Earn, Learn, and Serve: Getting the Most from Community Service Federal Work-Study

Until now, the only widely available writing on this topic included scattered articles and resources posted on the web, and a handbook produced annually by the Department of Education for Student Aid. This online resource from Campus Compact provides a thorough overview of community service Federal Work-Study.

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Introduction

By Erin Bowley

A relatively obscure federal regulation made an unexpected appearance in the 2002 State of the Union Address when President George W. Bush recommended increasing

the amount of Federal Work-Study (FWS) funds that colleges and universities are required to spend on community service positions from 7% to a whopping 50%. The 7% requirement didn't change that year or since, but the well-publicized suggestion by the president moved many people in higher education to reconsider policies and programs related to community service FWS. This was the most public attention FWS had received since the mid-1990's, when President Clinton launched the "America Reads" program and encouraged colleges and universities to use a large increase in FWS funds to pay for tutors working with disadvantaged children. Since then, the percentage of FWS funds spent on community service has become a criterion in at least one version of the annual college rankings, and recently the Corporation for National and Community Service, supported by the White House, set a goal of seeing the national community service FWS rate increase to 20% by 2010.

GUIDANCE, MODELS, AND MORE

While many colleges and universities have voluntarily made advances and investments in community service-learning and civic engagement over the past 20 years, FWS positions that provide community services are the only federally mandated form of community service or campus-community partnerships to which all institutions must adhere. Given the ubiquity of FWS positions — which create community service opportunities on nearly every campus in the country — as well as the growth in public attention to this issue in the past 10 years, a publication featuring program models, best practices, and general guidance on community service FWS is both timely and needed. Until now, the only widely available writing on this topic included individual articles assembled on Campus Compact's website, resources posted on individual college and university websites, and a handbook produced annually by the Department of Education for Student Aid professionals that updates and clarifies the federal regulations governing Federal Work-Study. This new online collection of resources provides a thorough overview of community service FWS, including:

- The basic expectations of the federal requirements;
- Principles of good practice;
- Profiles of 40 college and university programs;
- How and why some colleges and universities go above and beyond the 7% requirement; and
- How FWS is being leveraged to promote student leadership, service-learning, civic engagement, and campus-community partnerships at campuses nationwide.

BACK TO BASICS

For those who are new to the idea that FWS jobs can be performed in, and for the benefit of, the community, three introductory articles provide basic background information:

1. "Partnering with Financial Aid" introduces the issues, using lay language and citing the most relevant federal regulations. It includes key questions and answers, a summary of who makes which decisions regarding FWS, and strategies for overcoming hurdles and creating effective partnerships.

2. "Community Service Federal Work-Study: The Best-Kept Secret in Higher Education?" was written by a former Director of Student Aid in the U.S. Department of Education and summarizes national trends in FWS funding and use, the benefits of community service positions, "myths," and solutions to common challenges.

3. "Principles of Good Practice in Community Service Federal Work-Study" is a report that grew out of a 2002 research study involving focus groups and surveys of 52 institutions. Newly updated in 2007, the report offers 10 principles of good practice, each followed by short case studies that highlight innovative practices at diverse institutions. An accompanying Developmental Matrix is designed to help those leading community service FWS efforts plan for future development of their programs.

GOING ABOVE AND BEYOND

Many institutions choose to integrate community service FWS into overall institutional efforts related to service-learning, civic engagement, and campus-community partnerships. While these programs require administrative oversight and resources, they offer substantial potential for enhanced student and community development. Seventeen articles by experienced program leaders highlight innovative efforts at institutions across the country. The following diverse examples are among the programs highlighted in these articles:

- How the Community Work-Study program at Indiana University-Purdue University Indianapolis (IUPUI) is designed to promote student retention.

- How the administration at Azusa Pacific University supports community-based FWS positions as part of its historical commitment as an evangelical Christian

institution to provide opportunities for students to “live a life of service to others.”

- How rural colleges and universities like Kirtland Community College in northern Michigan can overcome obstacles such as isolation and lack of resources and still provide meaningful community service FWS opportunities.
- How the University of South Florida partners with the Hillsborough Education Foundation to offer AmeriCorps Education Awards to its FWS reading tutors.
- How the Financial Aid Office at the University of Montana annually coordinates 250 students completing community service FWS, including summer placements for graduate school and law school students.
- How Miami Dade College built its service-learning program for faculty through the leadership of Student Ambassadors in the FWS program.
- How the Stride Rite program at Harvard College engages 35-40 students annually in a year-round scholarship program linked with FWS and student leadership development.

VOICES FROM THE FIELD

One of the greatest benefits of community service FWS is that it allows low-income and middle-income students who need to work while going to school to participate in community programs; many could not otherwise participate in civic engagement, leadership development, and meaningful career exploration activities. Stakeholders in FWS programs from six campuses in New Hampshire share perspectives like the one above in short profiles on the value of combining FWS and community service efforts. Excerpts from these profiles include:

“Students need to be making money, and I know other students who would love to do service and combine it with employment. I would have liked to just volunteer at the after school program, but I couldn’t because I had to have a job. I really feel like I’m accomplishing something now, and that is what students are looking for.”
Erica Martineau, Student, Keene State College

“It is easy to create work-study jobs on campus, but the opportunities off campus can be as meaningful or more meaningful. It has helped many of our students open up career pathways or change directions.”
Steve Caccia, Vice President of Student Affairs, New Hampshire Technical Institute
“Students appreciate being out in the community, and the partners think it is a tremendous opportunity because their budgets are restricted. Before we had a position to market these opportunities, students weren’t even interested. We were lucky to place one or two students in the community. Now, the connections made with partners and with students are strong.”
Diane Allen, Financial Aid Assistant, University of New Hampshire’“Manchester
“Stories about what our students are doing in the community are some of the best stories I get to tell.”
Paul LeBlanc, President, Southern New Hampshire University
*“This experience gives the students something to be proud of.”*Peg Monahan, Executive Director, Big Brothers Big Sisters of the Monadnock Region

DON’T RECREATE THE WHEEL

Experienced FWS program coordinators have created numerous tools to help manage and add value to their efforts, such as handbooks for students and community partners, program evaluation surveys, application process forms, etc. These can be replicated and adapted by other institutions. The appendices of this publication offer a host of useful resources for practitioners, including a host of hands-on tools as well as additional reading and information.

A Brief History of the Federal Work-Study Program

1. The Economic Opportunity Act of 1964 (August 20, 1964), whose goal was "to mobilize the human and financial resources of the Nation to combat poverty in the United States," contained a section on a new program for Work-Study. The declaration of purpose of the Act states that, "The United States can achieve its full economic and social potential as a nation only if every individual has the opportunity to contribute to the full extent of his capabilities and to participate in the workings of our society. It is, therefore, the policy of the United States to eliminate the paradox of poverty in the midst of plenty in this Nation by opening to everyone the opportunity for education and training, the opportunity to work, and the opportunity to live in decency and dignity." This Act created the Jobs Corps, whose purpose was to "prepare for the responsibility of citizenship and to increase the employability of young men and young women aged sixteen through twenty-one by providing them in rural and urban residential centers with education, vocational training, useful work experience, including work directed toward the conservation of natural resources, and other appropriate activities." The Economic Opportunity Act of 1964 also included a section on Work-Study programs, whose goal was to "stimulate and promote the part-time employment of students in institutions of higher education who are from low-income families and are in need of the earnings from such employment to pursue courses of study at such institutions." Conditions of agreement stated that the Work-Study program/grants shall, "(a) provide for the operation by the institution of a program for the part-time employment of its students in work:

1. for the institution itself, or
2. for a public or private nonprofit organization when this position is obtained through an arrangement between the institution itself and such an organization and:
    1. the work is related to the student's educational objective, or
    2. such work
        1. will be in the public interest and is work which would not otherwise be provided,

2. will not result in the displacement of employed workers or impair existing contracts for services, and

3. will be governed by such conditions of employment as will be appropriate and reasonable in light of such factors as the type of work performed, geographical region, and proficiency of the employee;

Provided, however, That no such work shall involve the construction, operation, or maintenance of so much of any facility used or to be used for sectarian instruction or as a place for religious worship;"

2. The Higher Education Act of 1965 transferred the Work-Study program from the Department of Labor to the Department of Health, Education, and Welfare, and its purpose was restated as "to stimulate and promote the part-time employment of students, particularly students from low-income families, in institutions of higher education who are in need of the earnings from such employment to pursue courses of study at such institutions." The work was to be "for the institution itself or work in the public interest for a public or private nonprofit organization." The Act of 1965 also states that "in the selection of students for employment under such Work-Study program, preference shall be given to students from low-income families..." In a revision of the statement of purpose of the Work-Study program in 1972, the language was changed to "students with great financial need." **3. The revision in 1972 to the Higher Education Act of 1965** also included a new section entitled Work-Study for Community Service Learning Program. The purpose of this section was "to enable students in eligible institutions who are in need of additional financial support to attend institutions of higher education, with preference given to veterans who served in the Armed Forces in Indochina or Korea after August 5, 1964, to obtain earnings from employment which offers the maximum potential both for effective service to the community and for enhancement of the educational development of such students." In this section, the Commissioner of Higher Education was authorized to "enter into agreements with public or private nonprofit agencies under which the Commissioner will make grants to such agencies to pay the compensation of students who are employed by such agencies in jobs providing needed community services and which are of educational value." Additionally, the agency projects should be "designed to improve community services or solve particular problems in the community," and the "agency, in cooperation with the institution of higher education which the student

attends, will make an effort to relate the projects performed by students to their general academic program and to a comprehensive program for college student services to the community." Community service was defined as including, but not limited to, "work in such fields as environmental quality, health care, education, welfare, public safety, crime prevention and control, transportation, recreation, housing and neighborhood improvement, rural development, conservation, beautification, and other fields of human betterment and community improvement." **4. The Higher Education Amendments of 1992** made substantial changes to the work-study section of the Higher Education Act of 1965. A 5% mandate for community service work was instituted. Beginning in fiscal year 1994, institutions receiving federal Work-Study funds were required to use "at least 5% of the total amount of funds granted to such institution under this section in any fiscal year to compensate students employed in community service." Language was added to the statement of purpose of Work-Study: "to encourage students receiving Federal student financial assistance to participate in community service activities that will benefit the Nation and engender in the students a sense of social responsibility and commitment to the community." The definition of community service expanded to include "services which are identified by an institution of higher education, through formal or informal consultation with local nonprofit, governmental, and community-based organizations, as designed to improve the quality of life for community residents, particularly low-income individuals, or to solve particular problems related to their needs, including:

1. such fields as health care, child care, literacy training, education (including tutorial services), welfare, social services, transportation, housing and neighborhood improvement, public safety, crime prevention and control, recreation, rural development, and community improvement;

2. work in service opportunities or youth corps as defined in section 101 of the National and Community Service Act of 1990, and service in the agencies, institutions and activities designated in section 124a of the National and Community Service Act of 1990;

3. support services to students with disabilities; and

4. activities in which a student serves as a mentor for such purposes as

    1. tutoring;

    2. supporting educational and recreational activities; and

    3. conseling, including career counseling."

In 1999 the Federal Work-Study (FWS) program required that participating schools devote 5% of their FWS funds to community service activities. Beginning in fiscal year 2000, the community service requirement increased to 7%. The FWS budget was $1 billion, nearly a 100% over the previous four years. Because of this, there was a large increase in the total number of community service positions funded through FWS dollars. In October 1998, President Clinton signed the Higher Education Act of 1965 reauthorization, which included the 7% mandate. The bill also required colleges receiving FWS funds to have a children's or family literacy project that employs Work-Study students as tutors. Another key change was that Work-Study students could now be compensated for the time they spend in training or traveling to their community service positions. The Higher Education Act:

- Clarifies that part-time employment under Federal Work-Study may include internships.
- Allows campus jobs providing child care or services to students with disabilities to qualify under the community service requirement.
- Requires colleges receiving the funds to support at least one project that compensates FWS students who are employed as reading tutors for preschool and elementary school children or who work in a family literacy project as part of the community service requirement.
- Expands community service opportunities by allowing FWS funds to be used to compensate students employed in community service for time spent on traveling or in training directly related to the community service position.
- Eliminates a requirement that colleges award a specific proportion of FWS awards to part-time students and to students who are financially independent of their parents, indicating instead that administrators should provide "a reasonable share" of awards to those students.
- Allows the federal share of FWS awards to exceed 75%, but not 90%, for community service jobs at nonprofit organizations or government agencies. It makes clear, though, that no more than 10% of a college's FWS participants can be employed in positions for which the federal share exceeds 75%

Principles of Good Practice in Community Service Federal Work-Study

This document outlines best practices in combining college and university Federal Work-Study (FWS) experiences with community service and service-learning. The principles were created by *Erin Bowley* and *Marsha Adler* for Campus Compact after conducting focus groups with practitioners from 52 colleges and universities in the spring of 2002. Following are ten principles for constructing an effective community service FWS program. Click on each principle for explanation, detail, and campus examples of how the principle can be implemented. Representatives from the campuses used as examples are willing to provide those interested with further information; their names and titles appear at the end of each section. Because contact information changes frequently, it is not included here; to reach any individual or position (e.g., service-learning coordinator), contact the campus.

10 PRINCIPLES OF GOOD PRACTICE

1. Integrate community service Federal Work-Study into the institution's overall civic engagement mission and programs.
2. Create program goals for community service FWS and an evaluation plan to measure progress.
3. Formalize a structured institutional system to provide oversight, coordination, and optimal use of resources and capacity.
4. Offer a range of community service positions that are challenging and developmentally appropriate, and that contribute to the common good.
5. Actively and effectively market community service opportunities to students and community partners.
6. Ensure that students receive a thorough orientation, are properly trained for their positions, and have opportunities for reflection and connections to academic study.

7. Contribute to student success through effective monitoring, ongoing supervision, and recognition of student contributions.
8. Create partnerships with community organizations built on open communication, trusting relationships, joint design, and evaluation of program objectives.
9. Prepare community partner supervisors to be effective in their role through a clear orientation, training as needed, and recognition of their contributions.
10. Adhere to the spirit and rules of U.S. Department of Education Federal Work-Study legal requirements.

Integrate community service Federal Work-Study

INTEGRATE COMMUNITY SERVICE WORK-STUDY INTO THE INSTITUTION'S OVERALL CIVIC ENGAGEMENT MISSION AND PROGRAMS.

1. Establish community service work-study as an important component of campus community service programs and efforts.
2. Build connections between community service work-study and other community service initiatives.
3. Determine how the community service work-study students — who typically serve for more hours and longer periods of time — can support other campus service efforts (e.g., as site coordinators, volunteer coordinators, or assistants in service-learning courses).

Create Program Goals

CREATE PROGRAM GOALS FOR COMMUNITY SERVICE WORK-STUDY AND AN EVALUATION PLAN TO MEASURE PROGRESS.

Campus professionals, students, and community supervisors should contribute to the creation of goals for the community service work-study program. Consider making a

realistic number of short- and long-term goals that are measurable, such as the number of students to complete community service work-study positions each year and the degree of satisfaction of stakeholders with the program. Create a plan to evaluate the goals through a regularly scheduled process.

