Jumpstart program's emphasis on the one-on-one relationship of a child and Corps member. We also recognize the challenges Corps member face in supporting their Partner Child's development while serving the entire preschool classroom. Therefore, we will provide specific trainings and resources to Corps members on the goals and strategies for maintaining a one-on-one relationship and on effective classroom management strategies to establish an environment that supports one-on-one interactions.
- c. *Assessment Plan:* We will use the Jumpstart Partner Child Roster to document the Partner Children assigned to Corps members at the beginning of the program year, with the goal of assigning 90 Partner Children to 90 Corps members. As Partner Children and Corps members occasionally leave the program, the roster will also be used to track any changes made in the assignments throughout the program year. The results of the School Success Checklist assessment will be used at the beginning of the year to ensure that all children selected have been identified as appropriate Partner Children candidates. We will design a weekly evaluation tool to support Corps members in assessing their Partner Child's progress in the four focus areas of child development, as indicated in Jumpstart's School Success Outcomes. Corps member will be responsible to report on their child's progress during their mid and end of the year evaluations.

**5. Conduct a feasibility study to research future growth and development possibilities for Project Hope summer service trip to Tanzania.**

- a. *Rationale:* While in Tanzania this summer the group met with the leader of the Joshua Foundation, an organization that trains local Tanzanian pastors and teachers. An idea sprouted from this meeting to focus future Project Hope trips on spending intensive time at 2-3 primary schools teaching the children English. This is particularly important for the children's success in school because beginning in secondary school the students are taught in English instead of their native language of Swahili. This dramatically impacts the education of those children who do not learn English quickly. Partnering with the Joshua Foundation to provide intensive English lessons from native English speakers would likely increase their chances at a better education. Additionally, by providing a more focused service trip students would gain the opportunity to build relationships with the children they are serving as well as to utilize the skills and education that they have gained at Pepperdine. Within this revised format, we would also like to explore the possibility of the students receiving course credit either as an internship or through an academic division (Teacher Education and Religion are two possibilities).
- b. *Strategies:* In order to determine the feasibility of expanding Project Hope the PVC will explore partnerships with International Programs, the Teacher Education Department and the Religion Department. Initial meetings will determine interest and feasibility, as well as to chart a course for the development of the program. Additionally, meetings between KidCare International (our current partnering organization) as well as the Joshua Foundation will be essential as the project progresses.
- c. *Assessment Plan:* Initial meetings should take place by the end of September in order to be on schedule to offer the program in the summer. Feasibility of the project will be determined at that time.