During the 2012-2013 academic year, a combined total of 5,883 people participated in the SLCE’s various programs and performed a total of 28,492 hours of community service, valued at $435,350 according to Independent Sector at www.independentsector.org/volunteer_time.
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The Vision of the Office of Student Leadership and Community Engagement

The Office of Student Leadership and Community Engagement (SLCE) at Mississippi State University aspires to educate, enlighten, and empower tomorrow’s leaders – everyday citizens who will ultimately transform the social, educational, and economic fabric of communities across our state and nation.

The Mission of the Office of Student Leadership and Community Engagement

The mission of the Office of Student Leadership and Community Engagement (SLCE) is to holistically instill within its participants the ideals of diversity, citizenship, leadership, and service. Participants assess, practice, and refine skills that will enable them to shape the schools, businesses, and communities of tomorrow. Learning outcomes focus on understanding self, appreciating others, and transferring knowledge into action to create meaningful change. Learning is made relevant through mentoring, service to community, accountability to others, and shared reflection.

The students, faculty, staff, and community partners of SLCE are transformed through the exchange of knowledge, experiences, and resources in a context of partnership and reciprocity. Ultimately, this transformation will drive the social, educational, and economic progress of communities across our state and nation.
During the 2012/2013 academic year (FY 2013), the Office of Student Leadership and Community Engagement (SLCE) coordinated or facilitated numerous programs, events, and services. The three major areas of emphasis in SLCE programs include Leadership Programs (leaderSTATE, Day One Leadership Community, Montgomery Leadership Program); Community Engagement Programs (Maroon Volunteer Center); and an Experiential Learning Program (Mississippi Delta Alternative Spring Break). A total of 5,883 people participated in SLCE programs. Participants included high school students, college students, K-12 educators, university faculty and staff, and community members from the Golden Triangle Region. SLCE’s programs trained 189 facilitators, provided 43,230 educational contact hours to high school and college students, and awarded 796 academic credit hours. The SLCE staff and volunteers partnered with 119 community agencies while crafting 109 community development proposals and completing 206 community development projects. In total, participants in SLCE programs contributed 28,492 community development service hours in the Golden Triangle Region and the Mississippi Delta Region with an estimated dollar value of $435,350.
**Day One Leadership Community**

Day One is a fall-semester leadership learning community and corresponding academic class. The Day One student recruitment communication chain included 17,279 pieces of mail and 11,149 e-mails, which resulted in more than 517 Day One applications for admission to Day One. The actual enrollment of first-year students in 2012 was 258. Day One students were mentored by 47 faculty/staff members and 53 Montgomery Leadership Program (MLP) fellows and ambassadors. The Day One program delivered 11,610 educational contact hours, and students earned 516 academic credit-hours. While completing their 47 team-based service-learning projects, Day One students contributed 5,720 hours of community service in Oktibbeha, Clay, and Lowndes Counties. The estimated value of this service is $87,402. Additionally, Day One trained approximately 59 community partner coordinators on best practices for hosting semester-long service-learning projects. Program assessment of Day One included surveying the stakeholder satisfaction of Day One students, faculty/staff mentors, MLP peer-mentors, and community partner contacts. Nine out of 10 respondents communicated that they were pleased with their participation in Day One and believe that Day One fulfilled its stated goals.

**HIGHLIGHTS**

- Enrolled 258 first-year students who were mentored by 47 faculty/staff mentors and 53 Montgomery Leadership Program fellows and ambassadors
- Enrollment reflected the academic diversity of the university in declared major and was racially diverse (48% African-American, 45% Caucasian, 7% Other)
- Delivered 11,610 contact hour and awarded 516 academic credit hours
- Students completed 47 team-based community development service-learning projects and contributed 5,720 hours of community development service in Oktibbeha, Clay, and Lowndes Counties with an estimated dollar value of $87,402
- Trained 59 community partner coordinators on best practices for hosting a semester-long community development service-learning project
- Nine out of 10 student, mentors, and community partners stated that they were pleased with their participation in Day One and that Day One met its stated goals
G. V. “Sonny” Montgomery Leadership Program

The Montgomery Leadership Program (MLP) is a three-semester program designed for college students enrolled at Mississippi State University who have completed at least one year of college and are in good academic standing. The first class of MLP students started in January of 2007 and each year, the Montgomery Leadership Program admits approximately 45-50 students. Interested applicants undergo an application and interview process during the fall semester of the academic year and begin the following spring semester. Therefore, MLP students are selected solely based on their academic, leadership, and character traits. There is no fee to join, but rather students willing to undergo the three-semester challenge may be admitted and upon acceptance, receive a scholarship each of the three semesters. For the next three semesters, the MLP students, who are called “Fellows,” learn leadership skills and strategies through a number of different channels while actively engaging in their community through service to others. For this they receive two credit hours each semester and the opportunity to enhance their lives as well as those around them by working to be the next greatest generation of servant-leaders. Each year, the Fellows work with approximately 50 different service agencies and organizations providing aid in a variety of capacities to people of all ages, races and backgrounds. Consequently, our student demographics reflect the demographics of the surrounding population, providing a group of motivated students from varying backgrounds with an intense readiness to learn—continually. During the first semester of the students’ participation in MLP, the Fellows learn about leadership theory and their personal leadership styles through classroom instruction and activities, seminars from local and national leaders, and community service. The second semester, the Fellows continue their leadership studies through classroom instruction and activities, seminars from local and national leaders, community service, and by participating as peer mentors and “project managers” for a group of freshmen students completing community service in the Day One Leadership Community. The Fellows’ role as peer mentors and project managers is critical to their formation as leaders. In this, they are able to actively practice leading a group while under the guidance and supervision of university professionals. The third and final semester, the Fellows are able to continue their leadership studies and community service by creating and implementing service initiatives of their own. In this final semester, the Fellows are able to fulfill their own dreams and passions of service to others. Throughout the program, the Fellows build on their strengths as leaders and further learn the value of community engagement and service through action oriented learning. They also connect with their personal MLP mentors, professionals in the local community who give a portion of their time to guide students to be great leaders and advocates for learning and growth. Ultimately, when Fellows graduate from the Montgomery Leadership Program, they are better prepared to enter America’s workforce and continue to give back to others in service while displaying our motto of “integrity, courage, and excellence” in everything they do.

Below are statistics for the Montgomery Leadership Program, from August 2007 to May 2013:

- 264 students have participated in the Montgomery Leadership Program
- 196 students have completed the Montgomery Leadership Program
- 222 service projects have been facilitated by Montgomery Leadership students through the Day One Leadership Community
- 129 service projects have been completed by Montgomery Leadership students
- 10,713 service hours have been contributed by Montgomery Leadership students. (In fall of 2008, community service was implemented as an integral part of leadership development so this number dates from 2008 to 2010.)
• Demographics: 36% male, 64% female, 62% Caucasian, 34% African American, 1% Latino, 2% Asian, and 1% Multiracial

In the 2012-2013 academic year alone, the following were true:
• 94 students participated in the Montgomery Leadership Program
• 48 students completed the Montgomery Leadership program
• 47 service projects were facilitated by Montgomery Leadership students through the Day One Leadership Community
• 41 service projects were completed by Montgomery Leadership students
• 2,810 service hours were contributed by Montgomery Leadership students, which according to the Independent Sector (www.independentsector.org/volunteer_time) has a dollar value of $43,779.80. (See Appendix B for 2012 Montgomery Leadership Service Project Summaries)
• Demographics: 36% male, 64% female, 69% Caucasian, 20% African American, 4.5% Latino, 4.5% Asian, and 2% Multiracial
The Maroon Volunteer Center

During the 2012/2013 academic year, a total of 4,654 people participated in Maroon Volunteer Center programs. Participants included high school students, college students, university faculty and staff, and community members from the Golden Triangle region. During this past school year, the Maroon Volunteer Center staff and volunteers worked with 65 community and campus partners while crafting 20 community development proposals and completing 118 community development projects. In total, Maroon Volunteer Center participants contributed 13,463 community development service hours in the Golden Triangle region with an estimated dollar value of $209,754.

HIGHLIGHTS

- Partnered with the Campus-Community Emergency Response Team to deliver a Personal Readiness and Emergency Preparedness (P.R.E.P)
- Co-sponsored a community-wide Bridges Out of Poverty training program to improve the middle-class’ understanding of poverty and Bridges Out of Poverty program to empower upward mobility of adults living in poverty
- Improved the Building Bridges Out of Poverty for Kids (BB4K) program to complement Starkville’s Getting Ahead program for adults. A total of 32 children and 44 college mentors participated in Building Bridges for Kids, a program that assists children, K-8th grade, in building resources for a better life
- Secured three years of federal funding and successfully engaged the first cohort of MVC AmeriCorps VISTAs
- Partnered with the Department of Forestry and the Maroon Edition to host a massive tree planting project that engaged hundreds of MSU students in planting 6,500 trees on MSU’s campus
- Created Bulldog Mentors, a tutoring program that places trained college students in tutoring positions within community agencies in Oktibbeha County. A total of 38 students logged 212 tutoring sessions through Bulldog Mentors.
- Successfully placed 5 MSU community-work study students as Service Coordinators within the following community agencies: Bridges Out of Poverty, Volunteer Starkville, the United Way, and the Oktibbeha County Humane Society.
- Revised and improved the annual Service-DAWGS Day, Maroon Edition Habitat for Humanity, the Community-Service Awards Banquet, Starkville’s 9/11 National Day of Service and Remembrance, Make a Difference Day, Martin Luther King Day, and National Volunteer Week

Maroon Edition Habitat for Humanity

During the 2012 fall semester, the Maroon Volunteer Center recruited 520 students, faculty, and staff to build a Habitat for Humanity home for a local family as part of the Maroon Edition first-year reading experience. Volunteers performed over 3,000 volunteer hours to complete the home by early November.

Starkville Bridges out of Poverty: Building Bridges for Kids

In the 2012-2013 year, a total of 32 children and young adults participated in Building Bridges for Kids and Teens and were assisted by over 44 college students trained as mentors for 17 sessions of 3.5 hours each for a total of about 60 contact hours. BB4K is a program that helps children K-8 that are living in poverty build resources for a better life. Activities are focused on the investigation of poverty with children and adolescents, positive educational orientation, enhanced economic skill sets, and reducing the dropout rate by
encouraging the children to finish high school. Each session is completed with the assistance of at least 20 college students trained as mentors. All activities are completed in either group or one-on-one mentor settings. Activities and sessions are designed using the R Rules (A guide for teens to identify and build resources) and Modern Woodmen’s Youth Educational Programs. This program was designed and volunteers were recruited, scheduled, and trained through the Maroon Volunteer Center.

**P.R.E.P (Personal Readiness and Emergency Preparedness) Training**
During the summer of 2012, the Maroon Volunteer Center partnered with the Mississippi State University Campus-Community Emergency Response Team (C-CERT) to host a community-wide training event entitled P.R.E.P, Personal Readiness and Emergency Preparedness. A total of 103 individuals from Oktibbeha County participated in the event and took part in sessions on Disaster Preparedness Kits, Basic First Aid, Evacuation Planning, Local Preparation and Recovery Resources, Extreme Weather, and Care for Children, Elderly, and Animals (in disaster situations). These sessions were led by representatives from the Red Cross, Oktibbeha County Hospital, Mississippi Department of Health, Starkville Fire Department, MSU Student Health Center, Mississippi Emergency Management Agency, Oktibbeha County Emergency Response, MSU Extension, Mississippi Child Care Resource and Referral Network, and the Mississippi Department of Agriculture and Commerce.

**Bulldog Mentors and Tutors**
During the Spring of 2013, a total of 212 tutoring sessions were logged through the MVC at the following locations; East Oktibbeha Elementary School, East Oktibbeha High School, the J.L. King Center’s GED program, Project AIM, Overstreet Elementary, Project Brickfire, and Sally Kate Winters Family Services. In the Spring of 2013, the MVC created Bulldog Mentors, an official training and placement program for MSU students that are motivated to be certified tutors and mentors within Oktibbeha County. Organizations that assisted with training and placement on the mentors include the Boys and Girls Club, Starkville School District, Sally Kate Winters Family Services, MSU T.K. Martin Center, and Mentor ME MSU. Over 38 students participated in the half-day training and recruitment event working with the agencies mentioned above. After completing the training, volunteers received a certificate mentor manual, and were registered with the Bulldog Mentor organization. Students will be placed in mentoring and tutoring positions throughout the community with the assistance of AmeriCorps VISTA, Lacy Jaudon. Volunteers received ongoing support, mentoring tips and activities, and will be required to participate in follow-up activities including reflections, surveys, and weekly reports.

**Community Work-Study Service Coordinator Program**
In the 2012-1013 school year, service coordinators (work-study students that assist with administrative duties) were placed at Bridges out of Poverty, Volunteer Starkville, the United Way, the Humane Society, and the President’s Interfaith and Community Service Campus Challenge. A total of 119 volunteers were recruited and 2,617 meals were provided to local families by the efforts of the service coordinators for numerous community service project, including the Bridges out of Poverty Getting Ahead Class (for meals and facilitating sessions), United We Feed community-wide food drive, and the Noxubee Refuge Restoration project.

**“Healthier You” K-8 Summer Program**
AmeriCorps VISTA member Lacy Jaudon partnered with the Starkville Parks and Rec to create a free summer program for children that focuses on financial literacy, food and nutrition. A total of 21 children are enrolled in the summer program, and will be assisted by 10 college student volunteers. Guest speakers
include certified nutritionists from Oktibbeha County Hospital, staff from MSU’s Athletic Department, college student volunteers, and staff members from MSU’s Leadership Program. Student Mentors facilitating activities on Modern Woodmen’s Financial Literacy Program, Exercise and Nutrition, and Safety and Life Skills.

The MSU Food Security Network
During the 2012-2013 academic year, the MVC created "The Mississippi State University Food Security Network" to assist needy individuals of Mississippi State University in having more access to available food resources in the area. The network matches individuals with the agency that can best accommodate them based on need, transportation, and distribution schedule. Read more about the MSU Food Security Network at: http://mvc.msstate.edu/programs/foodsecuritynetwork/index.php.

Nationally Recognized Service Events
In 2012/2013, the Maroon Volunteer Center partnered with Volunteer Starkville to create large scale service projects within Oktibbeha County in support of the 9/11 National Day of Service and Remembrance, Make a Difference Day, Martin Luther King Day, and National Volunteer Week. Through the service projects organized during these nationally recognized events, 412 volunteers completed 1,287.25 community service hours.