Bentley College, Waltham, Massachusetts

Community service work-study students serve as Project Managers and Project Directors of community service-learning initiatives. These students are responsible for working in collaboration with community partner organizations to recruit and manage other student volunteers. As part of their role, students are asked to evaluate community sites and supervisors and complete a self-evaluation. Community supervisors also are asked to evaluate the students. These evaluations take place in the middle and at the end of each semester. The information is used to make program and site changes as needed to improve the program.

Additional example of good practice in this area:
Clarion University, Clarion, Pennsylvania
Macalester College, Saint Paul, Minnesota

Formalize a structured institutional system

FORMALIZE A STRUCTURED INSTITUTIONAL SYSTEM TO PROVIDE OVERSIGHT, COORDINATION, AND OPTIMAL USE OF RESOURCES AND CAPACITY.

Clarify and acknowledge the roles and responsibilities of various offices and departments on campus in managing the program. Simplify complex processes by taking the time to put a centralized system in place for management and oversight of important program functions, including marketing, recruitment, communications, paperwork, reporting, orientation, and training, among others. Leaders of the program should have expertise in financial aid regulations, student development, and community partnership-building.

Offer a range of community service positions

OFFER A RANGE OF COMMUNITY SERVICE POSITIONS

Offer a range of community service positions that are challenging and developmentally appropriate, and that contribute to the common good.
Develop placement opportunities in a variety of community issue areas and organizations to engage students' interest and to provide for career exploration.

Carefully match students to positions through an interview or other process. Ensure that positions are developmentally appropriate for students' differing levels of experience in work settings, professional responsibility, and particular tasks.

Provide students with leadership development opportunities to deepen their commitment, develop new skills, and exercise their creativity.

Agree on a definition of appropriate community service work-study positions, including how "community service" will be defined and what types of placements will be acceptable.

Brown University, Providence, Rhode Island

Brown University works closely with students to create or find community service work-study positions that complement their academic and other experiences. Brown strives to provide students with experiences in the community that develop skills they could not gain through an on-campus work-study experience. To do this, the campus developed a set of criteria for appropriate community positions and instituted an application process for community organizations seeking to employ students. Strong community supervisors are especially important. Students are matched to developmentally appropriate positions where they are encouraged to build community relationships, reflect on their experiences, think critically about their service, and consider the larger community context of their work.

Claudia DeCesare
Coordinator of Off-Campus Work-Study
Swearer Center for Public Service

Columbus State Community College, Columbus, Ohio

Columbus State Community College strives to connect work-study eligible students in particular fields of study with community service positions that complement their academic interests. To do this, campus staff members review the interests and backgrounds of students who are work-study eligible but who have not yet located positions. Then, with community agencies, they develop positions that match students' particular interests. They send customized letters to students alerting them to positions available in their chosen field of study.

Monika Wright
Financial Aid Advisor

Actively and effectively market community service opportunities

ACTIVELY AND EFFECTIVELY MARKET THE OPPORTUNITIES TO STUDENTS AND COMMUNITY PARTNERS.

Inform students who are eligible for work-study about the opportunity to engage in community service and how to get involved. Use multiple means of communication. Determine how community partners will be recruited and selected as appropriate locations for community service work-study positions. Inform community partners about the availability of work-study students and the benefits the partners can gain by engaging these students in service through their organization.

Cedar Crest College, Allentown, Pennsylvania

During student orientation each year, Cedar Crest students participate in a day of service. During the service day activities, students are given information about Federal Work-Study community service positions. The college offers students a choice of positions in nine fields of service: animals and environment, hunger and homelessness, health and wellness, children and youth, adult literacy, mentoring, elderly, arts and culture, and special events, and moves students through a track of increasing responsibility as they progress through their four years.

Tammy Bean
Director of Community Service Programs

Clarion University, Clarion, Pennsylvania

Clarion highlights community service work-study as one of several ways students can get involved in the community and gain career experience during their time at the university. University staff meet with students and their parents during summer orientation sessions; advertise through a brochure, newsletter, website, and posters; conduct presentations to service-learning classes and student organizations; and participate in the Activities Day Fair. More students and community agencies are interested in community service work-study than can be accommodated each year. Positions are designed to provide students with career experience relevant to their major course of study at Clarion. Information sessions for students explain the goals of the program, the selection process, criteria for employment, student assistant expectations, and the nature of the opportunity. Applications of eligible students are forwarded to agencies for selection. New site supervisors and student employees must participate in a university orientation prior to employment. A handbook accompanies the orientation. Each spring semester, supervisors and students are required to evaluate each other using a standard performance evaluation. Visit www.clarion.edu/career for forms and resources used by the program.

Diana Anderson Brush
Associate Director Career Services Center

University of Montana—Missoula, Missoula, Montana

The University of Montana has engaged work-study students in community positions for several decades, and the campus president is very supportive of the program. Students are informed of the opportunity to do community service work-study at meetings held during orientation week. In addition, the Career Services website contains job information, including descriptions of all types of work-study positions. The Director of Financial Aid has long-standing relationships with many local organizations and individuals and invites them to post community positions online. As a result, one in five UM work-study students is engaged in community service.

Connie Bowman
Assistant Director

Ensure that students receive a thorough orientation

ENSURE STUDENTS RECEIVE A THOROUGH ORIENTATION, ARE PROPERLY TRAINED FOR THEIR POSITIONS, AND HAVE OPPORTUNITIES FOR REFLECTION AND CONNECTIONS TO ACADEMIC STUDY.

Provide a thorough orientation to the program, including expectations, paperwork issues, professional behavior, and an introduction to working in the community. Students may require specific skills to be successful in their positions. Clarify with community partner supervisors exactly which skills are desired and who is responsible for providing the training students need. Service experiences can be challenging, confusing, thought-provoking, and life-changing. To enhance the learning opportunity offered by service experiences, gather students regularly to reflect on their experiences. Consider making connections between community service work-study and academic study. Develop courses around important training topics, engage work-study students in support of service-learning or action research courses, or encourage service-learning students to extend their service past the course through community service work-study.

Augsburg College, Minneapolis, Minnesota

Augsburg College prepares work-study students for their AugsburgReads tutoring experience by collaborating with a major community neighborhood partner that provides tutoring and mentoring for students, most of whom are immigrants from East Africa (Somalia and Ethiopia). Augsburg students receive a site orientation that includes an overview of the community partner's mission and programs at the community partner's location. The site orientation includes a tour of the neighborhood to familiarize students with the area and training that includes cultural sensitivity and competencies and tutoring techniques. The training is done by Augsburg service-learning staff, the community partner site supervisor, and a Somali leader. AugsburgReads tutors attend scheduled reflection and ongoing training sessions developed to address issues and needs of the students as they arise.

Tim Dougherty
Center for Service, Work and Learning

Azusa Pacific University, Azusa, California

The Center for Academic Service Learning and Research at Azusa Pacific University employs community service work-study students as tutors and service learning program coordinators. The Center makes every effort to place students in positions that correlate with their academic field of study, encouraging a holistic approach to work and school. These programs have experienced success due in large part to the quality training, active supervision, and reflection activities provided to student employees. This offers students work experiences that develop skills in leadership and management. There is a deep commitment to balance challenge and support in an effort to create positive learning experiences while pursuing excellence in service to the community.

Kristin Gurrola
Associate Director
Center for Academic Service Learning and Research

California State University, Fresno, Fresno, California

All community service work-study students, regardless of the program they are involved in, are required to complete an orientation and training. The majority are involved in programs where they take part in regular in-service trainings (weekly or monthly) and reflection activities, including journaling, group discussions, and essays. All students are evaluated by their supervisor each semester. Many have an opportunity to provide their own input on the program, which is shared with their site supervisor.

Chris Fiorentino
Director, Students for Community Service

Kirtland Community College, Roscommon, Michigan

Kirtland Community College uses multiple ways to engage work-study students in support of service-learning efforts. Work-study students conduct evaluations of current service-learning practice, measure satisfaction among community partners, and provide support for individual faculty members who integrate service-learning activities in their courses. In addition, work-study students lead student leadership workshops at other community colleges and participate in statewide service-learning student leadership committees. Finally, work-study students at Kirtland are encouraged to create a service project of their own. This project requires the student to obtain funding through grants, recruit volunteers, carry out the service and evaluate the entire project.

Nicholas Holton
Faculty Member/Service Learning Coordinator

Contribute to student success

CONTRIBUTE TO STUDENT SUCCESS THROUGH EFFECTIVE MONITORING, ONGOING SUPERVISION, AND RECOGNITION OF STUDENT CONTRIBUTIONS.

Designate the students' official supervisor and clarify the goals of community service work-study with them. Inform students whom to approach with questions and concerns during their experience.

Recognize students' contributions in meaningful ways during and at the end of their experience.

Juniata College, Huntington, Pennsylvania

Juniata College works together with community partners to jointly design service programs for work-study students In this process, community organizations are able to clearly communicate their objectives and determine how they can best utilize resources provided by the college. The coordinator of the community work study program at Juniata communicates regularly with community partners to ensure that student performance is aligned with their expectations and goals. The coordinator conducts evaluations periodically to assess program effectiveness and student outcomes.

Shauna Morin
Community Service/Service Learning Coordinator

University of Denver, Denver, Colorado

The community service work-study program at the University of Denver is distinguished by the attention given to students who serve in community agencies. During the initial training for student workers, campus leaders clearly establish the students' job duties and clarify their responsibilities in representing the university and the partner organization. In addition, each partner organization is responsible for on site training as it relates to their placement. Throughout the year, the staff from the Center for Community Engagement and Service Learning works closely with the supervisors from each site to ensure a meaningful experience for the students and the community partner. Then a year-end celebration is held in a local neighborhood center,

where students and community partners come together to reflect and receive recognition for their job well done.

Frank Coyne
Associate Director
Center for Community Engagement and Service Learning

Xavier University of Louisiana, New Orleans, Louisiana

Xavier University' s Volunteer Service Office carefully developed a program to support student workers engaged in community service work-study. The office chose to work with ten schools and ten nonprofit agencies charged with providing students meaningful service positions outlined in a memorandum of agreement. The university provides students with an orientation and specific training in literacy and education, mentoring, and working with special populations. Students attend regular meetings that include speakers from nonprofit organizations, AmeriCorps, and other service organizations, as well as job training and reflection. Throughout the year, students are recognized for their work during dinners and other gatherings and receive greeting cards and other small tokens on birthdays and holidays. A university van also is available to take them to and from their placements.

Donielle Smith Flynn
Assistant Director for Service-Learning/American Humanics

Create partnerships

CREATE PARTNERSHIPS WITH COMMUNITY ORGANIZATIONS BUILT ON OPEN COMMUNICATION, TRUSTING RELATIONSHIPS, AND JOINT DESIGN AND EVALUATION OF PROGRAM OBJECTIVES.

Community partners — the people and organizations with whom students serve and work — are a key part of the community service work-study equation. Taking the time to develop strong partnerships will have multiple benefits for all involved.

Set a tone of respect and openness with community partners through regular, effective communication.

Strive to know key partners individually. Understand the mission of their organization, their needs, and their assets.

Include partners in helping design the goals for the program and assisting in evaluating its effectiveness.

Consider positioning the campus as the official “employer” of students to lessen paperwork burdens experienced by community partner organizations.

Ohio Dominican University, Columbus, Ohio

Ohio Dominican University began its outreach to community partners in the year 2000, and continues to develop strong relationships and partnerships with local civic associations, churches, schools, organizations, and individuals. The Ohio Dominican Center for Leadership and Community Service works mainly with community partners in the university’s zip code area. The Center works closely with faculty to establish and maintain service-learning components in appropriate courses. The Center is also working closely with all student organizations to engage student leaders in community and school related service projects. A faculty steering committee and community council help guide and direct the Center in its organization and outreach to the community and university.

Bob Franz
Director of the Center for Leadership and Community Service

Prepare community partner supervisors

PREPARE COMMUNITY PARTNER SUPERVISORS TO BE EFFECTIVE IN THEIR ROLE THROUGH A CLEAR ORIENTATION, TRAINING AS NEEDED, AND RECOGNITION OF THEIR CONTRIBUTIONS.

Provide an orientation for community partner supervisors in person and through written materials.

Recognize that community partners are often extremely busy and are serving as co-educators of the students. Communicate appreciation of these efforts, including a formal recognition or show of thanks at the end of the year.

University of Northern Colorado, Greeley, Colorado

The Office of Financial Aid works closely with eleven community organizations to help meet the needs of the community and its student population. Agencies are chosen to help students complement their academic experiences. The Student Employment Office holds a Job Fair every year where the off campus agencies are invited to attend and the agencies tend to hire most of their work-study students during the Fair. A training for the agency staff is held every year to go over expectations, roles, and responsibilities for all involved.

Chris Peterson
Assistant Director, Office of Financial Aid

Adhere to the spirit and rules

ADHERE TO THE SPIRIT AND RULES OF U.S. DEPARTMENT OF EDUCATION FEDERAL WORK-STUDY LEGAL REQUIREMENTS.

Establish systems that facilitate accurate and clear tracking and reporting.

University of Colorado, Boulder, Colorado

In order to effectively track information on large numbers of students participating in various community service work-study programs, the University of Colorado designed ways within its existing financial aid software to track information on students in programs such as America Reads, America Counts, etc. This includes a process that allows community agencies to enter students' timecard data directly into the university's electronic time collection system. In addition to providing valuable tracking information, this system ensures that students are paid in a more accurate and timely manner.

Gwen Eberhard
Director of Financial Aid

See the U. S. Department of Education's Federal Work-Study Handbook for Financial Aid Professionals for additional information.

Developmental Matrix for Community Service Federal Work-Study

The purpose of the Development Matrix is to assist the leaders of community service Federal Work-Study (FWS) efforts in planning for future development of their programs. Users of this document should begin by identifying the level (1 ‴ 4) that best describes each element of their current community service FWS efforts. Different program elements may fit in different levels. Leaders are then encouraged to work with colleagues on campus, students, and partners in the community to establish specific goals for development in some or all program element areas (for example, striving to move up by one level in Program Element areas 1, 5, and 8 within 18 months). Note that these levels do not represent chronological stages of development in all cases.

In addition, institutions may find that elements of their current program fall into more than one level; users should strive to identify the level that most represents current realities. The descriptions may need to be reworded for some institutions. Program elements that appear in Levels 1 or 2 should not necessarily be considered "wrong" or "weak." They may be important steps in laying a foundation for a more fully developed program in the future. Based on observation, Level 1 represents the majority of U.S.

institutions of higher education today (with the exception of Program Element #10, since the vast majority of institutions do meet the 7% mandate). Level 2 represents good efforts to strengthen elements of the community service FWS program. Level 3 represents elements of a very solid program. Level 4 represents an exceptionally high-quality program. (Few institutions currently achieve this level.)

Based on "Principles of Good Practice in Community Service Work-Study" by Erin Bowley and Marsha Adler (Campus Compact, 2002).