Community-Service Awards
In 2013, the Maroon Volunteer Center partnered with Volunteer Starkville to host a campus-community volunteer awards banquet. Over 100 individuals and groups were given awards as a part of this event. Attendees included students, faculty, staff, and community members that had at least 50 hours of community service in a 12 month period, and groups that had accumulated at least 200 hours of community service over a 12 month period. Individual volunteers who accumulated over 50 hours and groups that had accumulated over 200 hours of community service received the Maroon Volunteer Center Spirit Award. Thirty-eight individuals and 23 groups received this award. Volunteers that accumulated over 100 hours of community service and groups that had over 25 hours of community service per member were also awarded with the President’s Volunteer Service Award (PVSA). As a certifying organization for the PVSA national award, the Maroon Volunteer Center identified eligible recipients within the MSU and Starkville Community. A total of 14 individuals and 7 groups received this award at the bronze level. Three individuals and 4 groups were awarded the silver level, and 5 individuals and 12 groups were awarded the gold level. In addition to these awards, the Maroon Volunteer Center and Volunteer Starkville awarded 9 special recognition awards, including student volunteer of the year and student group effort of the year.
During the spring semester of 2012, SLCE partnered with the Department of History and the Stennis Institute of Government to create a “special topics” History class that included a curriculum-based alternative spring break in the Mississippi Delta Region. Twenty-three students enrolled in the three credit-hour class that was team taught by Drs. Jason Ward. An additional 7 students from MSU and 13 students from the University of Mississippi joined the class during the week-long Mississippi Delta Alternative Spring Break. Students began their week with Sunday worship experiences in traditionally Caucasian and African-American churches. In the days that followed, students further embraced the rich history and culture of the Mississippi Delta during Blues, Civil Rights, and Native-American history experiences. Students experienced the contrasting power and peace of the Mighty Mississippi while paddling in 30-ft handmade canoes with Quapaw Canoe Company. Participants explored the Delta’s complementing and conflicting facets of natural resource management, modern agribusiness, local fresh-food initiatives, and high-tech manufacturing. Most importantly, throughout the entire week, students made a positive difference in the lives of others by completing a range of service-learning projects with youth development programs, Mississippi River conservation groups, locally grown food initiatives, and health education organizations. Upon returning to campus, students continued to meet weekly to engage recognized local, regional, and national experts who guided them in developing an even deeper understanding of a variety of topics affecting the Mississippi Delta, including: religion, public health, race relations, poverty, education, natural resource conservation, and public policy. Finally, students completed their semester-long intellectual voyage with a greater understanding of how a small swath of Mississippi can open a window to their soul and serve as a microcosm for every community in our Nation by highlighting achieved dreams, missed opportunities, and the power that each of us holds to make an authentic and significant difference in the world. This program resulted in ten completed community development projects, and 1,248 community development service-learning hours. In 2013, the program will include a standing History class and will hopefully be expanded to other academic departments who wish to offer a special topics class within each major.

**HIGHLIGHTS**

- Twenty-three students completed the semester-long “special topics” HI 4990, three-credit hour Mississippi Delta History and Experiential Learning class
- An additional 7 students from Mississippi State University, 13 students from the University of Mississippi, and 5 staff members from both universities participated in the week-long Delta Alternative Break
- Partnered with seven Mississippi Delta community agencies, created and delivered 10 community development projects
- Provided 1,248 community development service-learning hours, valued at $19,443 to community agencies in the Mississippi Delta
- Created Mississippi Delta Alternative Break Network to promote learning and service opportunities in the Mississippi Delta to schools across the United States
- Partnered with faculty in the Department of History to create a course proposal for a permanent Mississippi Delta History and Experiential Learning class
- Pre/Post assessments showed statistically significant increase in students’ knowledge about the history of the Mississippi Delta and appreciation of the impact that the Mississippi Delta has had on students, communities across the United States, and countries around the globe
- Pre/Post assessment showed that the course and experiential learning increased the students’ perspective that the accumulation of incremental changes from small, local efforts will have the greatest potential for positive change in the Mississippi Delta
• On a 5-points scale, the average student response was a 4.8 to the statement, “The presentation of course content helped me learn in this class.”
• On a 5-point scale, the average student response was a 4.9 to the statement, “I learned a great deal in this class.”
leaderSTATE

Funded by the U.S. Army and consisting of a Science Technology Engineering and Mathematics (STEM) fall-semester outreach/education program and a summer residential STEM training camp, leaderSTATE served a total of 380 high school Junior ROTC (JROTC) cadets from Mississippi, Louisiana, and Alabama. During the fall of 2012, SLCE partnered with Mississippi EPSCoR and computational scientists from Jackson State University, Mississippi College, and the University of Mississippi Medical Center to provide STEM outreach and education programming to 135 JROTC cadets in seven high schools in the Jackson Public School District. Scientists and SLCE personnel facilitated hands-on learning activities and provided students a framework to complete a variety of student-led, team-based challenges. SLCE personnel and scientists returned to the schools and juried the presentation/demonstration of the teams’ projects. The winning team from each school was transported to Mississippi State in December. JROTC educators (8) and 45 cadets toured research laboratories, learned from MSU scientists and admissions counselors, and attended a men’s basketball game. During the summer, 220 JROTC cadets and 24 cadre from Louisiana, Alabama, and Mississippi learned leadership and STEM skills, and ultimately applied those skills during student-led, team-based challenges. Additionally, cadets learned from MSU scientists, admissions counselors, coaches, ROTC personnel, and student/career development professionals. Off-campus experiential learning included an East Mississippi Community College orientation and tours of STEM applications in industry (Nissan Manufacturing, Canton, MS and Mercedes Manufacturing, Birmingham, AL). SLCE partnered with Dr. Keith Koenig in Aerospace Engineering to deliver the experience. Collectively, the leaderSTATE programs resulted in 20,475 educational/outreach contact hours. JROTC cadets and cadre and Army personnel evaluated the experience to be outstanding.

HIGHLIGHTS

- 380 Junior ROTC cadets from Louisiana, Alabama, and Mississippi learned leadership and Science, Technology, Engineering, and Mathematic (STEM) skills
- LeaderSTATE-STEM delivered about 18,000 hours of STEM education and outreach
- LeaderSTATE-STEM increased the cadets’ scale scores in the internationally validated Test of Science-Related Attitudes
- Cadets demonstrated increased understanding of STEM concepts and intentionality of pursuing a STEM-related education
- Cadets communicated improved understanding of 2- and 4-year college education opportunities
- Based on the LeaderSTATE-STEM model, Palmer Home for Children funded a LeaderSTATE-Life program for 15 of their children
Appendix A

Day One Leadership Community Service Project Summaries

Appendix A - Day One Service Project Summaries (2012)

**MAROON YELLOW JACKETS**

**Team Members:** Sam Lee, Steven Riley, Dani Stallworth, Gates Word  
**Mentor:** Jermaine Jackson  
**MLP Fellow:** Jayren Thompson  
**CP:** Armstrong Middle School- 8th Grade

**PROJECT SUMMARY**

This semester the Maroon Yellow Jackets team hoped to tutor and mentor the 8th grade students at Armstrong Middle School in English, math, history, and science. The main subject area that the students needed the most help with was math. Each week our team tutored and mentored the students on Monday, Wednesday, and Friday morning. We split the students into smaller groups and had a lot of one-on-one communication and tutoring. Our team instilled a point system for our pizza party at the end of the semester. The students continue to earn points weekly. We also purchased supplies for and built three small bookshelves for the English teacher, Ms. Dozier.

Our accomplishments are important because we are setting a positive example and encouraging these 8th grade students to take academics seriously. Many of the students have so much potential, but are simply apathetic. Through tutoring, encouragement, and positive reinforcements, our team is helping the 8th graders of Armstrong Middle School succeed.

**LEADERSHIP LESSONS LEARNED**

Our greatest challenge was coordinating times to go to the school for tutoring, finding time to purchase bookshelf and party supplies, and getting together to build the bookshelves. Class schedules and extracurricular activities created conflict for times the whole team could get together, but we made it work and found time.

The most important leadership lesson we learned is the importance of time management. With busy schedules and limited time our team had to choose times that fit into our schedules, but we had to make the best use of our time. During the times we tutored, our focus was fully on the students and helping them complete their work. During our class time, we worked efficiently to complete our project proposal, writing activities, project times, and project executive summary. Our team did not waste any time when we met to build the bookshelves. We completed them in a timely matter and did an excellent job. Consistency was another lesson our team learned. Through consistent tutoring and encouragement, our team gained the trust of the Armstrong students and positively impacted their academics. Effective communication helped our team tremendously. Through effective communication, our team could easily plan meetings, get ideas arrived by our CP, Coach Bryant, and get our bookshelves built. All of these lessons are essential to becoming a good leader. Time management, consistency, and effective communication can be used to improve all aspects of life in the future.
THE YELLOW RANGERS
Team Members: Allison Hunter, Jamii McCloud, Queen Brown, Aubry M. Brent, Loghan May and Kana Carpenter
Mentor: Antionette Roberson
MLP Fellow: Donte’ Thomas
CP: Special Education Program at Armstrong Middle School

PROJECT SUMMARY
This semester, the Yellow Rangers hoped to provide assistance to Ms. Dixon as well as be positive influences on the 6th grade special education students with which we worked. We worked hard throughout the semester by reading a book with each student and writing a book report with them. The first goal was to leave a positive impact on the students socially and academically. We challenged the students to read and discuss the book, as well as make a project about the book they read. We also challenged them socially because they grew relationships with us. The second goal we had set was to create a successful book report. We used tri-folds, which the students decorated according to their book. They all enjoyed creating the project and especially enjoyed the finished product. We also saw positive results from providing the students with individual attention. These students were able to improve their reading and vocabulary skills. After they finished their books and book reports we rewarded the students with a party. We also gave the students certificates as well for all of their hard work. The final activity went great and the students were appreciative of the party. Through all of our hard work by tutoring these students every week throughout this semester, we could see positive results in the students and they began to see us as role models. We supported the children and were able to serve 15 sixth grade students. Overall, we travelled about 400 miles and served 95 hours.

LEADERSHIP LESSONS LEARNED
Our team had some difficulties but overall we overcame these obstacles and have worked together to finish our project. Our project has been a success and this semester has been memorable. The greatest challenge we faced was coordinating our schedules to fit that of our Community Partner’s. It was difficult for us to have availability during the times that our Community Partner gave us to serve with them. The most important leadership lesson we learned was the importance of communication. This was our biggest struggle throughout this experience. We all had a discussion to address where we each saw issues and it helped us to grow as a team. Overall, we found that communication is a necessity for effectiveness.

UNITED ONES FOR SERVICE
Team Members: Alyson Thompson, Brittany Silas, Kristen Montgomery, Kelsey Preston, Allen Ford, Chassity Sanders
Mentor: Cassandra Latimer
MLP Fellow: Evante Topp
CP: Boys and Girls Club #2

PROJECT SUMMARY
Over the course of this semester, United ONES for Service worked with the local Boys and Girls Club tutoring these young minds Monday through Thursday. Fridays were reserved to do activities such as Active
Play, creative arts, and learning about technology. While there, we observed that the students lacked some basic skills in etiquette. Our original goals were:

- **Goal 1:** Tutor Rooms One and Two on homework from Monday through Thursday.
- **Goal 2:** Teach etiquette rules consisting of dining, apparel, and communication etiquette on Friday. We broke up into groups of three. One group teaches rules of communication, while the other teaches dining skills.
- **Goal 3:** Dance instructors from Mississippi State University were to come to the club to teach the students a formal dance.
- **Goal 4:** Hold an etiquette ball with the students in November showing off their skills. The ball included a meal of spaghetti, string beans, and mashed potatoes; it also included the children doing a formal dance.

**LEADERSHIP LESSONS LEARNED**

The way our group overcame our challenges was to keep a positive attitude, work together as a team, develop new plans, and be creative. As a group, we have learned to always have backup plans just in case the original does not work. Carefully organized backup plans ensure that when a problem arises, the group is not struggling to accomplish a task. We have also learned that communication truly is the key to success. The big thing we learned is that you cannot fix a problem without cooperation. We feel as if our goal of teaching basic etiquette is important because it will always be used in the future. Student need to learn proper dress and communication for events such as job and college interviews. They also need to learn dining skills for formal or black tie events. As a group, United ONES for Service did face some challenges, but just as this was a learning experience for us and our future endeavors, it was also a learning time for our students.

**DAY ONE STEAK SAUCE**

**Team Members:** Antonio Dallas, Brandon Cotter, Cortland Mackbee, Alexis Branch, Sandor Dibble, and Johnny Dean  
**Mentor:** Gary Ervin  
**MLP Fellow:** Devin Rose  
**CP:** Camp Seminole #1

**PROJECT SUMMARY**

Day One Steak Sauce has served Camp Seminole throughout this semester. Camp Seminole is a 288 acre facility that serves the local Boy Scouts of America, and is located just outside of downtown Starkville. Our initial team goal was to improve the overall appearance of the camp. We planned to construct two flower beds, but the time of the year and the budget deterred our original plan. Initially, we didn’t take into account that the weather could affect our Service Learning Project. Our team successfully constructed our first flowerbed just before the climate changed. The construction of the flower bed helped to boost the appearance of the camp. Our team hopes that the appearance will attract more organized events for the camp.

**DAWG-N-ATORS**

**Team Members:** Chandler Thurlow, Cadesscia McClendon, Jessica Magee, Jerry Sanders, Kevin Stachowski, Shan Shan Peng, Leana Rapp  
**Mentor:** Carolyn Huntington
MLP Fellow: Jake Fisketjon  
CP: Camp Seminole #2

PROJECT SUMMARY
This semester we, the Dawg-n-ators, aspired to clean three main camp grounds and the main storage house. Also, we restored the siding of a storage building and repainted designated Boy Scout and Cub Scout panels. Our final project included the refurbishing of a storage shed and the repainting of different camp signs. Though it was strenuous work, we were able to complete it in a suitable timeframe. The shed’s walls were ruined and in great need of repair. Our group tore down the walls and replaced them with new ones. The panels, on the other hand, were in good shape for the most part. We washed them down and glued a few back together before painting them. The outcome of our project was a success and we really enjoyed seeing it all come together.

Our accomplishments are important because they give new life to an important aspect of the camp. Ceremonies, meetings, and lessons take place at this area. We believe our projects will create a more memorable atmosphere for the scouts, especially during times of great achievement. For every weekend available, we traveled nine miles to and from Camp Seminole to obtain our twenty service hours.

LEADERSHIP LESSONS LEARNED
Once we started our site visits, we worked hard and met most of our goals. In order to overcome disadvantages such as having to volunteer on weekends and rushing to complete our final project, we had to stay positive and focused. We realized we were behind other Day One teams so we were committed to working hard and getting the hours needed.

Volunteering for Camp Seminole gave our team the opportunity to get to know each other and learn about our leadership skills. The most important leadership lesson that we learned is that we have to put forth effort in order to be successful. We also learned that we have to communicate so there will be no misunderstanding within the group. If communication is done properly, the work will be sure to go smoothly. In the future, we hope to put these lessons to use and be able to teach others as much as we learned about leadership through this project.

THE HONEYBADGERS
Team Members: Sarah Ashley Jolley, Allison McCarver, Jordan McDaniel, Connor Tibbs, Bryson Bonham  
Mentor: Ben Sharpe  
MLP Fellow: Brian Laird  
CP: Cub Scouts Pack 11

PROJECT SUMMARY
This semester, we have been attending the Cub Scout Pack 11 meetings every Monday night. The missions of the Pack are to teach the scouts about being a good citizen in their community and teach them about the basics of camping in the wild. A big point of the scout’s mission is to teach them about the “Leave No Trace” badge; a badge that requires the scouts to know how to leave their camp sites the same or better than they found it. Over our time working with the scouts, we have accomplished many things. Goal 1: Bridge the gap between our University and the Community of Starkville. Goal 2: help teach the Cub Scouts lessons we ourselves have learned through our past experiences. Goal 3: Form bonds with the scouts and the scoutmaster to help make a good name for the Day One Program and Mississippi State. Goal 3: Positively influence the lives of the young scouts. Another goal we have successfully completed this semester was to teach the scouts the “Leave No Trace Badge” that is required of them to move on to their next rank through the cub scouts.
Our final goal we completed was to plan a fun event for all the scouts and their families to participate in at the end of the semester. This was our final project and it took a lot of planning and cooperation from all parts of the team.

LEADERSHIP LESSONS LEARNED
Our team has faced many challenges since beginning to plan our camp out in November. First of all, the day before our project proposal presentation, our Community Partner changed the location for our camp out. All of the activities we had planned were planned around our location for the night, so along with changing where the camp out took place, we had to change all of the events we had originally planned. Another challenge we have faced was actually handling the cub scouts. Most of our team had previous experience with children, either through babysitting or something else, but we were not prepared for dealing with over 7 children. It was definitely overwhelming at first. Our final challenge was losing one of our team members just a few days before our big project due to unforeseen circumstances. We all had to pitch in and make up for his absence in preparing for and planning the camp out. This taught us cooperation, flexibility, patience, and above all, the ability to adapt to last minute changes. Though we never want things to go wrong last minute, these things have allowed us to grow as a team and also individually.