Partnering with Financial Aid

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Introduction and Approach

The guidance offered here is directed primarily at those campus professionals who serve as coordinators of community service, service-learning, volunteerism, or other campus-community partnership efforts. By federal mandate, 7% of the federal funds that your institution receives for the Federal Work-Study (FWS) program must be used for community service positions. The federal government requires higher education institutions to develop and market community service positions to the students who are eligible for FWS. Forming a partnership with the financial aid professionals who control and manage FWS funds can give you greater access to and control of the FWS positions on your campus. The resulting benefits can include increasing the staff capacity of your programs, offering meaningful leadership positions to students, and increasing the number of students serving the community. This document provides a basic orientation to the federal regulations governing the use of FWS for community service positions and offers strategies for forming or strengthening a partnership with Financial Aid.

PARTNERING WITH FINANCIAL AID: APPROACH

In approaching the Financial Aid office on your campus, the best way to ensure success is to build a relationship built on mutual understanding and trust. Following are several tips for forming the type of relationship with Financial Aid that will allow you to have a bigger role in the decisions regarding FWS positions in the community.

1. Build a personal relationship or partnership.

   It is beneficial to think about your involvement in FWS as a *partnership* between your office and the people at your institution who currently manage FWS. In a partnership, combining the assets of both sides allows for a better outcome than working in isolation. You should not approach this as an opportunity to take over the way your institution manages FWS in the community. Instead, you are offering your expertise, abilities, and networks for the benefit of strengthening the program for all involved. You should see this as an opportunity to listen to and learn from

the expertise of the professionals at your institution who manage FWS.

2. Educate yourself as much as possible about FWS facts.

There are many unfamiliar terms and processes associated with FWS. Many of them are defined in this document or in helpful websites listed elsewhere in this publication. It is in your best interest to learn the basic facts about FWS in the community before launching into a conversation with others at your institution who know much more about the program. The way FWS is managed differs from one institution to the next because the federal regulations governing the program provide for flexibility. It is important to understand what is *required* by the federal government versus what your institution has decided to do with the program. This is especially true if you are hoping to change the way that the FWS program currently operates.

3. Be flexible: understand that different people use different language or use different approaches.

This document uses the terminology most common in the fields of FWS and campus-community initiatives. You may use different terminology (e.g., community *based* FWS instead of community *service*). Language choices in this document are not meant as value judgments. If you have strong feelings about the right way to talk about campus involvement in the community, you should understand that others at your institution may have different views. You can also use language to your advantage; simply because the federal regulations refer repeatedly to *work-study* or *community service*, perhaps different language will work better for your institution (e.g. Community Scholars or Off-Campus Student Employment).

4. Understand that changing FWS practice at your institution will take time.

Human beings can be amazingly creative, flexible, and intelligent, but they can also be averse to change. Given limited time, the professionals who manage FWS at your institution may have established routines and systems that work for them and that they do not want to alter. They probably do not *need* to involve you in their work, so it may take time for you to build a

trusting relationship that will ultimately result in your increased involvement. You will be more satisfied and experience more success if you take a long-term approach to building a partnership that increases your involvement in FWS over time.

Key Concepts

Before rushing in to change anything about the way your institution manages FWS, take the time to educate yourself about both the federal regulations governing the program and determine a few things about how FWS operates at your institution.

WHO CONTROLS OR MANAGES FWS AT YOUR INSTITUTION?

Institutions of higher education can be structured very differently from one campus to the next, but in almost all cases, the office that manages FWS is called either Financial Aid or Student Employment (or some variation on one of these). In many instances, the Student Employment area is located *within* the larger umbrella of Financial Aid.

Financial Aid

Financial Aid (sometimes called Student Aid or Financial Affairs) helps students afford to attend school, and nearly all Financial Aid professionals think of their primary objective as providing access to education. Financial Aid professionals counsel students on the various options students have for how they will pay for their tuition and related expenses.

Students (and/or their families) complete a federal form called the Federal Student Financial Aid Application (FAFSA) to help the institution determine whether students are eligible — based on their income and assets — to receive any help in paying for their education. Based on the FAFSA, the Financial Aid office puts together each student's financial aid package.

Elements of the financial aid package generally include *loans* (which students start paying back to the government, institution, or private lender when they are no longer in school); *grants* or *scholarships* (funds from the government or institution that

students do not have to pay back); and *work-study awards* (a contract with the institution that allows students to be employed in certain positions to earn money while in school). Professionals in Financial Aid offices are generally well trained in interpreting financial options for students, counseling students about paying for their education, and completing the paperwork that accompanies those processes.

Student Employment

Student Employment (sometimes called Campus Employment) refers to the group that helps link students with employers both during school and after graduation. Student Employment specifically manages work programs such as Federal Work-Study. At a small institution, Student Employment may be one or two people who work within the Financial Aid office. At other institutions, Student Employment may be a stand-alone office that also coordinates opportunities such as internships and co-operative education. Sometimes Student Employment is located in the institution's Human Resources department.

A review of your institution's website, phone directory, or catalogue will probably clarify who manages FWS. You can also call your Financial Aid office to ask to find out with whom you need to meet to learn more about your institution's systems and processes for managing the *community service* element of FWS.

In this document, references to "Financial Aid" are meant to include whomever at your institution manages FWS. If your institution uses a different name, simply substitute that where this term appears.

WHAT IS WORK-STUDY?

This document will focus on *Federal* Work-Study, but be aware that many institutions also participate in State Work-Study programs or offer work-study jobs paid entirely by the institution (Institutional Work-Study). State and Institutional Work-Study programs generally do not have the same regulations for community service, so ask how those programs work at your institution, if they exist.

Federal Work-Study Background

The FWS program, regulated by the U.S. Department of Education, was created by the federal government in 1964 as a part-time employment program for low-income students. Its most important purpose was and is to increase access to higher education by providing work opportunities for students who need wages in order to attend college or university. FWS is generally just one part of a student's overall financial aid package. Most FWS students at colleges and universities work on campus in various positions within academic departments, the cafeteria, the library, or other areas.

Community Service and Federal Work-Study

Revised language in the Higher Education Act in 1965 clarified that work performed by FWS students was to be "for the institution itself or work in the public interest for a public or private nonprofit organization." So from the early days of the program, community service has been part of its purpose. In 1994, a new mandate required 5% of the total FWS funds received by an institution be used for community service positions. In 2000, the mandate was increased to 7% and a new provision required the institution to employ at least one student in a tutoring or family literacy program.

Understanding the "7% Mandate"

The current 7% mandate refers to the percentage of the *total amount of FWS funds* received by the institution that must be used to pay wages to students in community service positions. It does *not* mean that 7% of the number of students must be in community positions. Depending on the total amount of FWS received by your institution, 7% may result in only a few community service positions, or it may mean hundreds.

FEDERAL REGULATIONS

The following text offers portions of the actual federal regulations governing FWS that relate to its purpose and definitions. To simplify things, this edited version includes only language that directly relates to the community service portion of FWS.

Department of Education, Office of Postsecondary Education

Part 675 – Federal Work-Study Programs

§ 675.1 Purpose

(a) The Federal Work-Study (FWS) program provides part-time employment to students attending institutions of higher education who need the earnings to help meet their costs of postsecondary education and encourages students receiving FWS assistance to participate in community service activities.

§ 675.2 Definitions

Community services: Services which are identified by an institution of higher education, through formal or informal consultation with local nonprofit, governmental, and community-based organizations, as designed to improve the quality of life for community residents, particularly low-income individuals, or to solve particular problems related to their needs…

§ 675.18 Use of funds

(g) *Community service*. (1) For the 2000-2001 award year and subsequent award years, an institution must use at least seven percent of the sum of its initial and supplemental FWS allocations for an award year to compensate students employed in community service activities. In meeting this community service requirement, an institution must include at least one –

(i) Reading tutoring project that employs one or more FWS students as reading tutors for children who are preschool age or are in elementary school; or

(ii) Family literacy project that employs one or more FWS students in family literacy activities.

§ 675.8 Program participation agreement

To participate in the FWS, an institution of higher education shall enter into a participation agreement with the Secretary. The agreement provides that, among other things, the institution shall –

…(d) Award FWS employment, to the maximum extent practicable, that will complement and reinforce each recipients' educational program or career goals;

…(f) Inform all eligible students of the opportunity to perform community services and consult with local nonprofit, governmental, and community-based organizations to identify those opportunities.

These portions of the regulations clearly show that community service positions are important to the program. Additional portions of the regulations found in Part 675 that relate to community service FWS are found later in this document.

The "Spirit" of the Regulations vs. Common Interpretations

One of the greatest challenges in working effectively with others at your institution on FWS is the different ways people interpret portions of the regulations related to community service. A good way to determine whether a FWS position meets the community service requirement is to consider who is most affected by the work of the position — the community at large or the campus community? The *Federal Student Aid Handbook* (updated each school year) notes that positions may be on or off campus but specifies that "on-campus jobs can meet the definition of community services, provided that the services are open and accessible to the community… A service is considered open to the community if the service is publicized to the community and members of the community use the service."

Despite this requirement, some institutions count on-campus positions that do not substantially serve the community at large in calculating the percentage of FWS funds allocated to community service. They may rationalize that these positions are located somewhere on campus that has community contact, such as the library, gymnasium, or theater box office. Generally, however, these sorts of positions do not reflect the *spirit* of the 7% mandate. It is critical that you have a dialogue with colleagues in the Financial Aid office and other offices on campus to formalize the criteria you will use to define appropriate community service positions.

Enforcement

The 7% mandate is a federal regulation, not a law, but it is enforceable. Institutions that do not follow the regulation run the risk of being penalized by the Department of Education — for example, by losing a portion of FWS in the following year. In the past few campuses have been held to account, but in May 2007, the Department of Education sent a formal letter to financial aid professionals spelling out the regulation's requirements and clarifying avenues for enforcement:

"An institution that participates in the FWS Program that fails to meet one or both of the FWS community service requirements for the 2007-2008 Award Year, or in subsequent award years, will be required to return FWS Federal funds in an amount that represents the difference between the amount that the institution should have spent for community service and the amount that it actually spent.ÃŠ Further, an institution that is out of compliance with the FWS community service requirements may be subject to a Limitation, Suspension, and Termination (L, S, & T) proceeding, where the institution could be denied future participation in the FWS Program, and possibly other Title IV, HEA programs, and/or subject to a substantial fine."

In addition, an institution's own external auditors may also examine whether the institution's FWS program is in compliance, including whether the community service positions appear to comply with federal regulations and definitions

Building a Successful Partnership

Following are some questions to ask as you move through the process of partnering with colleagues in Financial Aid. First determine what you want from the relationship so you know where to begin. Equally important, be prepared to articulate how Financial Aid personnel and the institution can benefit from your involvement. Finally, this section offers suggestions for overcoming resistance to the idea of sharing control over community service FWS.

WHAT ARE YOU ASKING FOR FROM FINANCIAL AID?

Before meeting with Financial Aid personnel, it is important to clarify what you are really asking for. Even if your first meeting is meant only to better educate yourself about the FWS program at your own institution (a good first approach), you should think through your vision for your increased involvement in the program. Knowing what you want will help you ask better questions. Being clear about your self-interest is

not bad; you will more likely to create a partnership that serves your needs and interests long-term. Following are some possible goals for increased involvement in community service FWS.

A Few Students to Build the Program Capacity

FWS students might help add capacity for your community service or service-learning efforts. For example, you may wish to employ a small number of students in your office to support your work. These students may serve as “student coordinators,” “issue area coordinators,” “partner liaisons,” etc. If the students have a role interfacing with your community partners (such as when you choose one FWS student to be the primary liaison with one or more key partner organizations), they can qualify as community service FWS. If the students in your office or program are doing strictly administrative work in the office with no community interaction, they probably don’t qualify.

A Large Number of Students for Direct Service or Program Coordination

You may wish to have a large number of FWS students (perhaps all of your institution’s community service FWS positions) allocated to your office so that you can, in turn, involve them in direct service positions with community organizations and/or leadership roles.

A Role in Managing Community Partners

You are likely to have some idea of which community organizations work well with your students through past volunteer or service-learning interaction. You may have a system that identifies key community partners. Without managing the entire community FWS program, you could tell the Financial Aid office which organizations you recommend or with whom you have a pre-existing working relationship.

A Role in Promoting the Program

You may want to increase visibility of community service FWS opportunities among students and/or community organizations. Your office might offer to help market the opportunities through existing or new systems.

A Role in Supporting Students in the Community

If you have a well established community service or service-learning effort at your institution, you are aware of the importance of properly preparing students for community-based experiences and offering them structured ways to discuss and learn from the challenges and opportunities they face during those experiences. You might offer to help the Financial Aid office prepare community service FWS students, engage them in structured reflection or education opportunities, and/or develop student leadership through your office.

A Role in Connecting Community Service FWS with Academic Study

Federal regulations discussed in this document show a desired link between students' area of study or career plans and their FWS experience. Your office might be able to help form these kinds of connections — for example, offering FWS positions to students who want to continue their service after completing a service-learning experience, helping develop and market community service FWS positions that relate to typical areas of study, or creating FWS student assistant positions to support faculty who do service-learning (e.g., communicating with partners, observing students in the community, arranging transportation options, facilitating reflection).

Full Control of the Institution's Community Service FWS Program

You may be willing to take on nearly all the tasks involved in managing your institution's community service FWS program. These include the items listed above, plus preparing and executing required written agreements with each organization where FWS students work, tracking timecards and wage payments, managing invoicing of community organizations for their portion of the wage match (if applicable), and monitoring through site visits, among others. The Financial Aid Office will, however, always be involved in reporting your institution's use of community FWS to the federal government and approving aspects of the program.

WHY SHOULD FINANCIAL AID COLLABORATE WITH YOU?

In addition to thinking through why you want more involvement in the community service FWS program, you can help educate Financial Aid colleagues about why working with you will serve their interests. *Understanding and helping meet the Financial Aid office's needs is the best way to form a partnership with them.*

What Challenges Do Financial Aid Professionals Face?

Managing the community service aspect of FWS was probably added on to the Financial Aid professionals' jobs at your institution, and those people are probably still responsible for everything were doing before. Relatively little administrative money accompanies the FWS program, so the 7% mandate and other program requirements simply add responsibilities for the people who manage the programs. It is unlikely that Financial Aid personnel think of community FWS as an established program rather than as a requirement that they meet. In addition, professionals in Financial Aid do not usually have any training in working effectively with community organizations, finding community partners, building campus-community partnerships, or working with students who are dealing with (potentially challenging) community experiences. You can bring a wealth of experience in these areas to your partnership with Financial Aid.

What Motivates Financial Aid?

As noted earlier, Financial Aid professionals primarily see their job as promoting access to higher education. Professionals who focus specifically on Student Employment want to provide work opportunities that help students hone in on a career path and build their skills and experience. Second only to earning money for education, Financial Aid and Student Employment professionals will share the following major desired outcome for your institution's FWS program:

Provide an excellent work experience for students that offers developmentally appropriate tasks, teaches useful skills, is well supervised, and can be used to show work experience on a student's resume.

The benefits that high-quality community service FWS positions may offer over most traditional, on-campus FWS positions include:

- Balancing an interest in service to the community with a need to work
- The "legitimacy" that an off-campus position may provide when listed on a resume
- More responsibility
- Opportunities to take on a leadership role
- Links between community work and academic interests

- Varied opportunities to gain career experience
- Strengthening campus-community partnerships
- Good public relations for the institution

If you think you can help create FWS positions that will accomplish the above benefits, make sure to articulate those to your Financial Aid colleagues.