YMCMB
Team Members: Nakita Turner, Annie Blass, Janet Davis, Ben Stuart, Cody Wescott
Mentor: Eric Collins
MLP Fellow: Lauren Kellerhouse
CP: Cub Scout Pack 27/45

PROJECT SUMMARY
Our team aspired to accomplish the Leave No Trace project with Cub Scouts Pack 27/45 and also has accomplished painting the Cub Scout supply shed at First United Methodist Church. Our accomplishments are important and benefitted our CP because we taught the scouts about wildlife safety, which was a great learning project for them.

YMCMB set goals at the beginning of the school year. Those goals were to help out the Cub Scout Pack to earn a badge for their uniform as well as to help out the cubs every Monday evening at the meeting. We also painted and stained their shed. Our last goal is to set up activities at the research park to give them an opportunity to earn their badge.

So far our action team has stained and painted the storage shed outside the First United Methodist Church. Our team had to meet for about 2 hours per week for two consecutive weeks. Our first meeting, we exhausted our supplies and had to come back a second Friday when we could obtain additional supplies. On November 10th we lead a Leave No Trace activity at the research park across from campus that will teach the scouts to camp in an eco-friendly manner. Each member of our team led a different informational station. Here, we created six different stations the scouts attended to learn how to hike and camp in an eco-friendly manner. At the end of the project we led the scouts through a trail where we picked up litter and trash that had been left behind.
Our accomplishments are important because they instill good values in the Cub Scouts through “Leave No Trace.” We provided an experience that was relatable and attainable for the Scouts. “Leave No Trace” not only benefited the Cub Scouts and the environment, but it also aided the Cub Scout leaders who provide and give time to the Scouts on a regular basis. Painting the supply shed was important because it beautified the Boy Scout area, which benefits First United Methodist Church, who generously allows Cub Scout Pack 45 to use their facilities.

LEADERSHIP LESSONS LEARNED
Some leadership lessons learned by our team are to get things done in an organized and timely manner. We always work together and listen to each other to come up with great ideas. We also learned that we have to be fully committed when it comes to meeting with our group. Also we have discovered that it is essential that we communicate together.

BULLDAWG LOVE
Team Members: Damien Jones, Vivian Buie, Hannah Russell, Stephanie Proctor, Shanyha Brumfield and Tyler Smith
Mentor: Bob Wolverton Jr.
MLP Fellow: Morgan Ford
CP: Designed with Love Child Haven

PROJECT SUMMARY
During our Day One experience this semester, Bulldawg Love’s greatest desire was to assist Designed with Love Child Haven with meeting their needs and fulfilling the daily duties and task that they carry out. Specifically, we sought to provide them with a more efficient use of their space and assistance in caring for the children. Our main goal was to provide organization to the facility, which we accomplished by building a bookshelf and creating shelves for the storage room. We also worked with the children by tutoring, entertaining, and serving snacks to them. The children looked forward to our visits and were always excited when we interacted with them. We faced certain difficulties such as dividing our attention evenly between the children and settling disputes between the children. The majority of the benefit came from the bookshelf, which provided the facility with a place to organize their books. The children also benefitted through our positive influence while working at the Child Haven. The children would get very excited whenever we were able to do activities with them. The faculty was very thankful that we were there, because we were able to provide them with extra help when they were understaffed. By doing “small tasks,” we lightened their load and allowed them to direct their main focus on the children.

LEADERSHIP LESSONS LEARNED
Overall, our team has had excellent communication skills. We knew that we wanted to help the Child Haven. However, one challenge we faced was how to build the bookshelf as none of the members had previous construction experience. We also had to come up with the design ourselves and acquire the right tools for building. We overcame those challenges by brainstorming and talking with experienced builders at Lowes. The most important lesson that we learned was that communication is key to the achievement of any goal. We would not have been able to complete our project without the communication and participation of all the Action Team members and our community partners.

DYNAMIC DUDEES
Team Member: Summer Fulcher, Angel Phillips, Andrew Garza, Kimberly Handley, and Cori White
Mentor: Erin Kiess
PROJECT SUMMARY
This semester the Dynamic Dugees hoped to fill our CP site, Dugan Memorial Home, with a fun and positive atmosphere for residents and staff. The Dynamic Dugees went weekly to our CP site to interact with residents and help the staff. We participated in different activities such as playing games, baking cookies, and talking with residents one-on-one. During the semester we planned a party called the Fall Ball for the residents and staff, held on October 26, 2012 at 3:30pm in the cafeteria. We prepared different fall desserts for the residents and staff, which they all enjoyed. The Fall Ball was originally planned to have different stations for the residents such as pumpkin painting, a fashion show, a skit, and dancing. However, we eliminated some of the stations earlier planned before the Fall Ball happened. When we were actually acting out our plans, we decided that some activities were too complicated for us to accomplish, or simply not feasible for the residents. Also, during the Fall Ball the residents did not come to the pumpkin painting station, nor did they want to dance. We fixed these issues by giving away pumpkins to put in their rooms and playing music for them to enjoy while eating. Everyone at Dugan was very appreciative of our Fall Ball and our efforts put forth on weekly visits. Overall, we succeeded in filling Dugan Memorial Home with a positive and fun atmosphere for the residents and staff.

LEADERSHIP LESSONS LEARNED
The most important leadership lesson the Dynamic Dugees have learned is how to use a combination of time management and communication skills. We learned to effectively manage time by planning ahead for events and projects. By communicating our schedules with each other, we were able to accomplish our goals in a timely manner. We have realized time management is an essential skill for both a professional and a personal life. Communication is the path for all experiences in life, and it will allow us to be effective in whatever we do in the future. Therefore, to be a successful leader, we discovered that one must master time management and communication to accomplish life goals.

#MAKEADIFFERENCE
Team Members: Efrem Egede, Katye Drew, Ishia Brown, Elizabeth Hampton, Nayeli Galeas, and Char Blackmon
Mentor: NaToya Hill
MLP Fellow: Darius Mangum
CP: East Oktibbeha County Elementary School #1

PROJECT SUMMARY
This semester the Make A Difference team has been tutoring students at East Oktibbeha Elementary School in the following subject: math, science, & literature. Primarily, we believe that the students were able to receive the one-on-one tutoring that they needed for their studies. Due to this, they are now more prepared to do well on their state exams and move on to the next grade. Along with the academic help, they also acquired an insight on what their future could hold. Through talking with the students about their future aspirations, we were able to lay the foundation for a college education.

Our Service Project consisted of beautifying the school playground. In order to do this, we painted the wooden boarders around the playground blue, in honor of the school’s colors, and added mulch to one of the playgrounds. While adding mulch to one of the playgrounds, we underestimated the amount of mulch we needed and ran out before we were halfway done. We ran out of mulch and we were also out of money. We had to figure out a way to gain more mulch so we sent out a proposal to Lowes and Walmart for help for the
mulch. Lowes responded and donated 30 bags of mulch. With this donation we were then able to then complete our plan for the beautification of the school.

**LEADERSHIP LESSONS LEARNED**
Recently, our group completed an assignment on what we believe are key qualities that all leaders should have. We believe that a leader should not micromanage, because that may stifle creativity from members of the group. Also, a leader has to be able to step out of their comfort zone. As a leader, you need to be malleable and do things for the betterment of the group, even if you do not want to. A leader needs to be able to look past what is being said and listen to the unspoken words, because sometimes the more shy individuals are more hesitant to speak up for or against something. Also a leader needs to be able to keep the fun within in the group. A leader must be able to balance fun along with completing their project so the group will not become burned by focusing only on the goal.

This has been an amazing experience for our group. We started off the semester shy, hesitant, and unsure about what the semester would hold for us. As the semester moved along, we all began to talk more with each other, and built bonds which we know will last, long after the semester. As for the students that we tutored, we hope that they continue to excel in their academics and achieve higher marks. In the long run, we hope that we have helped them begin to think about their future and going college.

**D.A.W.G.S.**
**Team Members:** Grayson Obregon, Tianna Quiller, Patrick James, Keri Jones, Tevin Jones, and Zac White
**Mentor:** Dr. Jessica Ivy
**MLP Fellow:** Dominique Dicarlo
**CP:** East Oktibbeha County Elementary School #2

**PROJECT SUMMARY**
This semester the D.A.W.G.S. team hoped to help the students at East Oktibbeha County Elementary School (EOCES) to improve their test scores by tutoring specific students at the teachers’ request each week. We also intended to beautify their school grounds by remodeling the butterfly garden, painting an existing table, and building a picnic table. We were able to accomplish those goals. We built a picnic table, and painted an existing table a lovely blue. We were able to do a thorough job revamping the butterfly garden (the aesthetic center piece of the school yard) by pulling up the majority of weeds and laying down a fresh batch of mulch. We were able to plant wildflowers that will bloom in late July through early September. These wildflowers also attract hummingbirds and butterflies, so the garden will once more serve its purpose. The students at the school were amazed at the work we completed.

Our accomplishments are important because although EOCES is a Title I (a school in which a high number of students are living in lower socioeconomic households) school, the students are very bright. They were able to further excel academically through tutoring. Through our landscaping activities, we were able to give the kids an outdoor area to be proud of. Overall our group accumulated 147 hours and 45 minutes of community service.

**LEADERSHIP LESSONS LEARNED**
During this semester our team had both challenges and successes. One of our greatest challenges was communication. In order to overcome this challenge, we spoke with each other about these issues and worked them out. We also made a conscious effort to respect one another. Another challenge was
transportation. Some team members had difficulties getting to and from the site because of scheduling issues and lack of transportation to the site. During the service project we underestimated the amount of materials we needed and the time it would take to complete the project. To overcome this challenge we had to take an additional weekend to complete the service-learning project. By working through all these issues we were able to become a more effective team.

Some of the most important leadership lessons we learned were: the importance of time management, communication, and being responsible. We are all college students, so Day One is not our only class or extracurricular activity. We learned how to balance all of our other commitments as well as complete our Day One requirements. In order to effectively complete our project, the members of our Action team had to be responsible and do what they said they would do. As we had issues with communication, we grew in our communication skills. The lessons we learned in Day One are lessons we can take with us through the rest of our college journey.

**HEALING HOOVES**

**Team Members:** Kiersten Oldenburg, Lindsey Loden, Brad Console and LeeAnne Whigham  
**Mentor:** Adrienne Morris  
**MLP Fellow:** Emerald Barrett  
**CP:** Elizabeth A. Howard  
**4H Therapeutic Riding Center**

**PROJECT SUMMARY**

This semester the Healing Hooves team hoped to work on inspiring the young and the old to learn to forget their disabilities and perform the best that he/she can do in different activities that will, in the end, help them. We aimed to participate in weekly riding classes with assigned riders at the T.R.A.C. facility and, to design and laminate alphabet flashcard posters. These posters would be used to help the younger riders learn the alphabet, recognize colors, and spell. We also strived to construct a parking lot sign for the T.R.A.C. facility. This would help the outer appearance of the facility as well as keeping handicap parking accessible to the riders. In addition, our team also hoped to design a new advertising layout for the T.R.A.C. program. By increasing advertising, the program hopes to enlist the help of more volunteers and educate potential riders on campus. We hoped to plan and assist with the volunteer appreciation dinner at the end of the semester. This dinner is a way for the riders and donors of T.R.A.C. to show their appreciation to the volunteers. The T.R.A.C. coordinator really appreciated the posters, and she looks forward to using them in future lessons. Our team distributed flyers, and we were successful in raising awareness for the program. We completed the parking lot sign by getting the materials donated by Donnie Hollis. In addition, we are also able to make an additional safety sign. Overall, our commitment to volunteering each week benefited the riders the most by allowing them to learn valuable social skills.

Our accomplishments are important because they directly benefited the riders. They helped the riders improve motor, social, and emotional skills. For example, some riders with autism have learned how to better connect to people that they are unfamiliar with. Additionally, some riders with certain disabilities learned to focus and concentrate on verbal commands while numerous distractions were present. Overall, our group accumulated 93 hours. Together we traveled 525 miles and served 13 riders.
LEADERSHIP LESSONS LEARNED
Overall, our team worked pretty well together. Our project was a success and our experiences were quite memorable. Our greatest challenges were timing, commitment, and communication. Communication, patience, and flexibility were the biggest lessons in leadership that we learned. We had to communicate to be able to work together as a team to get everything done. We had to be patient with each other because not everybody thinks the same. We all have different schedules, so flexibility was key to being able to get together to work. Also, with flexibility and patience you have to realize that not everything will go to plan and you have to not get frustrated and communicate to get the common goal accomplished especially when obstacles get in the way.

A.G.E.L.A.R.B.
Team Members: Alexis Daulton, Gabby Wuisan, Jarmel Lewis, Ellie Wilson, Laina Jennings, Bre King
Mentor: Ashley McCall
MLP Fellow: Becky Smith
CP: Emerson Family Resource Center

PROJECT SUMMARY
The past couple of months we have been serving Emerson FRC with their mission to promote literacy and family resilience. Our first goal in helping them pursue their mission of promoting family literacy was to hold a read-a-treat. Our goal was to reach 25 families, which we exceeded. The first event we had to promote literacy at the read-a-treat was a scavenger hunt in which we had clues that they had to read to reach the end where they received prizes that included a book. The second event we had to promote literacy was a read-a-long. Our mentor, Ms. Becky read children’s books. The kids that attended were fascinated when her son began to read aloud with her. This allows parents and children to bond over reading and quality time. It brought attention to the parents on how important reading is to their kids. It was exciting and rewarding to be a part of the fun that reading can bring to a child’s life.

Our second goal in helping Emerson pursue their mission was to meet Emerson’s daily needs. One way this was done was by decorating their bulletin boards for the different events going on around in the community. We also tallied surveys filled out by parents and counted resource books, which benefit Emerson as well as their families. Both of these provide Emerson with ideas of what families in Starkville are looking for in their resource center. We have also been organizing education of games and books so the children can receive the full benefit from them. Overall, our goals brought publicity to Emerson and interaction between the parents, students, and faculty. By accomplishing our goals not only did we feel pride, the faculty at Emerson felt pride in the work we did while working towards their goals.

LEADERSHIP LESSONS LEARNED
As a team, we have learned that communication and teamwork are important in successfully completing our goals. Each team member learned the importance of self-discipline and sacrifice. There were several times this semester when the group was asked to do monotonous or seemingly meaningless tasks while meeting Emerson’s needs. Once we understood that the secretarial tasks were beneficial to the community partner it made us more proud and willing to do it whole heartedly. We also learned that reliability and trustworthiness are very important characteristics of each team member. If we had not felt like each member could trust each other to adequately preform and complete their assigned tasks, the Read-A-Treat would not have been as successful as it was. During this process of learning about communication, teamwork, self-discipline, reliability, and
trustworthiness we recognized that these characteristics would also serve us well in life in general. We each personally learned about ourselves and what it takes to be successful in any endeavor.

**PRESCHOOL HEROES**

**Team Members:** Staci Dorsey, Erica Mayner, Mark Baldwin, Raven Lawson, Maddie Ruble, Daniel Mooney, and Tyler Saulsberry  
**Mentor:** Dan Whatley  
**MLP Fellow:** Meg Gustafson  
**CP:** Emerson Preschool  

**PROJECT SUMMARY**

Our mission was to improve Emerson Preschool’s playing environment so that the children can have a safer place to play. We were able to complete our goals of making sure we went to our CP site every week and that each member has eight service hours completed per month. We started working on our project October 3, with the goal to be done with the enclosure by November 15. Our last goal was to help keep the school clean and organized. Our jobs consisted of working with the children, building the enclosure, and odd jobs such as cleaning and organizing little things around the school. Our accomplishments are that we finished building the enclosure, worked with the children, had at least sixteen service hours each by our showcase, and helped the staff at Emerson. The benefits from our accomplishments are that we fulfilled all of our goals and made a positive influence to Emerson which makes us feel that we made a difference in the Starkville community.

**LEADERSHIP LESSONS LEARNED**

Overall, our team worked well together even though it was not easy at the beginning and we faced multiple challenges. Emerson was having difficulty with hiring a preschool director which made it problematic for us to communicate with them about our project. We learned how to keep calm and continue to work in difficult situations. In order for our project to be a success we had to practice teamwork and effectively communicate with each other so everyone knew what their job was. With the changes that went on at our CP site we also learned that everything will not always go smoothly and we will be faced with challenges, but with patience and determination, we can overcome and work through those challenges. The things we learned from completing this project will not only help us throughout the rest of this year but through life as we come in contact with all kinds of people and challenges.

**STEP ONE TEAM**

**Team Members:** Talla Cisse, Linden Dale, Abby Harville, Keyasha Pace Ashton Pernell, Shaye Scott  
**Mentor:** Christine Williams  
**MLP Fellow:** Molly Jobe  
**CP:** Florida Care
This semester the STEP One group volunteered weekly at Florida Care, one of the few agencies that are concerned with teaching and providing education to mentally and physically disabled individuals. Each week we were given certain tasks to complete in order to help the residents and staff meet their daily goals. Each team member dedicated two hours a week to help in many ways such as arts and crafts, horticulture, laundry, money matters, woodworking, kitchen activities, and housekeeping training. By doing these different activities, we hoped to not only create a stronger relationship with the residents, but provide them with the opportunity to meet and interact with different people than they are accustomed to. One particular goal we set out to accomplish was a Welcoming Party for Florida Care’s new building. Our goal was to pull out the red carpet! We were going to provide cake and ice cream. Also, we were going to have a painting activity where the residents put their hand prints on a banner that would be hung in the new building. Then we planned to have a band and a photographer to make an album for Florida Care. Due to the complications with the new building, we could not achieve this goal. Instead we hosted a Fall Celebration. We bought pumpkins for residents to paint, cookies to decorate, and a crafts activity. The residents did something different and had a great time with the whole Step One team there. By doing this project, we provided more hands for our CP, provided supplies, and provided a break from their daily routine. As a team we dedicated about 90 service hours and served over 70 residents.

LEADERSHIP LESSONS LEARNED
The most important thing we learned as a team was time management and patience. Throughout the semester, we faced obstacles that were out of our control. Nevertheless, we kept working together and adapting to different situations. We were open-minded about each other’s thoughts and ideas. This made each member effective in their own way. No one was scared to share ideas. Sometimes we had to re-direct our original plans to meet our new goals. Florida Care made us better leaders by putting our individual talents to use and allowing us appreciate the things we have. In conclusion, we learned that in order to achieve a common goal, we have to adapt and work together to meet our expectations.

SON OF A BULLDOG
Team Members: Tyler Ashmore, Jalen Harris, Breanna Temple, Johnathan McGee, Matthew Sommerman
Mentor: Elizabeth Blaine
MLP Fellow: Larry March
CP: GoPlay Initiative

PROJECT SUMMARY
This semester the team Son of a Bulldog hoped to inspire local elementary school children to spend more time outside while working with the GoPlay Initiative in Starkville. We sought to show these kids that playing outside is more entertaining than playing video games inside all day long. We helped in the construction of a playground tailored to handicapped children with specialized equipment and rubberized ground to keep them safe when they fall. We successfully planned and held a field day at Sudduth Elementary School where we had roughly 20 children attend and play from 12 o’clock to 3 o’clock. We had children return to school and tell all of their friends how much fun they had at our field day. We also had parents thanking us for holding a day where their kids could come out and play with other children.
Our accomplishments are important because the rate of obese children in the United States is dramatically rising. We wanted to be a part of showing these kids that they can have exponentially more fun playing outside with their friends than sitting inside on the couch playing video games as they eat junk food.

LEADERSHIP LESSONS LEARNED
Overall, our team worked extremely well together. Our project was a success and our experience was memorable. Our greatest challenge was coordinating our schedules with that of the Community Partner’s in order to reach our 20 hour requirement. The most important leadership lesson we learned is the importance of a flexible schedule. We each had to give up our fall breaks in order to help with the construction of the playground. We did this with no problem because we were going to be helping out a good cause. We also learned that being able to work out of our comfort zone is beneficial to being a leader. We learned that sometimes you will be put into a situation that is less than ideal and you will be forced to take charge of that situation.

BULLDAWG BUILDERS
Team Members: Drew Dygert, Jodi Foxworth, Michael Joyner, and Dana McClendon
Mentor: Jessica Northcutt
MLP Fellow: Michael Adams
CP: Habitat for Humanity

PROJECT SUMMARY
During the fall semester of 2012 our action team, Bulldawg Builders, hoped to assist Habitat for Humanity in providing a home for a family in need. Habitat for Humanity provides homes for people who apply and fall within a certain income bracket. We wanted to make sure that the house was completed by Thanksgiving in order to have the family moved in by the holiday. We also wanted to complete a service project for the family in order to fulfill their needs. We wanted something that would be durable and useful for the family, so we asked the head of the family what she would like us to build for her. She told us that her daughter needed something that would serve the dual purpose of space to hang clothes and space to store various items. We drew up a design and built a cabinet that has an open space at the top for clothes and shelves at the bottom for storage. We also built an identical copy of the cabinet to use in her laundry room. We also took pictures throughout the building process to track the weekly progression of the house and provide the new owners with a memory of the many volunteers that helped in the building process of her family’s new home. Overall, our action team has accumulated 90 hours and 30 minutes of community service. We traveled 380 miles and served Ms. Walton, her five children, and the Starkville Habitat for Humanity.

LEADERSHIP LESSONS LEARNED
The biggest challenge that we faced was working with our community partner to find time to volunteer that worked with all of our schedules. Another challenge that arose was that, occasionally, there were more volunteers than expected and a lot of the work has to be completed in a certain order which left many people looking for something to do. We also talked to our CP and worked out a schedule that benefited us both. The most important leadership lessons that we learned this semester were to work together and to effectively communicate with others to complete the given assignments. We had to work together to complete each part of our project and had to communicate with our group to ensure that everyone had a ride to and from the work site. We also had to communicate with the skilled volunteers at the work site to learn the correct way to build a house. Through our time in Day One, we learned that everything in life is based on communication. Everyone has their own way of completing a task, and without communication of new and inventive ways to more efficiently accomplish that same task, there is no room for growth.
BULLY’S ANGELS
Team Members: Allie Whitt, JT White, Tudy Young, Megan Walter, Mohammed Ibrahim, and Spencer Waschenbach
Mentor: Matt Interis
MLP Fellow: Geummi Lee
CP: Habitat for Humanity

PROJECT SUMMARY
This semester Bully’s Angels hoped to help Habitat for Humanity build the Maroon Edition House to help a family in need in Starkville. Every weekend we devoted four hours of our time on Fridays and Saturdays to the Maroon Edition House; by doing this we helped a family obtain an improved living situation. Our goals for the team were: Goal 1: Build a bookcase for the family as a group project. By doing this it would bring our Action Team together and give the family a piece of furniture for their new house. Goal 2: Create a relationship with the family by having a picnic with them. We wanted to give the family someone else to communicate to within the community. Goal 3: Finish the house by the completion date, November 1st. This date was important because this gave the family time to move-in and get settled before Thanksgiving. Goal 4: Have a book drive to fill the bookcase for the family. We wanted to give the family a fully stocked bookcase with books for everyone to read and enjoy.

We accomplished all but one goal: the book drive to fill the bookcase for the children. We were trying to fill the bookcase with books by this drive, but JT may have a donation of books. We all have full schedules and we were not communicating well enough in the beginning of the semester to set a date for a book drive, so it was omitted. By finishing the house we helped the CP by bringing helping hands to work hard and fast to finish the house by November 1st. We also helped the family by giving them someone else in the community they can talk to and interact with. All of us as a whole grew because we had to sacrifice time to get hours. It was difficult to get hours on Fridays with classes and Saturday was hard sometimes because everyone wants to go and have fun and relax from school. Altogether our team accomplished a tremendous amount of work in what little time we had to work with.

LEADERSHIP LESSONS LEARNED
Overall our team worked diligently together to reach our goals. Despite our challenge to get all of our hours in a timely manner, we still managed to pull through in the end. In the beginning we wanted to travel to the site together, but we later discovered that idea wasn’t agreeing with our schedules. We still managed to work around extracurricular activities like choir, clubs, and extra credit homework assignments. Through this we learned time management. We saw that managing our time together was necessary in accomplishing anything.

We also learned how to apply the power of team work and leadership to our team. Both are very powerful tools, and with them, we were able to bring our team together and accomplish our desired goals. Once we came together as a team and exemplified our leadership abilities, everything began to fall into place. We also found communication to be important as well. If there is not an adequate amount of communication among the members of the group, then there will be a large amount of chaos amongst the group instead.

CRAZY CRAYONS
Team Members: Morgan Cheatham, Isaiah Darden, Mikaela Gold, Billy May, Alexis Klein, and Eboni Smith
Mentor: J.D. Hardy
MLP Fellow: Haley-Elise Stewart  
CP: Happy Start Learning Center

PROJECT SUMMARY
This semester the Crazy Crayons action team aspired to mentor children at Happy Start Learning Center. We hoped to advance their social skills, spark creativity, and help to better prepare them for kindergarten. We have been able to accomplish all of our goals over the course of the semester. We visited Happy Start Learning Center in groups of three once a week and, as a result, we were able to develop relationships with the children who attend Happy Start. This enabled us to help further develop their social skills. While at the CP site, we interacted with both students and instructors, and helped to perform the day to day tasks required to keep the facility running. The children really seem to enjoy our visits and are very responsive to our compliments, and/ or admonishments. They seem to regard us as role models, which is what we set out to be for them. The instructors at the facility also really seem to appreciate our help as well. We have also planned a Thanksgiving program in order to teach the kids American history, and to show their parents the progress they have made. This program will not only help prepare the students for kindergarten but will also allow them to express themselves creatively by doing crafts and other activities. This supports the accomplishment of our original goals as well.

LEADERSHIP LESSONS LEARNED
Our group really came together this semester and worked well as a team. We believe that our Service Learning Project will be extremely successful and have a lasting impact on the children with whom we are working. The most important leadership lessons that we learned are the importance of communication when dealing with a group and commitment to executing planned tasks. Each member had to learn how to work around other team members’ schedules. Also, we had to learn that when you make a commitment to do something, it really is necessary for you to follow through on that commitment. We each personally made commitments to Happy Start, and had to work to find ways to honor those even while balancing the agency’s schedule with our own school schedules. In the future when we all have jobs, we will likely be required to work in teams similar to the one we are in now. This experience has taught us all how to effectively listen and communicate with team members or co-workers. These leadership lessons will ensure our success and compatibility with others in the workplace. At times, we may not always see eye to eye with those we are working with, but we have learned to communicate these issues in order to achieve a common goal.

THE ROYAL HELPERS
Team Members: Jakaris Byrd, Isaiah Coates, Mary Fairley, Amari Hughes, Andrew Magee, Alaina Ulmer, and Quanshayla Wilburn  
Mentor: Kevin Edelblute  
MLP Fellow: Katie Beth Walton  
CP: Henderson Intermediate School

PROJECT SUMMARY
Throughout this semester the Royal Helpers team sought to improve the grades of students at Henderson by tutoring them in the subjects in which they struggled. Also, we sought to implement a career fair that would encourage kids to do well in school and show them that there is a reason behind getting an education. We tutored kids for at least two hours a week in our assigned classroom, helping them with assignments they missed or were
struggling to complete and implemented a career fair for over 300 students. Although our plans for the career fair changed several times throughout the planning process, it was very successful and beneficial to the students.

Overall, our group accumulated 138 community service hours. We carpooled in two cars for a total of 180 miles and served 333 fifth grade students. Our project and service were beneficial to the students because it showed them that education can get you far in life.

Our accomplishments are important because we instilled in the students the need to stay in school. We did this by showing the students that they can do anything they aspire to do in life no matter what anyone else says. Also, we provided a positive influence on the kids by teaching them lessons that they may not be learning at home.

**Leadership Lessons Learned**
The most important lessons we learned over the semester were flexibility, communication, and maintaining positive attitudes. It did not take long for us to discover that flexibility is essential to being a successful leader. One may face obstacles, and one way to overcome those challenges is to be flexible. We learned that it is easier to be flexible when you maintain a positive mindset. It is so easy to become negative and just give up when faced with challenges. There is nothing more disappointing than working hard for something only to have someone tell you that you can’t complete your goal unless you take another route. The importance of effective communication, however, was the absolute biggest lesson we learned. We learned that you cannot accomplish tasks as a team unless there is constant communication. Lack of communication can cause major frustration and even anger. We learned lessons that will not only be useful in the Day One program, but will also help us be successful in life. Whether it’s a job, family, or school, these leadership lessons will help us be successful in whatever challenges we faced.

**PURPLE PURPOSE**
Team Members: Andrena Chisholm, Rachel Dow, Ontonio Fairley, Tiffany Jones, Brianna Pheal, and Eddie Williams
Mentor: Julia Osman
MLP Fellow: Katie Beth Walton
CP: Henderson Intermediate School

**PROJECT SUMMARY**
This semester, Purple Purpose has worked to tutor and mentor fifth grade students while inspiring them to make healthy choices through fun and engaging activities. We successfully tutored the fifth graders every week in math and English, resulting in an increased understanding of the class material. We organized and hosted a health fair in which we informed the students of healthy facts and also used an obstacle course to engage the students. By utilizing entertaining activities with prizes, we were able to get the fifth graders involved and have fun, impressing on them the importance of getting out and exercising as a healthy choice. At the end of the health fair, we had extra snacks, water bottles, and prizes to donate in addition to the basketballs, baseball bats, and sidewalk chalk. The children really enjoyed the health fair, and the teachers kept thanking us for getting the students out of the classroom to burn off some energy. The teachers, counselors, and principal were all very appreciative of our hard work. Our CP coordinator was very impressed with how well organized and prepared we were. Our tutoring and health fair was a huge success and made a positive impact on not only the students with whom we work, but also the faculty. Our group carpooled several miles each trip and volunteered for 122 hours and 30 minutes
community service hours with 330 fifth grade students.

**LEADERSHIP LESSONS LEARNED**

Purple Purpose worked well together after overcoming all of our challenges and conflicts. At first, we had a hard time communicating with one another and with our CP. We were able to work everything out to make the project successful, because we remained flexible and patient. All of the challenges helped us to grow as a team. We also realized the importance of positive attitudes even when Henderson and scheduling were giving us stressful situations. We learned that acting, not just talking like role models is essential as well as clear communication, flexibility, and positive attitudes.
Appendix B

Montgomery Leadership Program Service Projects Summaries

Appendix B- Service Projects for the Montgomery Leadership Program

During the fall of 2012, 47 Montgomery Leadership students assisted over 250 freshmen in the Day One Leadership Program complete 48 service project initiatives. In the spring of 2013, 46 first semester Montgomery Leadership students completed their initial service projects, and 48 Montgomery Leadership students in their final semester of MLP completed their capstone leadership projects.

Spring 2013 Capstone Project Summaries
Capstone service projects are planned and implemented by students completing their final semester of the Montgomery Leadership Program. These service projects reflect each student’s passions and interests as well as their long-term aspirations for giving back to our communities.

Another Germ Bites the Dust
Lindsey Brown, Joshua Fowler, and Laney McQuage conducted science lessons at local elementary schools to demonstrate the importance of good hygiene practices. Through partnering with the Longest Student Health Center, Oktibbeha County Hospital and the Microbiology Club at Mississippi State University, Brown, Fowler, and McQuage were also able to provide the elementary students with hygiene products and introduce them to using a microscope with the help of microbiology students. The program was full of fun and interactive content about both good and bad germs.