Additional Ways to Serve Financial Aid's Interests

Relieving some of the work burden. Developing community service FWS positions can be much more labor intensive than creating traditional on-campus positions. Your office may have an existing infrastructure for service or service-learning that could take on some program management elements without much financial outlay. Offer to help with some of the work, such as identifying community partner organizations that work well with your students, orienting students to community experiences, making site visits to community organizations for monitoring purposes, executing written site agreements, interviewing students to find good matches in the community, marketing the program to students and organizations, evaluating the program, and tracking timesheets.

Providing structure to improve quality. As stated above, your institution may not think of community FWS as a "program" with goals, staff, evaluation results, criteria for appropriate community positions, etc. If you can offer the opportunity to create such a program by relying on some of your existing infrastructure and capacity, the experience for all stakeholders will be improved.

Generating supplemental funding. Some institutions do not use all of the FWS funds they receive and they return these "deobligated" funds to the Department of Education. Other institutions that do use all of their funds and would like to receive more are eligible to apply for "reallocated" funds if 5% is already being spent on community tutoring/literacy programs and the institution has a "fair-share shortfall" (your Financial Aid office can clarify this). *Reallocated funds can be used as wages only for community service jobs.* So, if your institution would like to increase the amount of FWS funds it receives, strengthening the community portion of the FWS program is important. With a supplemental increase in the overall amount of FWS funding your institution receives and uses comes a modest increase in the Administrative Cost Allowance funds (for staff and other administrative costs).

Assist with future FWS rule changes. As FWS program requirements change (e.g., increases or changes to the mandate for community service), your institution will be in a better position to react to those changes if you are in partnership with Financial Aid and have a coordinated program.

HOW CAN YOU OVERCOME RESISTANCE?

You may take the time to become well versed in the community FWS program, to understand the challenges facing the Financial Aid professionals at your institution and the ways you can help alleviate some of the burdens, and how program quality will improve through your involvement, and your Financial Aid colleagues may still not be interested in working with you. Below are some common responses you might get and some thoughts on how to deal with them.

Control Issues

"We're unwilling to give up control of the program."

Stress that you are not looking for total control of the community FWS program, but instead are hoping to help make it stronger. Listen and understand which portions of the program the Financial Aid staff feel are vital to keep in their office and suggest ways that you can relieve the burden in other ways.

Interpretation of Regultions

"It doesn't matter what we do, because there's no enforcement."
"We think that 'community service' means serving our campus community."

You may need to remind your colleagues that the regulation is clear: community service positions should serve the community at large and not the campus community. Administrators should generally not side with a campus department that gets around a federal regulation by interpreting the language they way they want to. Even if the federal government does not examine the program closely — which cannot be counted on, especially given the signal given by the Department of Education's recent letter about enforcement to financial aid professionals (see the section in this document on Enforcement) — your institution's external auditors should be comparing the federal regulations with the position descriptions on file to ensure compliance.

General Resistance

"I don't make the decisions..."
"There's no extra money to increase the number of community positions..."
"Other departments really need the student workers..."

The people in Financial Aid to whom you have access may not make (or want to make) certain decisions regarding allocation of budgets and management practices. You may also hear that your Financial Aid colleagues have no interest in changing current policies, including the amount of funds allocated for community FWS positions. Either way, you may need to go higher up in the administration to have your ideas considered.

1. Once you have tried your best to have productive conversations around these issues but have not made progress, you may need to take your concerns to another audience. Before doing so, make sure you understand the climate in the Financial Aid office correctly and that you know how to articulate the benefits of changing or strengthening the community service portion of FWS. You may need to get access to someone higher up in the chain of command in Financial Aid or at the institution. If you do not personally have the access it requires to be heard at that level, enlist an ally who does (i.e., someone with power or connections who believes in your work).

2. Look at the mission statement of your institution, its strategic plan, and recent statements from the president's office (or those of other top administrators) for examples of ways the institution might be trying to strengthen its commitment to civic or community engagement. Talk about how community service FWS is one piece of a larger commitment that your institution can make to your local community and to increasing civic engagement among your students.

3. Find examples of strong community service FWS efforts at peer institutions. Talk with your Campus Compact office for suggestions or review "Principles of Good Practice in Community Service Federal Work-Study" for strong program model examples from diverse institutions.

4. Remind your colleagues that while the required minimum for community service is 7% of FWS funds, the national average is about 15%.

5. Be persistent, keep listening to (rather than talking at) the Financial Aid personnel, and talk with a variety of people at the institution about the benefits of having a strong community service FWS program.

Other Questions and Areas of Concern

Federal Work-Study is full of complicated regulations and program interpretations, especially for those people who don't work with it on a regular basis. Following is some additional information that will help increase your understanding.

HOW DOES THE MONEY WORK?

There are several potentially confusing issues to understand regarding how FWS funds flow.

From the Department of Education to Your Institution

Your institution applies each year to receive FWS funds using the "FISAP" (Fiscal Operations Report and Application to Participate). Most of the FWS funds the institution receives will go to student wages, while a small amount is provided for administrative costs (this is called the Administrative Cost Allowance). A calculation called "fairshare" determines which institutions in the nation receive more or less of the total amount available for FWS. In general, institutions that have participated in the FWS program for a longer amount of time receive more of the funds. Your Financial Aid office can tell you more about how the fairshare calculation affects your institution.

From the Institution to the Students

Of the wages paid to a FWS student in a traditional on-campus position, 75% come from the federal government (through the FWS program) and 25% come from the institution's budget. Often, when a student serves in the community, the community site is asked to pay the 25% that would otherwise be paid by the institution. However, the institution may ask the community site to pay more or less than 25%. (See the following sections on wages and waivers.)

Students are given a FWS contract as part of their financial aid package. The contract lists the total maximum amount they can earn through FWS for the year. Students need to pay attention to their contract maximum, the amount they are earning per hour, and the number of hours they are working so that they use up their contract at the rate they and their supervisor intend. Some students have the FWS wages applied directly to the cost of their education, while others choose to receive a check. In a small number of cases, the community organization is responsible for putting students on their payroll and paying them directly. (In these cases, the organization bills the college or university for the federal portion of the wage.) More often, the institution pays the students and bills the community organization for any portion of the wages it owes.

Wages

The wage that FWS students earn is determined by your institution, not by the federal government. It must be at least the federal minimum wage. Wages should be commensurate with students' responsibility as outlined in their position description. At some institutions, all FWS students earn the same wage. At others, the wage varies depending on what the students are doing.

Many institutions have established a wage incentive for students doing community service FWS, such as offering a higher starting wage for community positions or offering a higher possible wage if students stay in their position. In some cases, community organizations will offer a wage supplement (over and above the amount they are required to contribute) to attract students with a higher total wage.

Waivers

There are a number "waivers," or exceptions to wage or other rules, that you might hear about in connection with community service FWS.

America Reads. The most common waiver is the America Reads waiver. Under this regulation, if the student is a tutor in a community literacy or math program, the institution may pay the student using 100% federal funds rather than 75%.

Minority-serving institutions. Some minority-serving institutions (e.g., Historically Black Colleges and Universities) may use 100% federal funds to pay all FWS students.

Under-resourced organizations. A lesser known waiver allows community organizations that cannot afford to pay 25% of the students' wage to request that they only pay 10%, with the other 90% coming from federal sources. The federal share may be up to 90% if the student is employed at a nonprofit organization or public agency that "would not otherwise be able to afford the costs of this employment." The organization must write a letter to the institution requesting this waiver; the institution reviews these requests on a case-by-case basis. No more than 10% of students participating in FWS may work under this sort of waiver.

Institutional waiver. In a very small number of cases, institutions will request a waiver of exemption from the 7% mandate. They do not need to report any community service FWS positions at all. This is a difficult waiver to get, and few institutions have one.

Complicating Factors

Managing FWS funds can be very complicated, even for experienced Financial Aid administrators. It is helpful to understand some of the reasons that it might be difficult for your Financial Aid office to determine exactly how much funding will be available during any given year or term for community service FWS positions:

- Not all students offered FWS in their financial aid package enroll in the institution.
- Not all students who accepts a FWS offer find employment.
- Not all students who work use up all of their award.
- Some students work more than their award allows.
- Students earn at different rates (of time and money).

WHO DECIDES WHAT?

There are some clear areas where the federal government determines regulations for FWS programs, and there are instances where the federal government is flexible and institutions create their own policies. You could work to convince your institution to change its approach to the areas listed on the right side of the table below; however, it is worth having a conversation to determine how set some of the institutional policies are, why they exist as they do, and where changes are possible.

Decision-Making for Community Service FWS

FWS Program Element	**Federal Regulations**	**Institutional Policy**
Wage for students	At least minimum wage.	The institution determines the range of wages.
Match required of community sites	No maximum or minimum.Organizations can request to pay only 10% due to financial hardship. Federal funds can be used to pay 100% of literacy/math tutoring wages.	Institution determines community site share of student wages (0-50%).
Eligibility for FWS	Students meet basic income limits on the FAFSA.	Institution determines how many and which students will receive FWS as part of their financial aid package.
How much FWS funding is dedicated to community service positions	At least 7%.	Institution determines if it will allocate more than 7%.
Whether work on campus can be counted as meeting the 7% community service mandate	*Community services* are defined as "designed to improve the quality of life for community residents, particularly low-income individuals."	Institutions may believe that services provided on campus (e.g. staffing the campus library) meet the definition, but this does not generally fit the "spirit" of the regulation.
Whether students can work for religious organizations	Students may tutor in a parochial school buy may not engage in religious education activities.	The institution may establish its own priorities for where students can serve that may or may not allow for serving with religious organizations.

FWS Program Element	Federal Regulations	Institutional Policy
Whether students can work for political organizations	With a very small number of exceptions, students working for partisan or nonpartisan political oragnizations do not qualify as meeting the 7% community service FWS mandate.	
Whether students can replace regular workers	Students may not displace workers or replace striking workers.	

DO STUDENTS GET PAID FOR TRAINING AND TRANSPORTATION?

Students in some community service FWS positions may require significant training in order to be adequately prepared for their community experience. This is especially true when working with vulnerable populations and/or in literacy programs. Students may be paid wages for the time they spend in training. They may also be paid wages for the time they spend getting to and from their community site, although the federal governmental does not provide any extra funds for mileage reimbursement or public transportation costs.

675.18 Use of funds.

(h) *Payment for time spent in training and travel.* (1) For any award year, an institution may pay students for reasonable amount of time spent for training that is directly related to FWS employment.

(2) Beginning with the 1999-2000 award year, an institution may pay students for a reasonable amount of time spent for travel that is directly related to employment in community service activities (including tutoring in reading and family literacy activities).

FWS AND ACADEMIC CREDIT

Students *may* earn FWS wages for the same hours they spend completing an internship, a practicum, a research project (in some cases), or an assistantship. Students may *not* earn work-study wages for the time they would normally spend in a classroom or lab as part of a course. If students are engaged in service-learning activities outside of the classroom, it is possible for them to earn FWS wages. You should discuss these options with your institution's Financial Aid professionals.

675.20 Eligible employers and general conditions and limitation on employment.

...(d) *Academic credit and work-study.* (1) A student may be employed under the FWS program and also receive academic credit for the work performed. Those jobs include, but are not limited to, work performed when the student is –

(i) Enrolled in an internship;
(ii) Enrolled in a practicum; or
(iii) Employed in a research, teaching, or other assistantship.

(2) A student employed in an FWS job and receiving academic credit for that job may not be –

(i) Paid less than he or she would be if no academic credit were received;
(ii) Paid for receiving instruction in a classroom, laboratory, or other academic setting.

WORK FOR RELIGIOUS OR POLITICAL ORGANIZATIONS

Generally, students can work in programs sponsored by a religious organization as long as the activities serve the community at large, do not involve religious education, and are open to individuals outside the religious organization's own members. Generally, students may not serve partisan or nonpartisan political organizations or campaigns. Institutions may have differing interpretations of these regulations, so it is best to have a conversation with your Financial Aid professionals to determine if your institution has determined its own criteria.

675.22 Employment provided by a Federal, State, or local public agency, or a private nonprofit organization.

(a) If a student is employed by a Federal, State, or local public agency, or a private nonprofit organization, the work that the student performs must be in the public interest.

(b) *FWS employment in the public interest.* The Secretary considers work in the public interest to be work performed for the national or community welfare rather than work performed to the benefit of particular interest or group. Work is not in the public interest if –

(1) It primarily benefits the members of a limited membership organization such as a credit union, a fraternal or religious order, or a cooperative;

(2) It is for an elected official who is not responsible for the regular administration of Federal, State, or local government;

(3) It is work as a political aide for any elected official;

(4) A student's political support or party affiliation is taken into account in hiring him or her;

(5) It involves any partisan or nonpartisan political activity or is associated with a faction in an election for public or party office; or

(6) It involves lobbying on the Federal, State, or local level.

OTHER ISSUES

Required Written Agreement or Contract

You must have a written agreement with the off-campus agency or organization where students serve. The template for your agreement should be approved by your institution's attorney, although you may use a similar agreement with all off-campus organizations. A sample agreement is found in the *Federal Student Aid Handbook*.

7% Is the Requirement — 15% is the Average

While the 7% mandate gets most of the attention, the national average for use of FWS funds for community service is actually 15% (in 2005). It is not clear, however, whether all of the wages included in this average were used in positions that meet the spirit of the mandate or what the quality of the programs are. However, when discussing your institution's plan for community service FWS, make sure that your colleagues know that 15%, not 7%, is the national average.

Serving Students with Disabilities

A special regulation allows FWS students who serve other students on campus with disabilities to be counted as part of the 7% for community service, even though these students are serving other college students.

Community Service Federal Work-Study: The Best-Kept Secret in Higher Education?

By Robert Davidson, Corporation for National and Community Service

At its best, the Federal Work-Study (FWS) program is much more than a form of financial aid; it's a powerful educational, career-preparation, and community service internship program.

For many colleges and universities, however, the FWS program remains an unrecognized and virtually untapped resource for support of the institution's academic and civic engagement goals. The FWS program has not received a significant appropriations increase in many years, and its image is often quite negative among the public as well as among participating students. For example, because FWS salaries are generally 75% funded by federal taxpayers — whether the jobs provide services to the community or to the campus — the program has often been criticized on grounds that it provides hidden (and unnecessary) subsidies to college operational budgets. This negative impression can change, however — if the program's community service and

academic missions are better known and are taken more seriously by the higher education community.

In January 2007, Veronika Gilliland, a California State University student, addressed the Board of Directors of the Corporation for National and Community Service. She described her FWS job at the university's MOSAIC mentoring and tutoring program not only as important in helping at-risk teenagers, but also as life-changing and critical to her own success in college and plans for the future: "I went from almost not graduating high school to feeling like a champion for the community on campus. My work-study position improved my entire educational experience, including my grades.... It was more fulfilling and met my needs more than I could ever have dreamed and has provided me with a multitude of tools and opportunities." 1

Unfortunately, Gilliland's FWS experience is not the norm. The large majority of FWS positions continue to be on-campus jobs that have little or no relationship to the program's community service or academic purposes. An undergraduate attending a recent New Mexico workshop stated that in his experience and that of other students, work-study jobs are usually unrewarding, unchallenging, and boring, and sometimes amount to little more than "make-work." To shake off that image he recommended that newly created community service FWS programs establish their own names and identities, separate from a college's on-campus work-study program. (New Mexico has challenged all colleges and universities in the state to allocate at least 50% of their FWS funds to community service.)