Bethany House Stamp Collection
Hannah Burnett orchestrated a stamp collection drive to benefit the Bethany House, a local crisis pregnancy center. She sought out donations from a number of student organizations on the campus of Mississippi State University.

Broadening Brickfire
Matt Asters, Brittany Keyes, and Katie Beth Walton spent the semester by conducting biweekly mentoring sessions to students in the after school program at Brickfire Project located in Starkville. They encouraged students through various sports and arts such as dance, football and crafts. Their project concluded with a
A field day for the elementary and middle school students. It was complete with fun activities and fellowship among students as well as the parents of the students.

Bunny Care Awareness
Laura Newberry implemented an awareness campaign about proper care for bunnies and focused her capstone project during a popular bunny purchasing period, Easter Weekend. Her event included a photo opportunity with her bunny, Lucy, and the proceeds benefitted the local art gallery of Corinth, MS.

Cemetery Beautification & Cataloging
Brooke Blackwell logged well over 50 hours of service cataloging cemetery data to preserve Starkville’s history. Her data collection efforts resulted in the Oddfellows Cemetery to achieve its goal of creating an electronic database for the cemetery plots. Brooke concluded her project by implementing a “Dead Day” beautification day. The beautification brought out over 60 people to spend their morning at the cemetery raking leaves, mulching around trees, garbage pickup, and planting flowers.
Community Garden Restoration
Alex Benge revitalized the community gardens in Starkville while collaborating with the Starkville Parks and Recreation Department and Volunteer Starkville. She will continue to garden and cultivate her techniques through the summer with her ultimate goal of donating her vegetables to a local food pantry.

Community Heroes
Jordan Keasler and Haley-Elise Stewart conducted “safety” education lessons each Friday in April for students with special needs at Sudduth Elementary. The lessons highlighted important “community heroes” like the Mayor, Police Officers, and Firefighters through classroom activities and concluded the unit with a field trip to the fire station and police station.

Cow Patty Bingo
Devin Rose implemented a fundraising program benefitting St. Jude Children’s Research Hospital in Memphis, TN. The game of “live” bingo involved a cow and raised over $400 for St. Jude Hospital.

Discover Mississippi
Geummi Lee collaborated with the International Institute to create a competition that required American and International students to submit a proposal detailing their plans for a trip educating them about the Southern region of the United States. The winning team was awarded $300 from the International Institute and represented five different nationalities. They visited all over north and central Mississippi, western Tennessee and eastern Arkansas.

Engineering Education
Kenneth Newton, a chemical engineering major, set out to educate area high school students about how the engineering field is applicable to the healthcare industry. He visited West and East Oktibbeha County High Schools and provided students with an interactive lecture and activities on the topic.

Exceptionally Aware
Anne Claire Craig coordinated a disability awareness program that included a guest speaker, Houston Everett, an MSU student, and a variety of competitive games educating participants about various disabilities. The event drew a crowd of over 50 participants and partnered with the Superheroes for Autism 5K.
**Fight Against Hunger**
Alex Sims and Kirby Thomas share a passion to end hunger. This joint effort resulted in five events aimed to fight hunger: 1) partnering with Local Culture and Buffalo Wild Wings Starkville locations where the two businesses gave percentages of food purchased back to the World Food Program; 2) a food donations driven meal on MSU campus with donations from Bojangles; 3) a canned food drive co-sponsored by MSU’s Music Makers; and 4) a canned food drive at the end of the school year with boxes placed across campus and at Strange Brew Coffeehouse.

![Image of people holding donations]

**F.O.O.T.B.A.L.L. – Focus on Outstanding Talent, But Academics Lead Life**
Catrell Johnson, Darius Mangum, and Donté Thomas combined their passion for football with their knowledge on the importance of academic success to create a day long football camp. The camp included former NCAA and NFL football players as coaches to help encourage the junior high students. After the camp, students received a tour of the Leo Seal Jr. Football Complex on the campus of Mississippi State University as well as the opportunity to speak with athletic director, Scott Stricklin.

![Image of football camp]

**Gluten Free Symposium**
Andrew Fortune hosted an educational seminar and news briefing featuring speakers on the topics of gluten free alternatives, support for members with gluten allergies, and overall healthy eating tips. He was able to partner with Health Education and Wellness and Aramark Food Services to bring experts in the fields of cooking and nutrition. The educational seminar was attended by over 50 participants. In addition Andrew was able to bring his message to the Golden Triangle Area through a TV interview with WCBI.
Growing Libraries, Growing Minds
Becca Cash coordinated a book drive for the local elementary schools to increase the book selection for students to encourage more reading among elementary students. Her book drive collected over 675 books to be donated to area schools in the Starkville Unified School District and Palmer Home for Children.

Little Strides, Big Cure 5K
Dominique DiCarlo and Meg Gustafson took their passion for children and cancer research and organized a 5K race and 1 mile fun run benefitting the National Pediatric Cancer Research Foundation. Their race generated $3,640 in donations and included 64 participants.

Math, It Counts!
Josh Busby, a mathematics major, implemented a teaching series for numerous elementary school classes in Starkville. His lessons included interactive games to learn about how math is used in everyday life. It taught students about different careers that used math every day, how math can be fun, and ended with an exciting activity on determining the speed of a moving object.

Memphis 100 Celebration
Ashley McCall used her capstone project as an opportunity to make a difference in her hometown of Memphis, TN. She partnered with the Memphis 100 which is part of the “100,000 Homes” Project. Her event was a celebration for the recently housed 40 homeless individuals in downtown Memphis. Her event included activities, fellowship, lunch, and care packages for the participants.
Minority Mentoring
Jayren Thompson created a new student organization designed to recruit and train peer mentors for freshman minority college students. His inspiration came from an upperclassman who mentored him through his first year on campus.

Palmer Home Field Day
Morgan Ford coordinated an afternoon field day of games and arts & crafts activities for the kids at the Palmer Home for Children in Columbus, MS. Morgan partnered with the Maroon Volunteer Center to bring volunteers to brighten the Palmer Home Kids’ Day.

Pedaling for Prosthetics
Melissa Wilson facilitated a 5-day spin-a-thon that benefitted “Limbs for Life” a non-profit organization that provides prosthetics to those who cannot afford them. She raised $1,200 dollars through the spin-a-thon and used it as an opportunity to inspire others about the importance of healthy habits and exercise.

P.E. Equipment Drive
Michael Adams utilized his resources in Georgia to gather and collect over 850 pieces of sporting equipment that was then donated to East Oktibbeha County Elementary School. He also organized a field day with the P.E. instructor as an opportunity to get the students excited about exercising.

Sally Kate PR Program
James Lowe, a communications major with a concentration in broadcasting took his passion of public relations and put together a promotional package for Sally Kate Winters Family Services. His promotional packet included a brochure, video, and new “face-lift” on their website. Check out Sally Kate Winters at www.sallykatewinters.org

Serving Starkville
Jake Fisketjon used his handyman skills to provide free labor to Starkville citizens in need. Those that wished to compensate him for his time and effort were asked to make contributions to the Jimmy V Foundation. Over 40 hours of hard work resulted in raising over $1,500 dollars for cancer research.

Superheroes for Autism 5K
Molly Jobe and Kaitlyn Salter partnered with Jigsaw MSU to raise awareness and funding for the summer program for students with Autism. Molly and Kaitlyn did their project in conjunction with Anne Claire’s “Exceptionally Aware” Program. The 5k race and one mile fun run generated a total of $2,310 with 100 participants.
No Animal Left Behind
Alexis Parisi and Rachel Sassone took their passion for animals and coordinated a lecture with guest speaker, Dr. Bushby, from the Mississippi State University School of Veterinary Medicine as well as tours of the vet school. The lecture focused on the importance of spaying and neutering your pets as well as highlighted the span of aid and service that the vet school is able to provide with their mobile vet units.

Udderly Educational
Emerald Barrett and Chelsea Meyer took their passion for animals and hosted elementary students at the Mississippi State University Dairy farm. The visit included learning about where food comes from and how cows produce milk. Students were able to see the cows get milked and enjoyed Mississippi State Ice Cream at the conclusion of the event.

Veteran’s Banquet
Ethan Todd coordinated a banquet for local veterans. He wanted to show his appreciation for their service and help to create a network of communication and fellowship within the local veteran community. His event featured the MSU Jazz Band for entertainment and donated food and refreshments. This event proved to be quite meaningful for both the veterans who came and the civilians who witnessed them.

We ♥ Health
Hannah Barkley took her passion for science and turned it into an opportunity to work with students at Ward-Stewart Elementary and middle school science club students. The elementary students learned the importance of exercise and health through a series of activities such as learning to read their pulse. The middle school students in the science club also had the opportunity to participate in heart dissections of lambs and cows.
What To Do When Sh*%! Happens
Lenora Christopher and Lauren Kellerhouse saw a need on campus for more student awareness of their legal rights when faced with difficult situations. In partnership with a local attorney, police officer, and the MSU Dean of Students, they planned and hosted a seminar about students’ rights. Their seminar resulted in over 150 students learning about their legal rights.

Wildlife Education for Girl Scouts
Megan Annison, a wildlife and forestry major, took her passion for the outdoors and combined it with an opportunity to educate young ladies in a local Girl Scout troop. The girl scouts learned about wildlife preservation through a Saturday retreat and educational activities.

Zombies for a Cure 5K
Brian Laird and Cameron Musgrove joined forces with Relay for Life to put on a 5K benefitting the American Cancer Society. In this unique 5K, runners were chased by “zombies” in different portions of the race. They raised $1,526 with 70 participants in the race.

Spring 2013 First Semester Community Service Projects for the Montgomery Leadership Program
Each new class of Montgomery Leadership Program Fellows begins their service-learning journey with an assigned agency. The students are divided into small groups that provide weekly service to an agency and also design and implement special projects that will further benefit the agency.

Armstrong Middle School
Kaylee Boyd, Fredricka Brown, Robby Escobar, Porscha Myles, and Katja Walter served at Armstrong Middle School in Ms. Dixon’s special education class. The class is made up of sixth graders with disabilities in reading and language arts. As a group, the Armstrong Middle School team through 152 hours of community service was able to reinforce positive behavior in the classroom and a “can do” attitude with the students by visiting weekly. They finished the semester by creating various learning games for the students to play. The games were created to help teachers identify which learning style (auditory, visual, and kinesthetic) works best with each student.
**Camp Seminole**
Cole Bostick, Toby Brandon, Melody Chimahusky, Shelby Holm, Jing Liao, and Layne Moritz served at Camp Seminole. This outdoorsy group of six volunteered a total of 160.5 hours toward landscaping, cleaning, and beautification of the facilities. They also worked with local Boy Scout events at the site. Their final project highlighted the arts and crafts pavilion. This included resurfacing the hanging chalk board, installing a working sink, and fixing wooden cabinets.

**East Oktibbeha Elementary School**
Danielle Adams, Andrew Bell, Kam de Verteuil, Sarah Dunser, Gineca Garriga, and Paul Hoseman served at East Oktibbeha Elementary School as weekly tutors and mentors to the children. They tutored for a combined 150 hours at EOES. Their final project was a skating party to reward students for good behavior and academic success as another opportunity to remind students the importance of school and working hard.
**Overstreet School**

Kelsi Corrales, Tucker Fleming, Kelsey Huggins, Chet Thomas, and De’ Young served at Overstreet School. They called themselves “The Accelerators” and made it their mission to encourage a group of four young women to strive to get back on track in school and set their goals for themselves high. They tutored these young ladies weekly for a combined 132 hours of service. Their final project included a college visit to Mississippi State and taught the girls about what it would take for them to one day step on campus as a college freshman.

**Project Homestead**

Kelsey Hart, John Ganes, Daniel Mooney, Trey Rice, Jeffrey Robinson, and Masey Smith served at Project Homestead Food Pantry in West Point, MS. They performed various duties across the organization to assist Ms. Donna Cliett, the volunteer manager. Some days they would count and restock items, other days they would do minor paperwork. These six students utilized their final project as an opportunity to fix a broken door at the site and to build more shelving units to properly store canned food items on. All of this hard work resulted in 168 hours of service to this community partner.

**Rolling Hills Developmental Center**

Caroline Campbell, Chelsey Causey, MaryBeth Cox, William Jackson, Haden Johnson, and Kimberly Keel served at Rolling Hills Developmental Center. They spent a combined 140 hours working with adults with intellectual disabilities. Their final project consisted of a Luau for the residents as an opportunity to get outside and enjoy some fellowship with one another.
Vicker’s Personal Care
Alesha Briscoe, Megan Burt, Jeanna Fleming, Cody McClanahan, Brittany McCrary, and Kaitlin Parker served at Vicker’s Personal Care. They accrued 128 hours of service at Vicker’s through weekly visits to the residents at this elder care facility. Their final project consisted of beautification of the facilities by updating the bulletin board with a fun springtime design and hosting an Easter celebration. They also painted door signs for each of the sixteen residents to really make their rooms feel like home.

Ward-Stewart Elementary School
Alexandria Carson, Laquanda Davis, Maggie Iupe, Anna Langford, and Piyush Porwal served at Ward-Stewart in Ms. Kayla Leather’s special education class. Through weekly visits of tutoring, mentoring, and serving as a classroom aide, these students accumulated 120 hours of service with this community partner. Their final project consisted of a series of activities implemented to utilize different items in the classroom to help stimulate learning. These items included aerobie balls, therapeutic music, puzzles, hand print memory wall, audio books, hula hoops and bean bags.
Appendix C

Maroon Volunteer Center Project Summaries

Maroon Volunteer Center Project Summaries 2012/13

Maroon Edition Habitat for Humanity
423 volunteers spent 1903.5 hours helping to build the Maroon Edition Habitat for Humanity house. During the course of the semester, MSU student volunteers built a Habitat for Humanity home for a local family in need. Volunteer activities performed: building and construction, planning, organizing volunteer teams, and working closely with local media and campus organizations.

United Way Kick Off Campaign and Pledge Drive
Forty four students spent 64.5 hours helping United Way with their Kick Off Campaign and Pledge Drive. The MVC helped United Way with the Kick Off Campaign luncheon and stuffed envelopes to help with United Way’s yearly fundraising campaign. Volunteer activities performed: setting up and preparing tables, clean up, and stuffing envelopes to prepare for mailing.

Service Dawgs Day
306 students served 1224 hours at different Service Dawgs Day sites around the Golden Triangle area. Throughout Dawg Daze week, which is the week before fall semester starts, students, faculty, and staff volunteered their time at local agencies around Starkville. Volunteer activities performed: various activities at the different service sites around the community.
**Sally Kate Winters**
152 students spent 876 hours tutoring children at Sally Kate Winters. Sally Kate Winters offered after school tutoring for their students ages birth-17 years old. Volunteers used guided activities or presentations to encourage the students through a positive message. Volunteer activities performed: age appropriate activities for children.

**National 9/11 Day of Service**
146 students volunteered their time on 9/11 for 176.25 hours. Students took part in a video booth and promised to pledge their service throughout the coming year. A 9/11 memorial ceremony was held at Fire Station One and East Oktibbeha as a tribute to all those locally who serve our nation on a daily basis. Volunteer activities performed: visiting the video booth and pledging service for the year.

**Get Swept Up Starkville**
Thirty volunteers helped with Get Swept Up for 33 hours of service. In the fall the Starkville Partnership hosted "Get Swept-Up," a community wide project with an overall goal to "beautify" Starkville before the first football game. Volunteer activities performed: organizing team placement and coordination of events and cleanup near a campus location.

**Recovery Day**
Five students served for 20 hours with Recovery Day, which was a field day of events where people from around the community brought inflatables and games for children to enjoy. Community members included the Starkville Police Department, Oktibbeha County Fire Department, the city of Starkville, and others to help raise funds for addiction treatment. Volunteer activities performed: collecting money, handing out tickets, and overall event management.

**Excel by 5**
Thirty one students volunteered at the Emerson Family Center for 64 hours with the Excel by 5 Celebration, which was a big community event hosted by Emerson Family Center. The event was held at the Starkville Sportsplex. Volunteer activities performed: face painting, monitoring children at inflatables, and overall event management.

**Girl Scouts of Columbus**
Nine volunteers served for 20.25 hours with this event. The Girl Scouts of Columbus hosted a recruiting event at the Starkville Sportsplex. Volunteer activities performed: helping make crafts with the girls, playing games, and overall event management.
Gleaning Project
Forty one students helped to glean sweet potatoes for 123 hours of service. The MVC partnered with the Society of St. Andrew’s to glean sweet potatoes and other produce left in farmers’ fields after harvest. The sweet potatoes were eventually bagged and distributed into the charitable food bank system. Volunteer activities performed: gleaning sweet potatoes.

Clothesline Project
Forty two students volunteered with the Department of Relationship Violence and Outreach for 66.5 hours during the Clothesline Project. The Clothesline Project is held on the Drill Field every fall. Shirts of different colors represent different domestic abuse situations and give these women, men, and children a voice. Volunteer activities performed: assisting with proper set up and removal of t-shirts, moving supplies, and maintaining display.

Noxubee Wildlife Refuge Festival
Eighteen students volunteered at the Refuge for 68 hours of service. The Noxubee County Wildlife Refuge is hosted its Wildlife Festival in the fall. Volunteer activities performed: helping monitor booths, monitor children, face painting, and overall event maintenance.

Humane Society Training Days
Forty five students took part in the Humane Society Training Days for 45 hours of service. Volunteers were trained to learn more about the Humane Society in order for them to become frequent volunteers at the store. Volunteer activities performed: taking part in training and learning about the Humane Society.

Bulldogs on the Move
Throughout the year, 215 volunteers have served Bulldogs on the Move with 286.8 hours of service. Bulldogs on the Move is a program created by MSU students designed to meet the needs for physical fitness for children with special needs. Volunteer activities performed: helping with the activities and playing with the children participating in the program.
One Million Bones
Over the course of the academic year, 376 students have volunteered with One Million Bones for 539.75 hours of service. One Million Bones is a national non-profit organization that seeks to raise awareness to humanitarian crises around the world. The money generated is sent back to areas with ongoing crises in Central Africa and the Middle East. The bones themselves will be placed at the National Mall in Washington, D.C. in the Spring of 2013. Volunteer activities performed: making clay bones that will generate $1 each.

Pumpkin Palooza
In the fall, 39 students volunteered 175.5 hours at this art event that was held in downtown Starkville. People brought their children to the area to paint pumpkins, play in space jumps, listen to music, and visit different offices on Main Street to trick-or-treat. Volunteer activities performed: helping children while they painted their pumpkins, refilling paint, cleaning brushes, and supervising children in the space jumps.

Fall Garden Development
Twelve students helped for 18 hours with the Fall Garden Development Program. The Clay County Day Care is hosted its Fall Garden Development Program so that volunteers could help to plant broccoli, collards, flowers, and also to help outline the playground for the Day Care. Volunteer activities performed: planting broccoli, collards, and flowers, and also helping to outline the playground for the Day Care.

“Kid Friendly Food Drive” for St. Vincent DePaul
Seventeen volunteers served for 34 hours to help collect items for the food drive. The MVC hosted their third annual "Kid Friendly" Food Drive for St. Vincent De Paul food pantry. Over 100 pounds of kid friendly food was collected around the Starkville community for school lunches for local families in need. Volunteer activities performed: Contacting local agencies, creating/designing materials for food drive, distribution of food drive materials, pickup, organizing collected items, distribution of donated items.

Make a Difference Day
Forty four students participated in Make a Difference Day for 132 hours of service. The MVC partnered with Volunteer Starkville on Make a Difference Day to help clean the community. Volunteers worked in groups to help with a cemetery cleanup in downtown Starkville. Volunteer activities performed: picking up trash and debris around the cemetery.

**Bridges Out of Poverty; Building Bridges for Kids (BB4K)**
This class was designed to help citizens of Oktibbeha County understand the dynamics of poverty and learn how to use resources to go from poverty to middle-class or better. Building Bridges for Kids was created so that volunteers could assist co-investigators by keeping their children active during the sessions. During the August and September 2012 meetings, 57 students volunteered with BB4K for 228 hours. Another session of BB4K and Bridges Out of Poverty will begin in summer 2013.

**TK Martin Fun Run**
Ten students volunteered for 25 hours at the TK Martin Fun Run 5K Race. Volunteer activities performed: helping with set up and clean up, serving popcorn and drinks, directing participants along the course, registration, and overall event management.

**Sweet Potato Drops**
125 volunteers helped to bag sweet potatoes for 264.25 hours. The Student Dietary Association hosted a sweet potato drop through the MS Food Network, so that students could bag sweet potatoes which would help feed hundreds of local families. Volunteer activities performed: bagging sweet potatoes.
Prep for Success
Five students helped the Starkville NAACP Chapter for 15 hours as they hosted their Prep for Success Meet & Greet Program. Volunteer activities performed: helping serve as greeters, serving and monitoring food, and overall event maintenance

One Can/ One Fan
As part of the Million Meals Challenge, fans were asked to bring one can of food to the last MSU home football game. Fourteen students volunteered for 42 hours as they stood outside the gates and collected the items.

Mississippi Best Statewide Engineering Fair
Seventy two students helped with the Engineering Fair for 263 hours. The MVC has partnered with the Department of Engineering to provide student volunteers for their various Engineering Fairs throughout the year. Volunteer activities performed: judging high-school students’ engineering projects and organizing and facilitating events.

Starkville Manor Nursing Home
Fifteen volunteers served for 30 hours at the Starkville Manor Nursing Home. The ladies of Sigma Gamma Rho Sorority, Inc. entertained the elderly with games, talents, and nail painting at Starkville Manor Nursing Home. Volunteer activities performed: Nail painting, games, and talents

Giving Tree for the Palmer Home Children
Over the Christmas break, four students helped with the Giving Tree for 12 hours. The MVC created a giving tree for the Palmer Home children in Columbus, MS. The tree was placed at a campus location where over 50 gifts were donated. Volunteer activities performed: contacting local agencies, creating materials for giving tree, contacting local media outlets, and distributing gifts.

Wrap a Gift Project
Before the Christmas holidays, twenty students served their community for 40 hours by wrapping gifts at Barnes and Noble. People brought in their gifts to be wrapped which helped to raise money for Habitat for Humanity. Volunteer activities performed: wrapping gifts.

JL King Center GED Tutoring Program
One mentor volunteered 2.5 hours as a tutor with the GED Program. The William F. Goodling Even Start Family Literacy Program is an education program for the Nation's economically challenged families that is designed to improve the academic achievement of young children and their parents, especially in the areas of reading and language. The JL King Center in Starkville is contributing to this program by offering a GED program for adults and using volunteer mentors to help tutor the participants with basic math, reading, writing, and social studies. Volunteer activities performed: tutoring in math, reading, writing, and social studies.

K-5 Mentoring Program
Throughout the school year, 61 volunteers mentored students in K-5 for 732 hours. The tutoring program takes place at Henderson Ward Stewart and Sudduth Elementary. Volunteers meet with their mentor child once a week throughout the
school year and encourage the student with an ongoing relationship. Volunteer activities performed: tutor and play games with a mentor child.

**SHS Concessions**
Four students volunteered 18 hours of their time to help at Starkville High Concession Stands during the home football games in the fall. Some of the opening duties included popping popcorn, warming up nacho cheese, roasting and wrapping hotdogs, wrapping hamburgers, handing out drinks, counting money, making change and other items as needed. Some of the closing duties included wiping down counters, washing utensils, sweeping the floors and putting trash outside of the stand. Volunteer activities performed: various duties.

**Day of Service during MLK Day with Volunteer Starkville**
165 people volunteered 482 hours for the MLK Day of Service. MVC partnered with Volunteer Starkville to provide activities for MLK Weekend that represented peace in the community. The MLK Day of Service was held at the Starkville Sportsplex, where activities included arts and crafts, kid-friendly games, an MLK and Civil Rights History and Trivia nook, “I Have a Dream” poster station, and face painting. Volunteer activities performed: monitoring each station, supervising children, and overall event management.

**Volunteer Mentor Training**
The Volunteer Mentor Training hosted 32 mentors for a total of 112 hours served. A number of members from different campus and community organizations that work with youth came to speak to a group of mentors on best mentoring practices for all age groups. This three hour training included a dialogue interaction with the speakers. Volunteer activities performed: learning to become a volunteer mentor.

**Get Caught Reading**
A representative from the MVC went around to different buildings on campus to “catch” 10 students, faculty, or staff reading. Books were given away to those who were caught reading. The goal of the event was to promote literacy on campus. Volunteer activities performed: taking pictures and passing out free books.
Tornado Clean Up
Nine volunteers traveled to the University of Southern Mississippi campus in Hattiesburg, MS to take part in the tornado relief efforts from the February 2013 tornado. Students volunteered for 81 hours to help with debris removal and other cleanup opportunities. Volunteer activities performed: general cleanup and debris removal.

Maroon Edition: Tree Planting
The Maroon Volunteer Center partnered with the Department of Forestry and the Maroon Edition to provide 226 students to serve 370.5 hours planting over 6000 trees for MSU’s future at the MSU Institute of Golf. Volunteers were given a short orientation on tree planting before being grouped into teams led by a crew leader from the Department of Forestry. Volunteer activities performed: planting trees.

United We Feed
Thirty seven volunteers helped with the United We Feed campaign for 114.5 hours. The Maroon Volunteer Center partnered with Volunteer Starkville and United Way to help prepare the Salvation Army food pantry for donations brought in by United Way’s community-wide food drive, United We Feed. Volunteers helped the United We Feed campaign by collecting food outside local grocery stores and by collecting bags of food in local neighborhoods.
Volunteer activities performed: collecting food outside local grocery stores and local neighborhoods, and dropping off and collecting bags in neighborhoods.

**Bridges Out of Poverty Community Training**
Twenty volunteers helped serve with the community training for 100 hours of service. Jodie Pfarr, a native of Minnesota, facilitated a Bridges Out of Poverty training to community leaders, members, and nonprofit organizations to illustrate the importance of the effects of poverty and clarified ways that the community can alleviate this epidemic. Volunteer activities performed: participating in community training.

**Odd Fellows Cemetery Cleanup**
Twenty eight volunteers learned the history of the Odd Fellows Cemetery on a short tour from members of the Starkville Cemetery Association and then assisted for 91 hours of service by beautifying the grounds with other community and campus volunteers. Volunteer activities performed: picking up debris and beautifying grounds.

**Big Ten, ACC, SEC Challenge Track and Field Meet & Bulldog High School Invitational**
Forty eight student volunteers had the chance to work in every aspect of hosting and facilitating a track and field meet for 222.75 hours. Volunteer activities performed: Volunteer Leader position, working various field and running events, working the electronic recording system and working the electronic timing system.

**Emerson Family Center**
Twenty four volunteers served 74 hours of their time at Emerson Family Center helping with basic computer training skills and the Child Abuse Prevention Parade. Volunteer activities performed: computer skills training and overall event management.

**MS Delta Alternative Spring Break**
Mississippi State University’s (MSU) Maroon Volunteer Center (MVC) along with the McClean Institute at Ole Miss coordinated its second alternative spring break (ASB) trip to the Mississippi Delta Region during the 2013 spring semester. Partnering with the Department of History, the MVC created a unique opportunity for MSU students to deepen their understanding of the Mississippi Delta Region through coursework, classroom discussion and an ASB trip to the Mississippi Delta Region. The MVC created a six day experiential-learning excursion for forty -five students and staff members who worked for 1125 hours of service. Overall, the MVC provided participants with an ASB trip that featured seven service-learning experiences in addition to fifteen educational and cultural experiences.
**Garden Expo**
The MVC provided five volunteers, who served for 15 hours, at the Garden Expo hosted by the Starkville Area Arts Council at the Horse Park in Starkville. This gardening fair had classes that people could take to educate themselves on gardening, door prizes were given away, and an area where people could purchase gardening supplies. Volunteer activities performed: various activities.

**Up Til Dawn**
Forty one members of the community and students on campus came together to write letters to their friends and family to ask for financial support for St. Jude’s Research Hospital. Overall, volunteers helped for 145 hours of service during this event. Volunteer activities performed: writing letters to friends and family.

**International Fiesta**
MSU’s International Fiesta is a cultural extravaganza that featured various presentations and foods from different cultures. Thirty volunteers helped with the event for a total of 75 service hours. Volunteer activities performed: managing children’s games, distributing flyers, and clean up.

**Palmer Home Fundraiser**
Eight students volunteered for 29.75 hours at the Palmer Home. The Palmer Home, which provides care to over 75 children each year who are without families of their own, hosted a fundraiser. Volunteer activities performed: preparing food, set up, resupplying food and drinks, clean up, and overall event management.

**Golden Triangle Walk for MS**
The MS Society held its 2nd Walk in Starkville this year at the Research Park at MSU. Walk MS is an annual fundraiser and rallying event the Society hosts to benefit individuals living with multiple sclerosis. Walkers from the Golden Triangle Region come together to raise awareness and funds to end multiple sclerosis. Ten students volunteered performed 40 hours of service. Volunteer activities performed: signing teams in, manning promotional tables, and cheering for walkers along the route.

**Volunteer Starkville Food Drive**
The Maroon Volunteer Center partnered with Volunteer Starkville to host a food drive that benefitted local food pantries around the Starkville community. Volunteers dropped bags off in neighborhoods and then collected items. Volunteers also stood outside Piggly Wiggly to promote the event. 18 volunteers helped serve for 28 hours. Volunteer dropped off and collecting bags, hanging out flyers, and counting total amount of food.

**Cotton District Arts Festival**
The Maroon Volunteer Center teamed up with Volunteer Starkville to provide students with the opportunity to assist with a 5K run, Pet Parade, music stages, different villages, trash pickup, managing the volunteer table, selling t-shirts
and posters, and working at the financial center at the Cotton District Arts Festival. Eight volunteers performed 24 hours of service.

**Academic Integrity Day**
The Maroon Volunteer Center partnered with the Student Honor Code Office to promote academic integrity in the spring semester. The theme “Honor the Code” was an effort to raise the awareness about the Student Honor Code and encourage students to be honest both inside and outside the classroom. Ten students served 20 hours promoting the Honor Code. Volunteers distributing information about academic dishonesty and resources for avoiding academic dishonesty.

**Cemetery Beautification Day**
A Montgomery Leadership Program student’s capstone project was a Cemetery Beautification Day at Odd Fellows Cemetery. Thirty students took part in this event for 60 hours of service. Volunteer activities performed: raking leaves, picking up trash, planting flowers, and removing ant beds.

**Oxfam America Hunger Banquet**
The Oxfam America Hunger Banquet is a dinner event that aims to showcase the realities of poverty and hunger in America and around the world. Participants had the opportunity to get a free meal and learned how to make a difference to alleviate hunger in the Starkville area and around the world. Sixteen volunteers helped with the Hunger Banquet for 74.25 hours of service.
Appendix D

Mississippi Delta Alternative Spring Break Project Summaries

Mississippi Delta Alternative Spring Break Project Summaries

Experiential Learning- Service Experiences

Levee Run Farms
MSU & Ole Miss students completed service activities at Levee Run Farms, a poultry farm in Greenwood run by Leann Hines. Students picked eggs, cleaned stalls, participated in general cleanup around the farm. Students also transported chickens and cages to various areas around the farm.

The City of Sunflower & Sunflower County Freedom Project
The Freedom Project is an organization dedicated to educational excellence and leadership development in Sunflower County. Students completed an array of service projects in the city of Sunflower that included painting the city of Sunflower welcome sign, the police station, and other signs located around the community. The Sunflower County Freedom Project’s garden was beautified and prepared for planting.