In recent years there's been impressive growth in college student volunteering and in college commitments to community service and civic engagement. Yet the percentage of FWS funds used for community service, 14.83% in 2005-06 (the most recent data), has declined for each of the last two years. Some colleges devote very high percentages of their FWS allocations to community service, while others don't even meet the 7% minimum statutory requirement. As a national nonprofit agency executive remarked, it seems that the FWS program's community service and academic support purposes are "the best-kept secret in higher education." Can higher education professionals dedicated to student service and civic engagement do more to help unveil the secret?

PROGRAM PURPOSES AND POTENTIAL

Statutory Requirements

Some community service professionals are still surprised to learn that one of the statutory purposes of the Federal Work-Study program is *"...to encourage students receiving Federal student financial assistance to participate in community service activities that will benefit the Nation and engender in the students a sense of social responsibility and commitment to the community."* 2 By law, all participating institutions are required to spend at least 7% of their annual FWS allocation on community service jobs. These jobs must be identified through consultation with local nonprofit, governmental, and community-based organizations, and they must be designed to improve the quality of life for community residents, particularly low-income individuals. Further, the normal 25% institutional matching amount is waived for FWS students who serve as reading or math tutors of elementary students. 2 In addition, by law, colleges must agree to place FWS students in jobs that *"...to the maximum extent practicable, complement and reinforce the educational program or vocational goals of each student...."* 2 In other words, colleges are expected to make maximum effort in placing FWS students in jobs that directly support the students' academic programs or career objectives.

The Largest College Community Service Program?

With an annual appropriation of slightly less than a billion dollars, Federal Work-Study is a relatively small federal student aid program. But in the world of federally supported community service, it's a giant. In fiscal year 2006, the program supported the community service work of some 128,000 college students. This compares with an estimated 15,000 college students who were AmeriCorps members. Community service FWS programs exist on more than 3,300 college campuses — far more colleges than are reached by AmeriCorps, Learn and Serve America, and other programs of the Corporation for National and Community Service. Moreover, the opportunity for expansion of community service FWS is enormous on most campuses.

BENEFITS FOR STUDENTS AND COLLEGES

Work-Study community service provides students with rich opportunities to:

- Apply academic learning to real-world problems.
- Explore and develop their interest in public and community service.

- Develop interpersonal, teamwork, and leadership skills, as well as a sense of "self-efficacy" — the recognition that one's efforts can be effective in improving the community and helping others.
- Experience working with individuals from diverse ethnic and social backgrounds.
- Learn new, career-related skills.
- Explore potential career paths and develop career-supporting references.

Perhaps most important for students from economically disadvantaged backgrounds, community service FWS helps "level the playing field" in two ways: 1) by allowing pursuit of all these benefits while earning funds for college costs; and 2) by providing access to the kind of career-fostering "internships" that are often more readily available to students from affluent families. For colleges and universities, a strong FWS community service program can:

- Strengthen campus-community relations.
- Provide opportunities for positive media coverage.
- Support academic service-learning and community-based research programs.
- Help recruit and retain students from low-income families, particularly those whose attraction to community service makes them likely to be successful students and alumni.

TRENDS IN COLLEGE COMMITMENT AND STUDENT SERVICE

The fact that U.S. colleges and universities are increasingly embracing student community service as a basic institutional mission is evidenced by significant growth in the number of Campus Compact member institutions — from 512 colleges in 1996 to more than 1,000 in 2007.3 This trend is further highlighted by the Carnegie Foundation's new higher education classification, "Community Engagement," which encompasses curricular engagement and outreach and partnerships. In addition, the national media are beginning to recognize national and community service contributions in their rankings of colleges (e.g., *Washington Monthly's* annual ranking of colleges based on national service, and the recent Campus Compact/Princeton Review book, *Colleges with a Conscience*[The Princeton Review, 2005]). Meanwhile, incoming college students increasingly have participated in community service in secondary school and expect to continue service activities during college. A 2006 report by the Corporation for National and Community Service (CNCS) found that the current rate of

volunteering among older teenagers, 28.4%, is more than double the 1989 figure of 13.4%. Another CNCS study found that approximately 3.3 million college students volunteered in 2005 — an increase of approximately 600,000, or 20%, since 2002. This is more than double the 9% volunteering growth rate among all adult volunteers. 4

NATIONAL COMMUNITY SERVICE FWS DATA

Missing, Meeting, or Exceeding the 7% Requirement

Given the clear benefits of community service FWS for students and colleges, the program's statutory purposes, and the recent national trends in institutional commitment and college student volunteering, it's surprising — and disturbing — that the national percentage of FWS funds being used for community service jobs has stopped growing and actually begun to decline. The FWS community service rate more than doubled between the mid-1990s and the mid-2000s — from 7.2% in 1994-95 (when the Department of Education began collecting these data) to 15.91% in 2003-04. It then dropped to 15.75% in 2004-05, and to 14.83% in 2005-06.5 The most recent (2005-06) data from the Department of Education show a dramatic range in institutional commitment to community service FWS:6

- Some 11% of institutions receiving FWS funds, or 369 schools (about the same proportion as in earlier years), failed to meet the 7% requirement or obtain a Secretarial waiver exempting them from the requirement.
- Meanwhile, 1,079 schools, or 32% of participating institutions, spent 20% or more of their FWS funds on community service (an increase from 846 schools and 25.4% the previous year).
- About 4%, or 141 schools, achieved community service rates of 40% or higher. This includes 9 schools that spent 100% of their FWS funds on community service.

Again, one must ask — why are some schools doing so much while others are doing so little?

Department of Education Study

The Department of Education's 2000 study of the Federal Work-Study program's campus operations (the only such study ever conducted) provides several relevant findings. 7 For example, of all FWS jobs, 43% were clerical, 10% were library support,

5% were computer support, and 19% were "other" — including maintenance and food service jobs. While some of these jobs may have been interesting or convenient for students, they were probably not often jobs that complemented the individual's academic program or enhanced his or her sense of social responsibility. Among FWS students employed in community service:

- 88% said they would take such jobs in the future;
- 62% said their jobs supported their academic or career goals;
- 68% said their jobs had positive effects on their academic performance; and
- 81% said their experiences would result in personal community service activities in the future.

FWS students not engaged in community service said they were not able to participate in community service jobs because:

- Course schedules did not allow time for community service jobs (42%);
- Community service jobs were not conveniently located (17%);
- They were never made aware that they had a community service option under the FWS program (14%); or
- They had sought but were unable to locate FWS community service jobs (11%).

Considering those last findings, one must ask: Can colleges do more to allow flexibility in course scheduling or to combine course work with community service? Are community service jobs really so unavailable to students? Finally, can colleges do more both to recruit community agency partners and to provide information to students about available community service FWS opportunities?

COMMON CONCERNS AND POSSIBLE SOLUTIONS

Financial Aid professionals identify a variety of reasons for the lack of growth in community service FWS. Several are provided below, along with responses and possible solutions.

"It's Too Much Work"

Some Financial Aid administrators complain that community service FWS simply adds to their workload, including work required to establish and maintain relationships with off-campus community service organizations.

- As many Financial Aid administrators have found, schools may use the FWS program's Job Location and Development allowance to support community service coordination positions.
- FWS students themselves may be used to handle community service coordination functions.
- Financial Aid offices often can find partner organizations (e.g., on-campus student service coordination offices and off-campus community agencies) that are willing to take on some of the chores.

"We're Too Far from Communities with Problems"

Some Financial Aid administrators at rural or suburban campuses point to their distance from urban areas as a hurdle, saying that they are not near communities with serious problems that students can help address.

- Nonprofit organizations, schools, and government agencies in rural and suburban areas know that serious community issues are not confined to cities. They welcome energetic college students who can help with education, health care, environmental, and other other issues.
- Many colleges in rural areas have relatively high FWS community service rates. For example, Hobart and William Smith Colleges, in rural upstate New York, has a community service rate of 30.68%.

"Transportation Is Too Difficult"

Some schools find that off-campus community service activities involve transportation-related costs that are difficult to meet. This is a real issue for many institutions, but it need not be a show-stopper.

- Some colleges have obtained transportation support from local transportation agencies or businesses.

- Institution-owned vehicles can sometimes double as community service shuttles, and FWS students can serve as drivers.
- Colleges receiving grants under the Higher Education Act's Title III Institutional Aid programs may use those funds to subsidize student travel to community service jobs.
- The time students spend in transit to community service jobs may be covered by their FWS salaries.

"On-Campus Jobs Fit Better with Class Schedules"

Some Financial Aid administrators explain that it's hard to interest students in off-campus community service jobs when interesting on-campus work-study jobs are closer to classes and more likely to work with their course schedules. They may also say that on-campus jobs support students' educational goals.

- Many colleges and community agencies are successful in scheduling off-campus service opportunities around class schedules. Making community agencies aware of scheduling issues such as exam periods and vacations is key.
- Community service jobs need not be located off-campus. Many involve the coordination of student volunteers or service-learning programs, and are primarily located on campus.
- Of course, meaningful on-campus FWS jobs that truly support the student's academic goals should be encouraged. Schools believing that academically supportive on-campus FWS jobs are keeping their community service percentages low can verify that by surveying all of their FWS students.

"Community Service Gives Away Our Subsidy"

As mentioned above, in general, the federal government pays 75% of a FWS student's salary. Some college administrators candidly acknowledge that they resist expanding community service FWS programs because the federal subsidy is a needed source of financial support for their dining halls, libraries, and other campus operating budgets. This attitude may be more pervasive than many colleges would like to admit.

- True or not, the impression given by a low community service FWS rate is that the college is more interested in continuing a federal subsidy for its operating budget than in more fully honoring the community service purposes of the program or its own civic engagement mission.

- As more colleges and universities make community service and/or civic engagement part of their mission (as do 89% of Campus Compact's member institutions), community service FWS should be seen as an opportunity both to support the institution's mission and to demonstrate that support publicly.

"Federal Policies Limit Community Service"

Myths and misperceptions about federal policies governing FWS community service abound. Some of these misperceptions may be hampering program growth. For instance:

- It's not true that community service FWS positions must be with an off-campus agency; jobs can be located on campus, and the college can be the employer.
- It's not true that FWS salaries can't exceed the federal minimum wage; the college sets the wages, not the government.
- It's not true that FWS students must use their awards during academic terms. Some schools have strong "alternative spring break" and other non-academic period programs that use FWS.
- It's not true that FWS students can't participate in service-learning or other academic internship programs carrying academic credit. FWS salaries can't cover in-class time, but they can pay for course-related community service time.
- It's not true that FWS students can't earn AmeriCorps education awards for the same hours they serve as FWS participants. In fact, hundreds of FWS students do exactly that as part of JumpStart and many Campus Compact programs.

(For more information on FWS regulations, see Partnering with Financial Aid.)

"Federal Work-Study Appropriations Aren't Growing"

Some blame low community service rates on flat federal appropriations for the overall FWS program. It's certainly easier to add new community service jobs when FWS allocations are increasing than it is to shift jobs from the campus to the community within a "zero-sum" budget environment. It can be done, however — and doing so may help provide a rationale for increasing appropriations in the future.

- Even during times of limited appropriations growth, most colleges have significant room to expand their community service FWS programs. A school with a 15% community service rate, for example, can still look closely at the 85% of its FWS salaries that are not community service-related.

- The greatest increases in FWS appropriations came in the years immediately after President Clinton and the Congress dramatically emphasized the community service power of FWS by waiving the institutional match for students serving as elementary reading and math tutors (in what became known as the America Reads and America Counts programs). Political support for increasing the FWS program's appropriation can be revived if the community service and academic support aspects of the program are better publicized and more strongly supported by college leaders.

HOW TO LEVERAGE THE WORK-STUDY RESOURCE

What steps can higher education professionals take to expand and improve community service FWS programs? Following are five suggestions to help get this important work done as efficiently and effectively as possible:

1. Promote greater awareness of the benefits of community service FWS among students, administrators, faculty, and community agencies — through local media, campus newsletters, and websites. Highlight stories about community impact and individual student achievements.

2. Develop cross-campus partnerships. The value of collaboration among campus offices (e.g., financial aid, student affairs, service-learning, student service offices, and academic departments) may seem obvious, but it's not happening as widely as it might. Joint projects in the recruitment and screening of students and of community agencies can produce cost efficiencies and synergies. Academic departments and pre-professional programs that require or promote the use of community-based internships (e.g., medicine, nursing, social work, teaching, law, engineering) are natural FWS partners. In particular, given the academic support mission of the FWS program, there's a natural fit between a college's service-learning and work-study programs. 8

3. Inventory your campus's FWS position descriptions and survey your FWS students to ensure that jobs are meaningful — not "make-work" — and that they support individual students' academic or career goals. Results from

such inventories and surveys can be used developing programs and recruiting new students.

4. Identify and examine your institution's policies and procedures regarding the allocation of Federal Work-Study jobs. This subject appears to be an accidental or intentional mystery on many campuses. Evaluate whether the existing allocation system fully supports your institution's civic engagement and educational missions. Consider creating an advisory committee on this issue composed of students, faculty, and officials from Student Affairs, Financial Aid, and Community Service.

5. Use the national institution-by-institution FWS community service data to identify peer institutions and other colleges and universities that have achieved exceptional FWS community service records, and seek their advice on successful practices.

Finally, higher education professionals interested in expanding community service FWS and improving the educational relevance of FWS jobs should not be shy about seeking the ear of college presidents, Student Affairs deans, and chief academic officers. These officials are in the best position to appreciate the program's potential for supporting the institution's missions, to provide leadership in redirecting FWS subsidies, and to reveal publicly "the best-kept secret in higher education."

Notes:

1. MOSAIC (Mentoring to Overcome Struggles and Inspire Courage) is a gang-prevention partnership between California State University, Northridge and ten community programs run by police officers, schools, and community-based organizations in the San Fernando Valley. It involves Federal Work-Study and service-learning students, professors who teach evidence-based theory, and community experts acting as co-educators who instruct them in how to apply theory in practical ways to connect with youth from disadvantaged circumstances. Veronika Gilliland is currently pursuing a master's degree in social work at the University of Southern California.

2. See sections 441(c) and 443(b) of Title IV of the Higher Education Act. See section 443(b)(7) of the Higher Education Act.

3. Source: Campus Compact.

4. These studies are available from the Corporation for National Community Service.

5. Source: U.S. Department of Education.

6. The latest community service rates for all participating postsecondary institutions.

7. The full report of the National Study of the Operation of the Federal Work-Study Program, 2000.

State Compact FWS Work

In addition to the work of the national Campus Compact organization, a number of Campus Compact's state affiliates have worked on FWS intitiatives as a service to their member organizations. Two of these affiliates, California Campus Compact and Campus Compact for New Hampshire, received grants from Learn and Serve America to provide models, training, and resources for community service FWS. Following are models from campuses in these states that have found effective ways to combine community service and FWS.