Quapaw Canoe Company
Students participated in the 1 Mississippi Campaign River Clean Up as part of a service-learning activity with Quapaw Canoe Company. 1 Mississippi is an initiative to protect the land, water, and people of the Mississippi River. Students canoed down the MS River to an island and picked up trash around the island.
Mr. Frank’s farm in Marks, MS, is part of the Farm to School Program with Delta Fresh Foods Initiative. At his farm, some students helped weed gardens while other students worked to tear down an old trailer that had begun to rot. The empty space is planned to be used for a new greenhouse on the farm. The students were able to tour Mr. Frank’s farm and learned how to grow certain plants with just a glass bottle, water, a stick, and a paper towel roll.

Montgomery Elementary School
Students helped breathe new life into the Montgomery Elementary School's "Garden of Hope" in Mound Bayou, MS. When the group first arrived, the garden was dilapidated and weeds were prevalent. After the students had finished working, the garden was de-weeded, tilled, new soil had been distributed, and the garden was decorated. The students had put the "hope" back in the "Garden of Hope".

Friar’s Point
Students worked with Judy Belue, member of Delta Fresh Foods Initiative, at Friars Point Elementary School to help beautify the school garden. Students picked up trash around the school, built four raised vegetable plant beds, and painted signs, which were used for decorations in the garden.
Clarksdale Public Library
A group of students helped serve the Clarksdale Public Library by weeding a garden in front of the building and preparing it for planting. Students also cut different sizes of wood in order to build small planters to place beside the garden and around the front of the library.

Spring Initiative
Spring Initiative is an after-school program that serves middle school students in Clarksdale. MSU & Ole Miss students along with Spring Initiative students began creating a spring garden by building and priming planter boxes for fruits and vegetables. Students also primed cement blocks for Spring Initiative students to paint in order to decorate the garden.

Carver Elementary School
Students worked at Carver Elementary School in Indianola to remodel flowerbeds and repaint poles in the front of the school. MSU and Ole Miss students were joined by students that attend Carver Elementary while planting and painting along with the children’s parents. The PTA at Carver Elementary served the group a lunch to show their appreciation of the service being completed.
Mississippians Engaged in Greener Agriculture (MEGA)

MSU & Ole Miss students helped Dorothy Grady-Scarborough in Shelby, MS with MEGA by building a compost pile, picking greens from three gardens, and moving wood chips to various gardens. Students also picked up trash around the area as well as lay down mulch walking areas throughout the site.

Experiential Learning- History/Cultural Experiences

North Greenwood Baptist Church and Salem Missionary Baptist Church

Students began their Alternative Break experience by taking part in traditionally Black and White church services. Students attended the traditional service at North Greenwood Baptist Church and then traveled to Salem Missionary Baptist church to take part in their worship.

Eyes on the Prize documentaries

Students watched *The Murder of Emmitt Till* and *Mississippi: Is this America* on Sunday evening. The documentaries examined the events leading up to the Civil Rights era in MS. Monday evening, students were led in a facilitated discussion by Dr. Jason Ward, professor of the Alternative Spring Break class, and Becky Smith, group facilitator, in which they examined how to be a catalyst for change and having the courage to do so.
Delta Heritage Tour

Dr. Luther Brown and Lee Alyward, of Delta State University, led students on a Delta Heritage tour to point out historically significant places around the Mississippi Delta. The tour began with a discussion and brief history of the places that the students would visit during the day. Ms. Alyward took the group to places such as the Chinese Mission School, Dockery Farms, Fannie Lou Hamer’s grave, lunch at the Senator’s Place, Rosenwald School, McCarty’s Pottery, Peter’s Pottery, Po’ Monkey’s, and the Taborian Hospital in Mound Bayou, MS.

Bryant’s Grocery

Students made a brief stop by Bryant’s Grocery in Money, MS to see the location where Emmitt Till whistled at Mrs. Bryant in 1955. Bryant’s Grocery is a site on the Mississippi Blues trail. The event that happened at Bryant’s Grocery and the events that followed are considered a pivotal event in the Civil Rights Movement.

Robert Johnson’s Grave at Little Zion Missionary Baptist Church

Little Zion Missionary Baptist Church was used in the filming of The Help and the location of Robert Johnson’s presumed grave. The tour was led by Sylvester Hoover, who discussed the segregated South, Civil Rights Movement, and how the Mississippi Delta communities have overcome the past. Mary Hoover, an extra in The Help as well as a food stylist for The Help, prepared a buffet style dinner for the group.
Mark Howell took students on a tour of the Winterville Indian Mounds, which is named for a nearby community and the site of a prehistoric ceremonial center built by a Native American civilization around 1000 A.D. Students had the opportunity to explore the mound as well as participate in a discussion about its history.

Delta Blues Museum
The Delta Blues Museum, located in Clarksdale, MS, has preserved, interpreted, and encouraged a deep interest in the story of the blues. Students had the chance to explore the museum and further their understanding of the blues in the Delta.

Ground Zero Blues Club
MSU students spent an evening at Ground Zero Blues Club, owned by Morgan Freeman & Bill Lucket, in Clarksdale, MS. They enjoyed dinner at the Blues Club and then danced while bands played throughout the evening.
Students had the opportunity to experience the last authentic jook joint in the Delta at Po’ Monkey’s Lounge in Merigold, MS. Willie “Po’ Monkey” Seaberry entertains people in his one room house as the DJ plays music throughout night.

Experiential Learning- Natural Resource Experiences

Quapaw Canoe Company

John Ruskey, founder of Quapaw Canoe Company, led students on an expedition down the MS River in hand-made wooden canoes. Students began their adventure 10 miles up-river from Helena, AR and traveled to an island in the river to participate in a river clean-up activity. While on the island, John Ruskey and fellow guides prepared a feast for the students that included ribs, corn on the cob, homemade bread, vegetables, and fruit. The group then continued canoeing down the MS River back to Helena, AR.

Experiential Learning- Agricultural Experiences

Delta and Pineland Company

Jay Mahaffey talked with students about commercial farming and how to produce the best seeds possible to distribute to farmers. Students were able to see the differences between mass production farming and non-commercial farming. The students discussed Monsanto Company and products used and then walked along the river’s levee before enjoying a freshly prepared catfish lunch.
Dulaney Farm

Terry & Wayne Dulaney share with students the importance of agriculture at Dulaney Seed and 4 Gen farm. Students saw the day to day operations of a commercial farm and toured the facilities to watch as the equipment was cleaned. Students also learned how important the MS River is to farmers since it is the main way to transport goods.

Sturdivant Farm

Mike Sturdivant Jr. spoke to students about the history and evolution of his family’s farm, Due East Plantation. He talked about the role of technology, its improvement over the years, and its importance with the big machinery used on large farms. Students were able to sit in a tractor that is used on the farm.

Vegetable Processing Plant

Students had the opportunity to tour Alcorn State University’s Extension Program at the Vegetable Processing Plant in Marks, MS. Small farmers in the Delta are able to produce commercial vegetables with the Plant’s help by processing and packaging vegetables. Students were able to see the process the vegetables go through before being packaged.
Students were able to visit the Alcorn Demonstration Farm and learn about sweet potato planting techniques and equipment. Students also had the opportunity to tour the facility and its greenhouses. The students were able to see equipment that the facility used and learned what each piece of equipment did while also hearing about the history of the techniques.

**Cocroft Farm**

Students visit the Cocroft’s farm, a minority farm outside Clarksdale. Mr. Cocroft shared with students how he operates his small farm and the local farmer’s markets where he sells his vegetables. Students were able to see the difference in machinery used at the technologically-advanced farms versus Mr. Cocroft’s farm, which is more labor intensive.

**Experiential Learning- Industry Experiences**

**Delta and Pineland Company**

Students took a tour at the Delta and Pineland Company to learn about commercial farming. Jay Mahaffey discussed the benefits of mass production. In addition, he discussed the history of Delta and Pineland Company, the future of their crops, and answered questions about farming in the Delta.
Appendix E

leaderSTATE Project Summaries

Annual Summary of leaderSTATE 2013
M. Cade Smith, Charlie Anderton, Keith Koenig

Program Overview
LeaderSTATE-STEM consists of a summer residential Science, Technology, Engineering, and Mathematics (STEM) training camp and fall-semester STEM outreach/education program. LeaderSTATE-STEM was made possible by a partnership between the U.S. Army, the Department of Aerospace Engineering at Mississippi State University (MSU), and the Office of Student Leadership and Community Engagement (SLCE) at MSU. During the 2012/2013 year, a total of 380 high school Junior ROTC (JROTC) cadets from Mississippi, Louisiana, and Alabama participated in these programs. Collectively, about 18,000 hours of STEM education and outreach were delivered through leaderSTATE-STEM.

Program Goals
The desired leaderSTATE-STEM learning outcomes include: 1) a greater understanding of self; 2) a greater appreciation for the preferences of others; 3) increased collaborative/teamwork skills; 4) increased written and verbal communication skills; 5) a greater understanding of application of STEM in colleges/university research units; 6) a greater understanding of application of STEM in high tech industries; 7) a greater understanding of educational and STEM opportunities afforded through Army, Navy, and Air Force ROTC units in Mississippi Schools; 8) a greater understanding of higher education opportunities offered by community colleges and 4-year institutions; 9) a greater understanding of how to prepare for and navigate college enrollment, admission, and graduation; 10) learning fundamental STEM principles; 11) learning how to synergistically apply STEM principles through concept, design, build, and perform segments of a student-led, hands-on aerospace engineering challenge; and 12)
increasing the future orientation of JROTC cadets so that they can understand how it looks and feels to be a successful college student.

Summer Residential LeaderSTATE-STEM Training Program

Enrollment Data
Prior to the 2013 week-long summer residential STEM training camp, cadre pre-enrolled 322 cadets in leaderSTATE, of which, 220 ultimately participated (58 in cycle 1, 54 in cycle 2, 56 in cycle 3, and 52 in cycle 4). The majority of participating cadets were from Mississippi (64 percent). Twenty-three (23) percent of the cadets were from Louisiana and 13 percent were from Alabama. Females comprised 60 percent of the participants. The racial demographics were 73 percent African-Americans, 24 percent Caucasian, and 3 percent other.

Program Structure
During the summer STEM training program, cadets learned leadership, STEM, and fitness skills, and ultimately applied those skills during student-led, team-based challenges (see Appendix 1 – press release). The typical day at leaderSTATE included a 4:45 AM wakeup and 10:30 PM lights-out. Throughout the day, cadets participated in about 1.5 hours of physical training, 3.0 hours of engaged learning activities, 1.5 hours of cadet-led presentations, 2.0 hours of tours, 2.0 hours of interactive lectures, and 1.0 hour of discussion/reflection. Meals and personal time totaled about 4.0 hours per day, and transitional/transport time was about 2.0 hours per day.

Mr. Charlie Anderton (Graduate Student in Aerospace Engineering) and Dr. Keith Koenig (Professor of Aerospace Engineering) collaborated to create and deliver the STEM curriculum that was imbedded within all aspects of the training camp from teambuilding challenges through engineering projects and final team presentations. Additionally, cadets learned from MSU scientists/engineers, students, administrators, admissions counselors, coaches, ROTC personnel, and student/career development professionals. To supplement on-campus learning, cadets participated in an East Mississippi Community College orientation and tours of STEM applications in industry (Nissan Manufacturing, Canton, MS; Mercedes Manufacturing, Birmingham, AL) and research facilities (Raspet Flight Research Laboratories, Starkville, MS; the Center for Advanced Vehicular Systems, Starkville, MS).
Assessment of STEM Training Camp Effectiveness

Two complementary pre-camp assessments and post-camp assessments were administered on the first and last day of camp, respectively, to determine the effectiveness of leaderSTATE-STEM. The first Pre/Post assessment was an internationally validated Test of Science-Related Attitudes (TOSRA), which focuses on measuring the attitudes of respondents toward science and science-related items. Designed to measure seven distinct science-related attitudes among secondary school students, TOSRA results were first published in 1978 by Barry J. Fraser. During its development, the assessment was extensively field-tested and, after being internationally cross-validated, shown to be highly reliable. The seven scales included in TOSRA are: 1) Social Implications of Science (S), which measures the manifestation of favorable attitudes towards science; 2) Normality of Scientists (N), which measures the manifestation of favorable attitudes towards scientists; 3) Attitude to Scientific Inquiry (I), which measures acceptance of scientific inquiry as a way of thought; 4) Adoption of Scientific Attitudes (A), which measures adoption of ‘scientific attitudes’ such as open-mindedness and willingness to revise opinions; 5) Enjoyment of Science Lessons (E), which measures the enjoyment of science learning experiences; 6) Leisure Interest in Science (L), which measures the development of interest in science and science-related activities; and 7) Career Interest in Science (C), which measures the development of interest in pursuing a career in science.

The second Pre/Post assessment was created by SLCE staff to determine changes in cadets as they relate to the stated leaderSTATE-STEM learning outcomes. Assessments consisted of Likert-type items addressing various desired learning outcomes with “5” equaling a very positive response and “1” equaling a very negative response.

The effect of leaderSTATE-STEM on cadets attitudes toward STEM and STEM-related issues and regarding the stated learning outcomes were determined by changes in the average cadet response from the Pre-camp the Post-camp assessments. Cadet’s responses were analyzed using Student’s T-test, and statistical significance was classified as not significant (ns, p-value ≥ 0.10), significant (+, p-value < 0.10 but ≥ 0.05) and highly significant (+++, p-value < 0.05).

Results of the Test of Science-Related Attitudes (TOSRA) – Figure 1.

Two-hundred-sixteen (216) cadets took the Pre-camp TORSA, and 213 cadets took the Post-camp TORSA. The difference between the Pre- and Post-camp assessments for the seven scales and their statistical significance are presented in Figure 1. When compared to the Pre-camp scores, the leaderSTATE-STEM experience improved the cadets’ scale scores in the Social Implications of Science (increased 102 points), the Normality of Scientist (increased 256 points), Attitude to Scientific Inquiry (increased 90 points), and Career Interest in Science (increased 82 points). The scale scores of Adoption of Scientific Attitudes, Enjoyment of Science Lessons, and Leisure Interest in Science were unaffected. Finally, no scale scores were negatively affected by leaderSTATE-STEM.

Figure 1. Pre-camp and POST-camp Scores of Cadets taking the Test of Science-Related Attitudes (TOSRA).

Results of the leaderSTATE-STEM Learning Outcomes Assessment – Table 1.

Two-hundred-sixteen (216) cadets took the Pre-camp learning outcomes assessment, and 213 cadets completed the Post-camp learning outcomes assessment.

The results of the camp assessment analysis are featured in Table 1. The cadet responses increased from pre-assessment to post-assessment on average 0.90 points on a 5-point scale when asked about their understanding of types of STEM jobs available in university research units, understanding of how STEM is used in high tech industries, understanding of types of STEM jobs available in high tech industries, the ability to explain the fundamentals of how a rocket works, and their understanding of how STEM is used in university research units.

Cadet responses increased, on average 0.60 points on a 5-point scale when asked about their understanding of STEM opportunities available through Senior ROTC program, understanding of

++ = highly significant (pvalue < 0.05)
ns = not significant (pvalue > 0.10)
types of STEM educational opportunities available to them in college, understanding of the educational opportunities available in community colleges, and understanding of how to prepare for college enrollment.

Cadet responses increased on average 0.32 points from pre-assessment to post-assessment when asked about their understanding of college educational opportunities available through Senior ROTC program, their understanding of educational opportunities available at 4-year colleges/universities, and the likelihood of them pursuing a degree in a STEM-related field.

Upon completion of camp, cadets expressed more confidence in their ability to address a STEM related challenge by creating a plan to address the challenge, identifying individuals or groups who could help them solve the challenge, be interviewed about the challenge, get other people to understand the challenge, and calling someone on the phone that they had never met before to get their help with the challenge (increased on average 0.27 points from pre- to post-assessment).