CALIFORNIA CAMPUS COMPACT

In 2003-2005, through a grant from Learn and Serve America, California Campus Compact presented eight workshops to train institutional representatives and community partners to apply principles of best practice in administering their community service Federal Work-Study programs. Participants in the workshops were eligible to apply for grants to help them create or expand community service FWS programs, and grants were awarded to the following institutions:

- California College of the Arts
- CSU Fresno
- Glendale Community College
- Stanford University
- University of Redlands
- University of San Diego

More information on this initiative is available at California Campus Compact's website.

CAMPUS COMPACT FOR NEW HAMPSHIRE

In 2003, Campus Compact for New Hampshire was awarded funding through Learn and Serve America to explore best practices related to combining community service and Federal Work-Study. The NH Serve Study initiative sought to increase the breadth and depth of campuses participating in community service FWS; enhance the ability of college students to foster an understanding of the connections between democratic practice and service; and assist colleges in meeting the 7% mandate for community service FWS placements. Project goals were 1) to provide students with a wider range of community service work-study positions that are challenging and developmentally appropriate and that contribute to the common good; and 2) to build collaborative capacity between financial aid and community service staff. Profiled institutions include:

- Keene State College
- New Hampshire Technical Institute
- Southern New Hampshire University
- The University of New Hampshire at Manchester

Campus FWS Models

This section includes articles with models of community service FWS programs from colleges and universities across the United States. These models range from implementing programs at different institutional types to using FWS as a leadership development strategy to creating programs and tools that address specific community needs. Summaries of these models appear below; click on each title to see the full text of the article.

Retention and Collaboration: IUPUI's Office of Community Work-Study

In 2004, the Office of Community Work-Study was created within IUPUI's Center for Service and Learning to provide an institutional framework for increasing the number of community service FWS positions. A committee was assembled from campus offices across the university to develop the plan for expansion. Hallmarks of the program include FWS students serving in teams and a focus on using community service FWS to increase student retention.

INDIANA UNIVERSITY — PURDUE UNIVERSITY INDIANAPOLIS (IUPUI)

Elizabeth Laux Coordinator, Office of Community Work Study Center for Service & Learning

"We are an urban university with a goal of excellence in civic engagement. We are citizens of Indianapolis, Indiana, the nation, and the world."

-IUPUI Chancellor Charles R. Bantz

Indiana University-Purdue University Indianapolis (IUPUI) takes seriously its role in the community. The strong emphasis on professional education (e.g., dentistry, education, engineering, law, medicine, nursing) has supported a long tradition of practice-based learning and community involvement across teaching, research, and service. Since 1993, the Center for Service and Learning (CSL) has been the catalyst for the campus to engage in a broader civic agenda through service-learning courses, volunteer programs, community service work-study, and strategic campus-community partnerships.

THE OFFICE OF COMMUNITY WORK-STUDY

Community-based FWS is one important way the campus distinguishes itself as a leader in leveraging resources to mutually benefit the campus and community. In 2004, the Office of Community Work-Study (OCWS) within the Center for Service and Learning was created to provide an important institutional framework for increasing the number of community service FWS positions. An estimated 80% of IUPUI students work off-campus for pay, and 60% of IUPUI students qualify for financial aid, providing a natural pool of candidates for community service FWS positions. IUPUI's investment in community service FWS positions is significant. Information from the 2004-2005 academic year indicates that community service FWS placements account for:

- 38% of the Federal Work-Study dollars utilized at IUPUI;
- 38% of FWS students; and

- 40% of the hours worked by FWS students.

COMMUNITY WORK-STUDY TASKFORCE: COMMUNICATING ACROSS THE INSTITUTION

In March 2005, the university formed a campus task force on Community Work Study (CWS). The group was charged with providing recommendations on programmatic development, coordinating efforts, and managing communication across administrative units regarding the development and expansion of community-based FWS. The success of the CWS Task Force required a strong partnership among members from across IUPUI departments, including administrators from the Student Employment Office, the Center for Service and Learning's Office of Community Work-Study and Office of Neighborhood Partnerships, the Office of Student Financial Aid Services, and University College. The task force also consulted with several community partners and other campus representatives (e.g., from Human Resources, Internship Council, Payroll, Solutions Center, Student Focus Groups, Student Information & Fiscal Services). The CWS Task Force utilized the Accelerated Improvement Process (AIP). This improvement technique is endorsed by IUPUI's Planning and Institutional Improvement and Human Resources departments as a way to streamline decision making around new programs, policies, and processes. Work is accomplished by a smaller number of committee members, consolidated within four meetings, and accomplished by completion of "homework" tasks by each committee member. Each meeting is scheduled for three hours, allowing for focus on the issues at hand, assignment of new tasks, and discussion. The CWS Task Force meetings were facilitated by two IUPUI Human Resource professionals who are trained in utilizing AIP. The effective use of this process allowed the group to accomplish significant results quickly. By the completion of the fourth meeting, the CWS Task Force had accomplished the following:

- Creation of a Transition Implementation Plan and timeline.
- Development of a "responsibilities" spreadsheet to clarify roles and responsibilities of campus offices and staff members to support CWS programs.
- Creation of checklists for students and community organizations to guide them in navigating CWS processes at IUPUI.
- Design of a CWS flow chart that includes campus departments and responsibilities to assist in streamlining the CWS process.
- Review of campus policies and procedures and drafting of recommendations.

The CWS Task Force will continue to advise the Center for Service and Learning on program design, assessment strategies, and external funding opportunities.

AMERICA READS AND AMERICA COUNTS

The OCWS utilizes FWS funds to place IUPUI students in 12 community sites (i.e., public schools, community centers) through the America Reads and America Counts Programs as literacy and math tutors for children from preschool through ninth grade. In 2005-2006, 63 America Reads tutors provided nearly 12,500 hours of free tutoring to more than 300 community youth at eleven schools and community partnership sites and 41 America Counts tutors provided more than 6,500 hours of free tutoring to 150 community youth at eight schools and community partnership sites. College tutors work both one-on-one and in small groups with children on activities that help nurture the development of literacy and mathematical skills, as well as children's academic and self-confidence. In addition to providing college students with educationally meaningful FWS experiences, America Reads and America Counts strive to foster their sense of belonging within the institution and to cultivate a sense of commitment to civic engagement in their community. College tutors work as part of a team of IUPUI students and are required to participate in an orientation, biweekly team meetings at their site, and monthly on-campus trainings. Training topics include but are not limited to understanding different student curricula, learning styles, diversity, working in the community, and professionalism.

THE TEAM WORKS APPROACH

To expand opportunities to involve students in the community through FWS employment, the OCWS is piloting a new program called *Team Works.* In addition to providing students with educationally meaningful FWS experiences, Team Works strives to foster a sense of belonging within the institution and a commitment among students to civic engagement in their community. Team Works also supports the development of skills needed to effectively function as part of a team and creates an environment of learning and reflection that helps students view their work as important and worthwhile. The structure for the Team Works program is modeled after the already successful America Reads and America Counts programs. A team of 3-7 students is placed at a partnering community organization to work on a variety of projects, depending on the needs of the organization and interests of the students. Participation in Team Works is open to all majors and levels, as all students have the potential to benefit from community service and bring different skills to a community organization. The team of students gathers together for biweekly team site meetings and attends monthly professional development trainings and reflection opportunities

on campus. By working in teams, students have the opportunity to get to know one another on a more personal level and form relationships that help them feel more a part of the campus community. Creating this sense of belonging within the institution is an important strategy for enhancing commuter student success (Jacoby & Garland, 2004). One student is identified as the Team Leader at each Team Works site. This student serves as the liaison between the community partner and the OCWS; facilitates regular reflection and team building opportunities for site team; facilitates biweekly meetings with site team; assists site supervisors with timely submission of timesheets and other program administrative duties; and attends regular Team Leader meetings offered by the OCWS. Each Team Leader receives a Sam H. Jones Community Service Scholarship ($1,250/semester) for their leadership in the program and additional time and responsibilities (approx. 5 hours/week). The Sam H. Jones Community Service Scholarship program was designed to 1) recognize service as merit in scholarship awards, and 2) be an avenue for recruiting and retaining students with a demonstrated commitment to civic involvement (Hatcher, Bringle, Brown & Fleischhacker, 2004). Community organizations are identified as Team Works Community Partners based on current campus-community partnerships, nonprofit status, and ability to provide an educationally meaningful service placement for students. In order to be considered, community organizations must have the capacity to provide students with orientation, daily supervision, and guidance. Examples of appropriate community organizations include youth serving agencies, senior citizen centers, arts organizations, community centers, public schools, neighborhood associations/organizations, recreational programs, environmental organizations, and health-services organizations.

FWS AND STUDENT RETENTION

Like many urban commuter campuses, retention of students is a consistent challenge at IUPUI. Research indicates that students' interactions within the institutional environment — including peer relationships and a sense of belonging — increase student retention (Jacoby & Garland, 2004; Pascarella & Terenzini, 1991; Tinto, 1975). However, as the 2006 IUPUI Retention Report suggests, "Too few IUPUI students have time to make those connections (with the faculty of their institution and with other students). Most commute to campus (97%) and are, therefore, less likely to take advantage of all IUPUI offers to enhance their educational experience and many are responsible for financing their own education, which means that they work too many hours — 80% of IUPUI undergraduates work, and an astonishing 43% work 35 or more hours a week!" Significant research has also been conducted regarding work and its influence on college student retention. As reviewed in Pascarella et al. (1998), the findings from these studies have been fairly consistent in indicating that "student retention is positively impacted by on-campus work and negatively impacted by off-

campus work. “As indicated by Pascarella, Bohr, Nora, Desler and Zusman (1994), the causal mechanism underlying the conflicting influences of on- and off-campus work on persistence and degree attainment are not completely clear. However, one explanation is that “on-campus work enhances student involvement and integration into the institution, while off-campus work tends to inhibit them” (Pascarella et al., 1998). Therefore, Community Work-Study programs at IUPUI have been intentionally designed to enhance student involvement and integration into the institution. To address the challenges of student retention, CWS programs focus on the needs of IUPUI students to find opportunities to connect with one another and the campus community *and* to work to finance their education. CWS programs utilize teams of students working in the community to provide students the opportunity to build personal relationships with one another and create a sense of belonging within the institution. Students also have opportunities to connect with campus staff through on-campus orientation, monthly training, and reflection opportunities offered by CWS staff. CWS staff also visit program sites regularly and are available for student support. Informal feedback from students indicates that this approach is working. Each academic year more than half of the America Reads and America Counts tutors either graduate or return to the program. The 2004 retention rate for the America Reads and America Counts Team Leaders was 83%, compared with IUPUI’s 2004 one-year freshman retention rate of 65% and 2004 six-year graduation rate (for the 1998 full-time beginner cohort) of 22.3% (Williams, 2006).

CONCLUSION

IUPUI recognizes that academic success and retention are the concerns of all campus units (Evenbeck & Hamilton, 2006). As an urban university, IUPUI also recognizes the importance of its role in fostering a commitment to civic engagement among its students. Community service work-study is one of the many initiatives designed to enhance student retention and the campus’s mission of excellence in civic engagement.

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Faith-based Service: FWS at Azusa Pacific University

The Center for Academic Service Learning and Research at Azusa Pacific University (APU) employs FWS students as tutors and service learning program coordinators. The Center makes every effort to place students in positions that correlate with their academic field of study. A significant factor motivating the administration to support community-based FWS positions is the historical commitment of APU, an evangelical Christian institution, to provide opportunities for students to "live a life of service to others."

AZUSA PACIFIC UNIVERSITY

Kristin Gurrola, M.Ed. Associate Director Center for Academic Service Learning and Research

Since the fall of 2000, the Center for Academic Service Learning and Research at Azusa Pacific University has offered Federal Work-Study (FWS) students the opportunity to work in a variety of community-based positions. One factor motivating the administration to provide funding was to ensure that the 7% federal requirement would be met or exceeded each year. A more significant factor motivating the administration to support community-based FWS positions is the historical commitment of APU, an evangelical Christian institution, to provide opportunities for students to live a life of service to others. The four Cornerstones of APU — *Christ, Scholarship, Community* and *Service,* — provide the foundation for many educational programs and student experiences offering services to the local community through community-based FWS. Not only have these programs become extremely important to the community, but they also provide opportunities for students to find congruence between their actions and a Biblical mandate to serve.

COMMUNITY SERVICE FWS PROGRAMS AT APU

The Center for Academic Service Learning and Research at Azusa Pacific University employs FWS students as tutors and service- learning program coordinators. The Center makes every effort to place students in positions that correlate with their academic field of study. The two major community programs supported by FWS funds are Azusa Reads and Advancement via Individual Determination (AVID). Azusa Reads, the university's longest running community-based FWS program, was developed in collaboration with the local public library and school district. APU students are hired to work as tutors providing one-on-one reading assistance to elementary school children. The program employs between 15Ã□20 tutors providing service to approximately 250 children each semester. AVID grew out of a school district need to tutors for an in-school academic support program for grades 7-12 that prepares students for college eligibility and success. Both of these programs are highly valued by the university and have offered students great opportunities to serve the local community through FWS funds. In addition to Azusa Reads and AVID, a number of other paid student positions qualify as community-based FWS. Under the direction of the Center for Academic Service Learning and Research, undergraduate students can work with the community as Service Learning Advocates (SLAs). An SLA provides support to faculty, students and community partners in facilitating high quality service-learning experiences.

Responsibilities include assisting in the design and integration of service learning in the course curriculum, providing faculty and students with a pre-service orientation, partnering with community agencies and local public and private schools for student placements, leading mid-semester reflection activities, and completing final program evaluations.

UNIVERSITY SUPPORT

There has been tremendous support for these programs by the university administration, as well as the offices of Student Financial Services (SFS) and Student Employment. Both of these departments play a crucial role in the successful facilitation of community-based FWS positions. The SFS department requested and secured funding for the programs through a competitive budget process. Recently, a proposal was submitted for additional funding of the current programs as well as funding to pursue development of a FWS-funded math tutoring program. The relationship with the Student Employment department is extremely important. Student Employment personnel are committed to providing quality employment opportunities for FWS-eligible students. During the recruitment and hiring process, Student Employment is in constant contact with Service Learning staff, providing recommendations for FWS students who appear to be a good fit for these programs. The department also lists available FWS positions for students to view both online and in the department. The Center is extremely fortunate to have such a quality relationship with both SFS and Student Employment. It is clear that opportunities provided through community-based FWS positions such as Azusa Reads, AVID, and SLAs are a major benefit to our undergraduate students, providing them with a way to earn money while fulfilling their desire to serve others in their community.

Financial Aid Professionals at the Center: Colorado College's FWS Progam

As an undergraduate institution, Colorado College is proud to claim that at least 80% of its students are engaged in some form of community service, including many through Federal Work-Study. The community service FWS program is coordinated fully by the Financial Aid Office as an integral part of the Student Employment program. Additional highlights of the

program include that the college pays 100% of the employer match for the program, and FWS students may also earn an AmeriCorps Education Award.

COLORADO COLLEGE

Debra Yazulla Sharpe Senior Financial Aid Coordinator

As an undergraduate institution, Colorado College is proud to claim that at least 80% of its students are engaged in some form of community service during their years here. An important factor in these impressive numbers is the college's dedication to the federal community service FWS program. The college consistently spends 15-20% of its Federal Work-Study (FWS) allocation on students working at community organizations. In contrast to many colleges, Colorado College's contract with partner sites establishes the college itself as the students' employer. The college pays 100% of the students' wages, with no match from the community organization. This incentive has fostered a very positive response from the partner sites and the greater community.

PROGRAM COORDINATION

The Community Service Work-study program is coordinated fully by the Financial Aid Office as an integral part of the Student Employment program. The requirement that a student demonstrate FWS eligibility and the monitoring of potential additional eligibility (as well as the loss of it), makes the Financial Aid Office a natural fit to oversee this program.

Advertising the Positions

Community service partner organizations are treated very similarly to our on-campus employers. Every fall the college hosts a Job Fair for FWS-eligible students and encourage community service organizations to participate. This event is the best way to attract students with eligibility who are looking for a great work experience. The Financial Aid Office also maintains a website with all current job openings; community service FWS positions are posted there as well. It is one of the office's highest priorities to make sure that students are aware of the opportunity to earn their work-study dollars and make a difference in the community at the same time.

Community Partnerships

The college has established numerous partnerships throughout the years with nonprofit organizations in Colorado Springs. Current partner sites include local schools; direct service agencies for homeless and low-income families; a transitional housing facility; advocates for children in court; an agency dedicated to advocacy and education about domestic and sexual violence; a nonprofit whose mission supports peace, justice, and nonviolence in the community; and The March of Dimes, to name a few. Some partnerships are long-standing, while others may only last a year or two. I serve as Coordinator of this program, and part of my job is to be aware of the evolving needs of the students and community organizations — evaluating sites and jobs to ensure that they are challenging and developmentally appropriate, and that they address specific human needs in the community. These partnerships are created in numerous ways — through college outreach to the organization, inquiries from the nonprofits themselves, referrals from the Center for Service & Learning and the Career Center, or through student initiative.

Community Site Visits

During the academic year and often throughout the summer, I remain in frequent contact with the site supervisors, including making on-site visits to partner organizations. These visits serve multiple purposes: first hand knowledge of the environment in which our students are working; discussion to integrate the goals of the partner site with those of our students and program; communication of policies and expectations; completion of necessary paperwork; and strengthening the relationship between the college and the community.

SUPPORT FOR STUDENTS

As the Senior Financial Aid Coordinator, I also serve as the students' liaison between the community and the college, their on-campus supervisor, and their counselor if they need to talk. While the partner organizations are responsible for appropriate training and are encouraged to provide opportunities for reflection, we also make it clear to students that if they ever need advice, intervention, or simply a place to discuss their experience (good or bad), our door is open to them. This year students will receive both pre- and post-service reflection tools. It is my hope that these tools will create the framework for meaningful discussions of what they are learning, how they are contributing to the community, and how this experience has changed their perspective. I am also the AmeriCorps Coordinator on campus, and as such I am able to communicate with students about the unique opportunity to earn FWS dollars while

working towards an AmeriCorps Education Award. Every year, we re-evaluate our program for its strengths and shortcomings and attempt to improve it. This spring I met individually with students to get feedback about their experience with the program. Those in-depth discussions allowed me to create the pre-and post-service reflection tools that will be handed out to all students. Many students mentioned that going into their placement they didn't know what to expect and therefore did not have clear goals or objectives. Almost all reported having an amazing and valuable experience, but wished there had been a little more direction. It is my hope that the new reflection tools will assist students in identifying goals and give them insight into how their experiences have influenced their lives. Overall, I believe we have established strong partnerships that benefit the community and provide students with meaningful work experiences that will help them grow both personally and professionally.

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Service in a Rural Setting: Meaningful Programs at Kirtland Community College District

How can rural colleges and universities overcome obstacles such as isolation, lack of resources, and students' limited time and still provide meaningful community service Federal Work-Study opportunities? The Kirtland Community College district covers four counties and the closest town is seven miles away. Almost entirely a commuter campus, the college has many students who drive 50-75 miles each way. Kirtland's program model offers strategies for overcoming challenges typically faced by rural campuses.

KIRTLAND COMMUNITY COLLEGE

Nicholas Holton Service-Learning Coordinator

Discussions at the federal level concerning increases to the required percentage of Federal Work-Study (FWS) funds for community service have sent many institutions scurrying to find more service options for student employees. Urban colleges and universities have a virtual smorgasbord of community service options close by. Many urban postsecondary institutions can point with well-deserved pride to their outstanding community partnerships. Rural colleges are bound by the same requirements for community service FWS as urban institutions. Indeed, rural areas have the same community problems and require the same services, albeit from smaller governmental entities. Considering the great distances that rural areas encompass along with relative lack of civic infrastructure, however, one can imagine the problems that rural community colleges face in providing meaningful community service options for FWS students. How can rural colleges and universities turn these obstacles into meaningful opportunities for our students? The following examines problems for rural colleges in three critical areas of responsibility, along with potential solutions.

INSTITUTIONAL OBSTACLES

Institutional obstacles to community service FWS include the large geographic areas covered by rural colleges and universities and financial constraints.

Geographic Area

Kirtland Community College is located in the northern Lower Peninsula of Michigan. The community college district covers four counties, and the closest town is seven miles away. The college is almost entirely a commuter campus, and many students drive 50-75 miles to campus and back. Trying to coordinate community service FWS opportunities for students in this large region is a constant struggle. One strategy that worked for Kirtland was to discover a common community need in all localities and allow students to work in their hometowns. Since all communities have schools, our staple community service placement are the America Reads and America Counts literacy programs. Another example is nursing students who serve at local health departments providing flu shots during the early winter months. This provides students with much-needed practice giving injections while relieving the local health department personnel during a busy time of the year. Rural college districts have some features that campuses can take advantage of in designing FWS programs. For example, the district might have a common natural phenomenon that the college can use to provide service opportunities. The National Forest Service, The Department of Natural Resources, and other agencies can engage students to plant trees, conduct environmental studies, or serve on other outdoor projects. Tourism is often a large portion of the economy for rural areas. Students could work at travelers' bureaus, tourism commissions and other governmental entities. At Kirtland Community College, the Ausable River, nationally known for its great trout fishing and scenic beauty, cuts right through the district. Currently, Kirtland students do etymological stream studies assisting river restoration efforts. The key is to leverage regional resources, such as natural resources agencies, to provide community service placements for students.

Financial Constraints

Rural colleges often face financial constraints, and demands on FWS resources can be high. Despite tight budgets and competing priorities, however, it is worth the investment in community service FWS to ensure regulatory compliance (not to mention the multitude of benefits for students and the community). Rural instiutions do have some advantages in placing community service students without subtantially increasing administrative costs. Fewer students and less bureaucracy often mean quicker response time, less administrative interference, and the chance to place students more quickly.

SPECIAL PROBLEMS OF RURAL COMMUNITIES

Rural communities face a number of issues, real and imagined, that affect the ease with which institutions can implement community service FWS programs. These issues include low population densities as well as fragmented and highly distributed community agencies.

Low Population Densities

It is a common misperception that low population densities mean a lack of community needs. This myth is based on the small scale of community services that are found in rural communities. Many people think that the “country” is some idyllic utopia that eliminates all social problems. Urban/suburban parents sometimes send troubled youth to country schools to get them away from trouble. Unfortunately, these children often face the very temptations and trials they left to avoid. In fact, rural areas experience the same problems that urban and suburban communities face. The agencies needed to address these problems are often small and inadequately funded. This is where the rural college can help by providing FWS student employees to fill the gaps in services provided.

Fragmented Community Agengies

Multiple fragmented community agencies in rural areas contribute to the lack of any inter-agency infrastructure. Small county-based community agencies seldom communicate outside of their jurisdiction. The FWS placement office must have many connections over several counties just to place a few students. Usually, however, it only takes one or two college officials to meet with local agencies to draft an agreement that is easily ratified by the administrative leadership of the two organizations. These partnerships can be easily initiated, developed, and implemented. Creating exemplary community partnerships is especially difficult in rural areas because the agencies (and college personnel) are distributed across the state. That makes it hard for staff to be familiar with all the community agencies in all localities. Kirtland Community College has addressed this problem by creating a community partner database. The database is used for all community partner interactions at Kirtland, including participation in college-sponsored events, student referrals for community service, and listings on our web page. These partners are contacted each year to gain feedback and criticism of the community service placements and potential for new initiatives.

UNIQUE STUDENT CHALLENGES

Student engagement can be sporadic on the rural campus. This is due to two seemingly insurmountable obstacles: student distribition and demographics.

Distribution

Many rural colleges are often commuter campuses, with students living 75 miles or more away from campus. Many Kirtland students drive two or three hours a day to get to campus and back. Students hesitate to do anything that adds to their commute, including driving to an off-campus work-study site. To ease this issue, it is imperative that rural colleges maximize the number and variety of community service placements in all locations around the college district. Students are more likely to choose community service placements that are close to home and easily accessible.

Demographics

The basic demographics of the rural work-study student can be a serious problem. With a median age of 28-30 and a majority who are female (many of them mothers), rural students are often have little time to think about more than academic and personal survival. Some students just want to get in, get credentialed, and get out. They limit work-study placements to positions at the college to save time and travel money. Rural colleges have an obligation to encourage civic engagement while respectfully understanding the unique circumstances faced by rural students. For example, the opportunity to provide service to the community is dismissed by many students as something that has little to do with training for a career. Rural colleges can alleviate this view by providing community service FWS opportunities that offer real-world training in relevant fields.

CONCLUSION

The rural college faces obstacles to community service FWS placements that urban and suburban colleges can avoid. Fortunately, many of these obstacles can be opportunities for the diligent Work-Study office. Small rural colleges are often out of the spotlight of the national media, but many of the most innovative and unique student employee programs are happening in these colleges. Community service FWS programs are often judged solely on the percentage of students in community service placements. I contend that programs should also be measured against the value of the service to the community and the example the college and student body sets within

that community. Federal requirements mandate percentages, but if the student body is actively engaged in meaningful community service that provides quality experiential educational opportunities, then the college has met the spirit and intent of the federal regulations — and, more importantly, the college has moved closer to becoming a model citizen in the community.

"We Can Do More!": Campus-Community Collaboration at the University of South Florida

The University of South Florida's commitment to increase participation in community service FWS spurred creation of a Community Service FWS Reading Tutor Workgroup, composed of community organizations and university departments. USF also partners with the Hillsborough Education Foundation to offer AmeriCorps Education Awards to its FWS reading tutors. Each year, the America Reads program increases in the number of tutors placed and the number of schools that participate. In 2005-06, 58 USF students provided 16,000 hours of service to 300 children. After being tutored, 82% of second and third grade students were reading on grade level or higher.

UNIVERSITY OF SOUTH FLORIDA

Amy Simon, Coordinator
Center for Civic Engagement & Volunteerism
www.ctr.usf.edu/volunteer/

The University of South Florida (USF) is a metropolitan research university founded in 1956 with an enrollment of approximately 43,000 students. Being civically engaged is central to the mission and vision of the university. The university has had community service Federal Work-Study (FWS) programs for years, and sought to expand these efforts in 1997 to create opportunities for reading tutors. This expansion was developed intentionally through a collaboration including local community organizations, the University Career Center, the Office of Financial Aid, the College of Education, and the Center for Civic Engagement & Volunteerism.

AMERICA READS AT USF

America Reads is an integrated program of the Center for Civic Engagement & Volunteerism at the University of South Florida. Each year, the America Reads program increases in the number of tutors placed and the number of schools that participate. In 2005-2006, 58 USF students provided 16,000 hours of service to 300 students. After being tutored, 82% of second and third grade students were reading on grade level or higher. One hundred percent of teachers agreed that as a result of being tutored, the children show a more positive attitude toward reading and improved reading skills and strategies. The America Reads program has expanded to provide additional services for the local schools, including preschool and middle school.

The America Reads program is competitive and fills with tutors prior to school beginning. The reputation of quality tutoring programs, where students can truly have an impact and receive training and support, is attractive to FWS students. The "Building Better Readers" curriculum, interactive training, and ongoing assessment provide a clear road map for the tutors to be effective. Students are eager to serve and see that they make a difference.

HISTORY OF THE COLLABORATION

Civic engagement is a focus of the USF, and the university's commitment to increase participation in community service FWS spurred the drive to connect more with community groups and increase the services offered to the community and provide increased opportunities for student participants in the program. A Community Service FWS Reading Tutor Workgroup, composed of community members and university representatives, came together to create high-quality tutoring programs where students could serve through partnerships with the community organizations. This committee was chaired by the Career Center and included representatives from all interested parties including the university and the community.

Multiple community organizations committed to participate in the program by developing tutoring and other community service programs. Throughout the years, many of these partnerships have evolved into sustainable programs that meet needs in the community and get students connected. These partners include local literacy groups, the school district, the local AmeriCorps program, and other youth-serving community organizations.

Through their experiences in the community, students participate in meaningful community service employment and connect with organizations where they can volunteer. Some have received off-campus jobs upon completion of their FWS term. Students also connect with the university when they accept a community service FWS position. They connect with other students and have the support of the Center for Civic Engagement & Volunteerism for academic and co-curricular leadership and training opportunities. Through their service, they open many doors that lead them to become active student scholars and leaders.

PARTNERSHIP WITH AMERICORPS

One key partner throughout the years is the Hillsborough Education Foundation and its "Hillsborough Reads" program. This local AmeriCorps program offers full-time, part-time, and "education award only" positions for AmeriCorps members serving as reading tutors in local elementary schools. Through the Hillsborough Education Foundation, University FWS students can receive an AmeriCorps education award for the hours they work as tutors.

The Foundation has embraced the FWS students and integrated them into the ongoing funding of the program for the past ten years. Hundreds of children receive tutoring through a combination of tutors who receive FWS dollars, tutors who receive both FWS and an AmeriCorps education award, and tutors who are serving as part- or full-time AmeriCorps members and are not FWS students. By utilizing each type of tutor, the Hillsborough Education Foundation is able to make a greater impact in the schools and more children are served. All tutors benefit from this partnership, as they receive quality training, utilize the Building Better Readers curriculum, and learn about AmeriCorps opportunities.

COLLABORATION IS KEY

Internal Collaboration

The success of the America Reads program could not occur without the support and collaboration of various university departments. The Office of Financial Aid commits staffing to help coordinate the program. Each year, they fund a graduate assistant position housed within the Center for Civic Engagement & Volunteerism who is focused on the community service FWS program. The Office of Financial Aid also manages the process of awarding FWS for community service to eligible students. The Center for Civic Education & Volunteerism administers the America Reads program, including

working with community partners and hiring, supervising, supporting, and training all tutors to ensure a high-quality and consistent program. Tutor training occurs biweekly throughout the year.

Other departments are also involved. The College of Education assists with recruitment and hiring of the students, including tutor payroll and coordinating this process with Human Resources. The Career Center advertises the positions and, in collaboration with Financial Aid, advertises community service FWS positions to all eligible students. The partnerships among different departments on campus that began ten years ago have flourished and are critical to the success of the program.