Furthermore, after the completion of leaderSTATE, cadets expressed more confidence in their ability to communicate ideas using written words, to work on a collaborative team, and to express their views and solutions to problems in front of a group of people, increasing on average 0.19 points from pre- to post-assessment.

Several assessment items did not statically change from the pre-assessment to the post-assessment. Typically, these items focused on the cadets’ assessment of their appreciation of other people’s perspectives and skills and their own self-awareness. Each of these items had an average Pre-camp response above 4.15. Additionally, the camp did not affect how cadets evaluated their ability to speak publicly, their attitude toward the working in larger teams, or their comfort in pursuing a STEM degree.

**Fall Outreach STEM Training Program**

During the fall of 2012, the Office of Student Leadership and Community Engagement partnered with the Department of Aerospace Engineering to provide STEM outreach and education programming to 180 JROTC cadets and educators in eight high schools in the Jackson Public School District. Mr. Charlie Anderton facilitated hands-on learning activities and provided students a framework to complete a variety of student-led, team-based challenges. Mr. Anderton returned to the schools and juried the presentation/demonstration of the teams’ projects. The winning team from each school was transported to Mississippi State in December. JROTC educators (8) and 45 cadets toured research laboratories, learned from MSU scientists and admissions counselors, and attended a men’s basketball game. Assessment is ongoing to determine the impact of this program on the cadets’ attitudes toward science-related issues.
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Statement</th>
<th>Pre-camp¹ (N=216)</th>
<th>Post-camp² (N=213)</th>
<th>Change in Response (Post - Pre)</th>
<th>Level of Statistical Significance³</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO: 7</td>
<td>I understand how STEM is used in university research units.</td>
<td>3.49</td>
<td>4.33</td>
<td>0.84</td>
<td>++</td>
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<tr>
<td>LO: 7</td>
<td>I have a good understanding of college educational opportunities available through Senior ROTC programs.</td>
<td>3.69</td>
<td>4.21</td>
<td>0.56</td>
<td>++</td>
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<tr>
<td>LO: 9</td>
<td>I have a good understanding of how to prepare for college enrollment.</td>
<td>3.71</td>
<td>3.79</td>
<td>0.64</td>
<td>++</td>
</tr>
<tr>
<td>LO: 9</td>
<td>I have a good understanding of college educational opportunities available through Senior ROTC programs.</td>
<td>4.11</td>
<td>4.58</td>
<td>0.47</td>
<td>++</td>
</tr>
<tr>
<td>LO: 10</td>
<td>If someone asked me, I would be able to explain the fundamentals of how rockets work.</td>
<td>2.92</td>
<td>4.32</td>
<td>0.76</td>
<td>++</td>
</tr>
<tr>
<td>LO: 11</td>
<td>I will pursue a degree in a STEM-related field.</td>
<td>3.35</td>
<td>3.67</td>
<td>0.32</td>
<td>++</td>
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<tr>
<td>LO: 11</td>
<td>I have a good understanding of what educational opportunities are available at 4-year colleges/universities.</td>
<td>4.11</td>
<td>4.45</td>
<td>0.34</td>
<td>++</td>
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<tr>
<td>LO: 12</td>
<td>I am good at communicating ideas using written words.</td>
<td>3.70</td>
<td>3.89</td>
<td>0.20</td>
<td>++</td>
</tr>
<tr>
<td>LO: 13</td>
<td>I am skilled at working on a collaborative team.</td>
<td>4.02</td>
<td>4.21</td>
<td>0.19</td>
<td>++</td>
</tr>
<tr>
<td>LO: 13,4</td>
<td>I would be comfortable with my ability to express my views and solutions in front of a group of people.</td>
<td>4.04</td>
<td>4.23</td>
<td>0.18</td>
<td>++</td>
</tr>
<tr>
<td>LO: 13,4</td>
<td>I am good at speaking in front of people.</td>
<td>3.38</td>
<td>3.52</td>
<td>0.14</td>
<td>ns</td>
</tr>
<tr>
<td>LO: 12,3</td>
<td>I think it is good that other people solve challenges differently than how I solve them.</td>
<td>4.34</td>
<td>4.51</td>
<td>0.17</td>
<td>ns</td>
</tr>
<tr>
<td>LO: 13</td>
<td>I understand why I make the choices that I do.</td>
<td>4.38</td>
<td>4.47</td>
<td>0.09</td>
<td>ns</td>
</tr>
<tr>
<td>LO: 12,3</td>
<td>I value that other people have ideas that are different than mine.</td>
<td>4.44</td>
<td>4.51</td>
<td>0.07</td>
<td>ns</td>
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<tr>
<td>LO: 12,3</td>
<td>I am skilled at working with other people to solve a common challenge.</td>
<td>4.16</td>
<td>4.23</td>
<td>0.07</td>
<td>ns</td>
</tr>
<tr>
<td>LO: 12,3</td>
<td>The more people you have working to solve a challenge, the more likely you are to achieve success.</td>
<td>3.98</td>
<td>3.87</td>
<td>-0.10</td>
<td>ns</td>
</tr>
</tbody>
</table>

**Table 1. leaderSTATE STEM 2013 Assessment of Program Effectiveness.**

Scale for the Following Items:

1 = Strongly Disagree, 2 = Disagree, 3 = Uncertain, 4 = Agree, 5 = Strongly Agree
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Statement</th>
<th>Pre-camp(^1) (N=216)</th>
<th>Post-camp(^2) (N=213)</th>
<th>Change in Response (Post - Pre)</th>
<th>Level of Statistical Significance(^3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO: 11</td>
<td>Faced with a STEM challenge, I would be comfortable with my ability to create a plan to address the challenge.</td>
<td>4.07</td>
<td>4.38</td>
<td>0.30</td>
<td>++</td>
</tr>
<tr>
<td>LO: 11</td>
<td>Faced with a STEM challenge, I would be comfortable with my ability to identify individuals or groups who could help me solve the challenge.</td>
<td>4.17</td>
<td>4.47</td>
<td>0.30</td>
<td>++</td>
</tr>
<tr>
<td>LO: 11</td>
<td>Faced with a STEM challenge, I would be comfortable with my ability to be interviewed about the challenge.</td>
<td>3.81</td>
<td>4.10</td>
<td>0.29</td>
<td>++</td>
</tr>
<tr>
<td>LO: 11</td>
<td>Faced with a STEM challenge, I would be comfortable with my ability to get other people to understand the challenge.</td>
<td>4.12</td>
<td>4.40</td>
<td>0.28</td>
<td>++</td>
</tr>
<tr>
<td>LO: 11</td>
<td>Faced with a STEM challenge, I would be comfortable with my ability to call someone on the phone that I had never met before to get their help with the challenge.</td>
<td>3.72</td>
<td>3.92</td>
<td>0.20</td>
<td>+</td>
</tr>
<tr>
<td>LO: 1</td>
<td>Faced with a STEM challenge, I would be comfortable pursuing a degree in Science, Technology, Engineering, or Math.</td>
<td>3.97</td>
<td>3.97</td>
<td>-0.01</td>
<td>ns</td>
</tr>
</tbody>
</table>

\(^1\)Pre-camp assessments given upon arrival.  
\(^2\)Post-camp assessments given prior to departure.  
\(^3\)Determined by Student's T-test, two-tails with unequal variance. ++ = (P-value < 0.05), + = (P-value < 0.10), ns = (P-value > 0.10)  
\(^4\)LO = Learning Outcomes:

1) a greater understanding of self;  
2) a greater appreciation for the preferences of others;  
3) increased collaborative/teamwork skills;  
4) increased written and verbal communication skills;  
5) a greater understanding of application of STEM in colleges/university research units;  
6) a greater understanding of application of STEM in high tech industries;  
7) a greater understanding of educational and STEM opportunities afforded through Army, Navy, and Air Force ROTC units in Mississippi Schools;  
8) a greater understanding of higher education opportunities offered by community colleges and 4-year institutions;  
9) a greater understanding of how to prepare for and navigate college enrollment, admission, and graduation;  
10) learning fundamental STEM principles;  
11) learning how to synergistically apply STEM principles through concept, design, build, and perform segments of a student-led, hands-on aerospace engineering challenge;
12) increasing the future orientation of JROTC cadets so that they can understand how it looks and feels to be a successful college student.
STEM program at MSU prepares students to be future leaders

By: Jessica Bays

On a bright and sunny Tuesday afternoon, a group of high school students came to the third floor of Moseley Hall on the campus of Mississippi State University to practice an educational activity on vectors.

Dressed in Army fatigues, they carried foam boards and paper gliders they built with phone book pages. Holding their boards, they began to walk behind the gliders, and as air pushed over the boards, the gliders began to fly.

For students involved in junior reserve officer training corps across the state and in parts of Alabama, and Louisiana this activity was more than just a fun experiment for them, but one of the many educational activities they were learning in a program called leaderSTATE.

Funded by the U.S. Army and in partnership with MSU’s Office of Student Leadership and Community Engagement, leaderSTATE is a week-long summer residential training camp that provides high school students in JROTC the opportunity to build their leadership skills and enhance their development in the areas of science, technology, engineering and mathematics – also known as STEM—while improving their physical fitness and gaining exposure to a college environment.

Dakota Walters, a 16-year-old 11th grader in the JROTC program at Florence High School in Florence, Miss. said that the camp was turning out to be a good experience.

“So far, it’s really fun,” Walters said. “We go on all the tours and stuff. We have a lot to do in one day.”

Their day starts with waking up at 4:45 a.m. for physical training. Afterwards, they eat breakfast then either go on tours or do a leadership activity scheduled on their itinerary before lunch. After lunch they participate in other scheduled leadership and educational activities before going to bed around 10 p.m.

The camps are divided into four, five-day cycles, beginning from June 3-7, June 10-14, June 17-21, and June 24-28. A total of 240 students are participating this year. Students come in groups of 60. Each group will be on campus for one cycle.

The students in each group are divided into subgroups of eight students where a student counselor will guide them. There is also one student director, and two k-12 school teachers that
will give the participants in leaderSTATE the highest quality of learning and experience possible.

Col. Paul Willis, director of Army JROTC for the Jackson Public School District, has been involved with leaderSTATE in its current form since the beginning. Willis said that initially leaderSTATE started as a program called Young Guns that was sponsored by MSU. The program was very similar to the current leaderSTATE, but it did not focus on STEM challenges.

“I had established a relationship with Cade Smith the director of the SLCE office,” said Willis. “The program was about to be closed due to lack of funding, so I went to the Army to secure funding to continue leaderSTATE in the current form as a STEM program for JROTC students. We are in the third year of our four-year contract and we hope to continue this program.”

In 2011, state rankings in science and math from the Science and Engineering Readiness Index were released. Mississippi ranked the worst in the country behind West Virginia and Louisiana, while Massachusetts, Minnesota and New Jersey topped the list.

Willis said that STEM was extremely important to the Army because they are trying to develop more students to be competitive in a global society which is the surmise of leaderSTATE.

“High school students are our future leaders and it’s important for us to develop the right type of student to meet the future of society,” Willis said. “Programs such as leaderSTATE show the students what’s possible and it does it in a college environment. We have to make them aware while still in high school what the possibilities are. We are in a global society and as technology advances we need more professionals to continue our technological advances so that we will remain a competitive nation and a leading nation in the world.”

Lt. Col. Veronica Baker has also been involved with leaderSTATE since the beginning. Baker, who works with the JROTC at Murrah High School in Jackson has been responsible for coordinating MSU with other schools in the state to participate in leaderSTATE.

“We try to cover three areas—the scholar, the athlete and the leader,” Baker said about leaderSTATE. “There’s physical fitness involved, team related activities to participate in, and the academic piece which involves the STEM piece where grad student Charlie Anderton has come up with various projects for the students to do.”

Such projects include having students to take raw eggs and drop them from a particular height without cracking, or taking empty bottles and launching them on the band field. The activities are student-led, team-based challenges. They are also hands on which means that students are being actively engaged in learning. For example, the glider activity, also known as “Big Mouth Tumbler”, exposed the students to the physics of how the different vectors work with gravity and the force of the air to make the unique gliders fly.
Anderton, one of the co-coordinators for leaderSTATE, is a master’s aerospace engineering graduate student at MSU. His thesis will examine the outcomes of leaderSTATE.

“Some of the literature that I’ve read suggests that when you teach high school aged children using a lot of hands on projects that that can increase their attitude for whatever subject that the projects are on,” Anderton said, who also mentioned that African Americans are currently under-represented in science and technology fields.

“We know that if you have a higher attitude towards something then you’re more likely to pursue that and do well in that. So we hope that by using projects in the summer camp and in the fall outreach camp as well, that we will be able to increase their attitude toward science in hopes that that will possibly motivate them to pursue an education in science or pursue some sort of science degree or job,” he said.

In order to participate in leaderSTATE, the students must have a minimum grade point average of 2.5. Additionally, they must be recommended by their senior army instructor and have high moral character, as well as a reasonable level of physical fitness.

The camp seems intense enough for the students who are getting their first look of what life in the ROTC at a college or university will be like, but Smith, the director of the SLCE office, said that it would also be a rewarding experience for them.

“We’ll have students from across Mississippi and a few students from Alabama and Louisiana that will come here and they will not quite know what to expect, but they will overcome their inhibitions and embrace the opportunity that is given to them,” Smith said. “There will be challenges, but we’ll make it through and everyone will come out better because of the experience they’ve had.”

Anderton said he thinks the significance of the camp is to number one, expose the students to STEM if they haven’t already been exposed, two, to hopefully increase their attitude and interest in STEM, and thirdly, just to let them know that it’s possible to be successful in the field.

“It seems like every week we have at least one or two cadets that anytime you mention math they just kind of shake their heads and it looks like they’ve already kind of given up on being good in math or understanding math,” Anderton said. “But I think that maybe at the end of the camp they won’t know how to use the Pythagorean Theorem or quadratic equations, but they will just realize that science in particular and STEM is all around them and it’s very obtainable through scholarships and grants to college, community college and trade schools and things like that. It’s not only prevalent but also accessible if they’re willing to work for it.”

Baker agreed.
“The camp is an extension of what we do in JROTC in and out of the classroom,” she said. “Every time you turn on the TV, you always hear or you see that the President is always talking about STEM and we want to encourage kids to take the hard classes, and for them to be shown, ‘hey you can do this, you are capable.’ If you apply yourself you can do anything you want. It’s so critical for our kids to get it early on that they can be somebody only if you try.”

In addition to the activities, students visited STEM related work sites to expose them to the work environment where STEM specialists engage in their careers so students can see what they do.

Some of the places the students went to this year were Mercedes Benz in Vance, Ala.; Nissan in Canton, Miss. and the Raspet Flight Research Laboratory and Center for Advanced Vehicular Systems both in Starkville.

Willis and Baker both said that in the future they would like to see the program continued as a permanent part of opportunities for high school students especially in Mississippi, and expanded to more students across the country in other universities. They commend both Smith and the SLCE for their “vision and commitment to youth.”

Smith said that he and SLCE staff are honored and very fortunate to be able to partner with the Army and JROTC program in Mississippi, Louisiana and Alabama, as well as work with the leaders of tomorrow.

“They’re young men and women from various social classes and family resources, races and political perspectives that come together to learn how to work together to do something that’s meaningful,” Smith said. “And to think that we give these cadets from all these different walks of life an opportunity to learn about the opportunities that are available in higher education such as career and educational opportunities in STEM is really neat. And I have no doubt that we’re planting seeds that will bear fruit in the future that’s not only going to benefit these students but society.”

Walters said that when he finishes school he wants to go into the Air Force and become a pilot. He said he thinks the opportunities that leaderSTATE presents will help him to reach his goal.

“It’ll motivate me to be a better leader,” Walters said.