External Collaboration

These internal university partnerships account for only some of the program's success. Without the collaboration with the Hillsborough Education Foundation, the program would not be sustainable. Their expertise in designing the curriculum and providing training on the "Building Better Readers" curriculum prepares the tutors to be successful. They establish strong school partnerships and manage the AmeriCorps Education Awards.

Not only has this program grown throughout the years, but the AmeriCorps grant has been funded for more than ten years, largely due to the collaboration between the University and the Hillsborough Education Foundation. The addition of the university's 35 education award members and the more than 20 FWS-only tutors to the 8 full/part-time members who make up the "Corps" enables the AmeriCorps Hillsborough Reads Program to reach many more students. The true impact of the tutors is realized through the university's partnership with this program. By working collectively, the America Reads program is a model of how to work with the community to better provide reading tutors.

Program Development through Evaluation: Family Literacy at Simmons College

The Scott/Ross Center for Community Service at Simmons College typically employs 150 to 160 students per semester in community service Federal Work-Study programs, representing 33% of the institution's FWS spending. Programs focus on family literacy, with an emphasis not only on helping children acquire literacy skills but also on creating opportunities to engage families in the process. In the past year, program leaders focused on improving the program in three areas: student development (including a review of four student development frameworks), student evaluation, and community partner evaluation.

SIMMONS COLLEGE

Jeremy Poenhert and Andrea Miller Scott/Ross Center for Community Service

In any given semester, the Scott/Ross Center for Community Service at Simmons College typically employs 150 to 160 students in community service Federal Work-Study (FWS) programs. In the academic year 2004-2005, Simmons College spent 33% of the college's FWS funds on these programs. This represented approximately 22,000 hours of community work, averaging 5-8 hours per student. While the community service FWS programs change slightly from year to year, depending on community need and Scott/Ross Center goals, certain elements are consistent across programs. Programs focus on family literacy, with an emphasis not only on helping children acquire literacy skills but also on creating opportunities to engage families in the process. All programs also have a strong student leadership component, with student coordinators who oversee daily program operations. Student leaders are supervised by Scott/Ross Center staff. Throughout the history of community service FWS at Simmons, programs have continually changed. New programs are developed in response to community need and student interest. Some programs have been discontinued because of changes in community partnerships. In the past three years, the Scott/Ross Center placed a special emphasis on deepening training, developing new educational materials, building collaboration across programs, and collaborating with community partners and campus offices to continually strengthen the programs.

OVERVIEW OF CURRENT COMMUNITY SERVICE FWS PROGRAMS

Program	**Student Staff***	**Children Participating***	**Description**
Afterschool Program at Simmons	15	15	Children visit Simmons campus twice a week for tutoring
America Counts	25	25	Math tutoring
America Reads	25	25	Literacy tutoring
Curriculum enrichment	15	30	Tutors lead literacy activities around 8 specific subjects
Farragut After-School Program	15	30	Tutors provide homework help and lead enrichment activities
Jumpstart	46	46+	Simmons is a site for the national Jumpstart program
Special Projects	10	Varies	Students work on an array of special projects in support of Scott/Ross programs
Steps to Success	4	22	Students provide weekly tutoring and 5 college visits to participants
Strong Women, Strong Girls	5	25	Simmons is a site for the national Strong Women, Strong Girls program

*These numbers represent typical enrollment, and vary from semester to semester.

CONTINUOUS PROGRAM IMPROVEMENT

The Scott/ Ross Center is focused on program improvement in three areas: intentionally incorporating an understanding of student development into the programs; evaluating student experiences; and evaluating partnerships with community organizations. The Center recognized that by focusing on these three areas, which often get overlooked in the day-to-day operations of community service FWS programs, we can significantly benefit our programs, students, and partners.

Student Development

While we have only begun tracking student retention rates, there is observational evidence that many students participate in our community service FWS programs for multiple years, with a significant number remaining involved for three or four years. This allows us to create active and sustained learning opportunities for students in our programs. In 2005, we set specific learning outcomes for participating students that we will use to refine the training, support, dynamics and evaluation of our programs. The ultimate goal of this process is to clearly establish programs that not only benefit the community but also engage student staff in actively applying their community experiences to their own learning and development. Our first step was to gather and review student development models from other higher education service programs. Our research did not find any models specifically intended for FWS students, but we did find a number of programs with established goals for participants in a range of service programs. We found four programs that had models that were especially applicable to our goals:

- Tufts University, the University College of Citizenship and Public Service
- Bonners Scholars Program
- California State University Monterey Bay
- City Year

The first model, from California State University Monterey Bay, identifies eight learning objectives: academic learning, democratic citizenship learning, diversity learning, political learning, leadership learning, inter- and intra-personal learning, social responsibility learning, and social justice learning. Each has its own set of knowledge, skills, and attitudes to be acquired. The Bonner Scholar model identifies skills, roles,

and commitments for student development for a community service scholarship program at 27 colleges and universities across the United States. It also looks specifically at a student's progression over the course of several years. The Tufts University College of Citizenship and Public Service Student Learning Outcomes model adapts Bloom's Taxonomy for outcomes and student learning objectives, classified into three dimensions: cognitive-based, skill-based, and affective-based. City Year, a year-long service program, drafted a set of competencies that corps members are expected to develop over time through involvement in a Civic Leadership Program. The City Year model of leadership development identifies a set of 12 competencies (learning objectives) that are increasingly mastered through service, feedback, reflection, and training. Each of the frameworks above has a unique approach to establishing and describing learning outcomes for their participants. Using their models, Simmons College Scott/Ross Center identified three components to include in a student development model for FWS students:

- Learning objectives
- Outcomes
- Stages

Our draft student learning objectives are below. We found California State University Monterey Bay's format especially useful for describing the learning objectives, and used their model to craft a framework that fit our programs. We also list outcomes, which are examples of specific ways students can demonstrate and apply the knowledge, skills, and attitudes of the learning objective to our FWS programs. Any direct references or inspiration from the four models we researched are noted.

Learning Objective	**Knowledge**	**Skills**	**Attitudes**	**Outcomes**
Diversity learning (1)	Understanding individual vs. institutional dimension; understanding "isms" (2)	Developing cross-cultural communication skills (2)	A diverse array of voices is necessary to make sound community decisions (2*)	Knowledge: Students are familiar with the complex diversity issues in the greater Boston K-8 school system. Skill: Students

Learning Objective	Knowledge	Skills	Attitudes	Outcomes
				are able to engage in constructive dialogue about diversity in K-8 education. Attitude: Addressing diversity issues is essential to understanding urban K-8 education.
Leadership learning (2)	Understanding multiple theories and styles of leadership (3)	Developing skills and techniques to respond to complex leadership challenges (3)	Leadership is a multi-faceted skill that anyone can develop (3)	Knowledge: Awareness of their own leadership styles and how that impacts their work. Skill: Ability to apply different leadership techniques in the schools. Attitude: Different situations encountered in the program require different

Learning Objective	Knowledge	Skills	Attitudes	Outcomes
				approaches to leadership.
Inter- and intra-personal learning (2)	Understanding the concept of multiple social identities (2*)	Developing skills to work with a broad array of people (3)	Valuing multiple social styles (3)	Knowledge: Awareness of the different social styles of children and coworkers in the programs. Skill: Ability to respond to different styles of parents, children and coworkers in the program. Attitude: Working in the community requires an ability to respond to different styles.
Social/professional responsibility learning (2*)	How individuals in certain professions act in socially responsible ways (2)	Determine how to apply one's professional skills to the betterment of society (2)	Responsibility to others applies to those pursuing all kinds of careers (2)	

Learning Objective	Knowledge	Skills	Attitudes	Outcomes
Social justice learning (2)	Knowledge of systemic inequities (2)	Skills to organize actions for social change (2)	Commitment (will) to act for social change (2)	
Civic engagement (4)	Understand the many layer of being an engaged citizen (JP)	Ability to actively engage in the democratic process (JP)	Individuals and groups have the right and responsibility to engage in the democratic process (JP)	
Community building (Bonner)	Understanding core concepts in building a vibrant community (Bonner)	Techniques for building and supporting engaged communities	Effective and positive communities require commitment and effort	
International perspective (Bonner)	Understanding of the complex relationship between community issues and global society	Ability to analyze community issues from a global perspective	Global and local issues are interconnected	
Critical thinking (CSUMB and Tufts)	Understanding multiple	The ability to identify,	It is important to ask	

Learning Objective	Knowledge	Skills	Attitudes	Outcomes
(Pascarella, Terenzini)	approaches to analyzing complex social issues.	analyze and respond to data, issues and arguments. (P&T)	challenging questions and follow the reasons and evidence wherever they lead. (P&T)	

1. Multiple models
2. CSUMB
3. Created by our working committee
4. Bonner Scholars

* adapted from the cited model *Note: The City Year model was the final model researched, so it has not yet been integrated into the chart above.*

Student Evaluations

In 2005, the Scott/Ross Center conducted its first student evaluation across all of the Center's FWS programs. The Center created a student position of Evaluation Coordinator who worked with Center staff to develop the survey tool, gather responses, and compile the results. She consulted with two faculty members for advice on designing effective surveys and piloted the questionnaire with a number of students to gauge its effectiveness. The survey was distributed as a paper document with 18 multiple choice questions and 6 open-ended questions. Questions gauged student attitudes and perceptions of a wide range of programmatic issues, including diversity, community impact, and relevance to student personal and career goals. Of the 150 students involved in the programs, 97 completed and returned the survey, a 65% return rate. The student Evaluation Coordinator compiled the information in a written report for the Center. The overall results were positive, with high rates of student satisfaction. The results also identified areas where the programs could be strengthened. The 2006 survey was available both on paper and online. A special effort

was made to reach students who visited the office less often through emails, multiple announcements and working closely with student leaders in each program. This effort paid off: the response rate was up from 65% (97 students) in 2005 to 77% (116 students) in 2006. The addition of the online version of the survey provided a better forum for students to share their feedback; more students responded to open-ended questions, and their responses were longer. In future years, we would like to offer a pre-survey to students before they begin their positions, as a comparison to their end of the year results. Finally, the results will be shared more widely with the students, as an opportunity to spark dialogue and discussion about improving and strengthening programs. Highlights from the spring 2005 survey are below:

Statement	**Percent Agreeing or Strongly Agreeing**	**Percent Neutral**	**Percent Disagreeing or Strongly Disagreeing**
My position was rewarding	93%	7%	0%
My position has helped me develop valuable work skills	86%	13%	0%
My position has helped me to clarify my academic and career goals	46%	46%	8%
I have been able to apply my classroom studies to my work	50%	40%	10%
I was exposed to people of races and	100%	0%	0%

Statement	Percent Agreeing or Strongly Agreeing	Percent Neutral	Percent Disagreeing or Strongly Disagreeing
ethnicities other than my own			
My work benefited the children I worked with	95%	5%	0%
My work benefited the families of the children in the program	73%	27%	0%
I have a greater understanding of diversity issues in the community	80%	19%	1%
I developed valuable leadership skills	72%	28%	0%
I got along well with my co-workers	95%	3%	2%

Community Partnership Evaluation

In addition to student evaluations, the Scott/ Ross Center conducts an evaluation of its partnerships with community organizations. Among other goals, the assessment asks community partners for feedback on the current status of their partnership with the

college, how the partnership might improve, and how community partners could play a role in supporting college student development. While the assessment includes all Scott/Ross Center partners (including those that work with volunteers and service learning students), a special emphasis is placed on gathering feedback from sites that work with community service FWS students. While developing the survey in 2005, staff reviewed theoretical models of successful community partnerships and frameworks of student development and leadership, as well as informal feedback from community partners and experts in higher education. In consulting relevant research on college student development and campus/community partnerships, the Scott/ Ross Center identified a significant gap. Though there were many frameworks for both college student development and campus/community partnerships, there was little that incorporated student development into the structures of campus/community partnerships. The assessment was a first step toward better understanding the current state of our community partnerships and the role of community partners in student development. By paying close attention to community partnerships and college student development, we can maximize the learning experiences for the FWS students, and, by extension, maximize the students' impact on community members. The community partner survey was administered online, and consisted of 27 questions. Partners were contacted via email and phone; hard copies of the survey were available for those who chose not to complete the survey online. In total, 20 of 45 possible Simmons partner sites responded to the survey. Overall, the survey revealed that community partners are satisfied with the state of the partnerships. Partners reported that the benefits of the partnership outweighed the challenges, and the partnerships are mutually beneficial to the organization and the students. Over 95% of partners were "satisfied" or "very satisfied" with the skills and knowledge of students, and 95% "agreed" or "strongly agreed" that "Simmons is sensitive to the needs and concerns of its community partners." Nearly 85% know more about the programs and services offered by the college as a result of the partnership. Some results related to specific actions that the Scott/ Ross Center can take to improve our partnerships with community organizations. Most related to training, student development, or communication. Many community partners (85%) reported that they would like students to gain a greater understanding of the community and the social issues addressed by the organization and "would like students to gain useful skills and knowledge as a result of their work" with the organization (83%). Although partners were pleased with students' knowledge and skills, they were less satisfied with their awareness of social justice issues. Also, more than half of the partners reported that the goals of the partnership were written and had been agreed upon by all members, which was interesting because the Scott/ Ross Center has few formalized, documented agreements with community partners. The Scott/Ross Center therefore has an opportunity to further engage community partners in student development through

training and increased communication. Finally, partners described their own ideas for supporting college student development, including:

- Student learning agreements between college and organization;
- Documenting the goals of both organizations;
- Meeting regularly with the Simmons coordinators/office staff to assess plans;
- Creation of a Student Leadership Team to develop a mission and vision for the partnership;
- Providing internships or volunteer positions focused on individual students' interests; and
- Allowing students to take charge of and manage programs.

The results of this assessment will be used improve Simmons' existing community partnerships. A committee will meet to discuss recommendations and draft an action plan. Furthermore, the Scott/ Ross Center will conduct focus groups to follow up with the liaisons at the community organizations for more information on specific questions and strategies. We will also contact FWS students to participate in focus groups to discuss the findings of the study.

CONCLUSION

These three areas of focus — student development, student evaluations, and partner evaluations — will be used to improve the Scott/ Ross Center's existing community service FWS programs, trainings, and community partnerships. A student development framework will link our work with college undergraduate students to well researched student development theory and practice. This framework can also be incorporated into future student evaluations, allowing the Center to measure whether students have met the specified learning objectives. The existing student evaluation will continue to provide significant information regarding student outcomes at different points in their undergraduate careers. Information about the needs of community partners and the current state of the partnerships will be used in combination with the student development and evaluation research to enhance the overall experience of the students and the community partners. By supporting the development of college students, responding to community needs, and cultivating meaningful partnerships with community organizations, Simmons can develop students who are great tutors, mentors and volunteers *today,* and who are *lifelong* active citizens in their communities.

From Dysfunction to Coordination: America Reads at the University of Minnesota

The America Reads Program at the University of Minnesota went through many changes in its first several years. This article describes the process of moving from a decentralized effort to a much more effective and coordinated one at a large institution of 28,000 students. "Lessons learned" are also included.

UNIVERSITY OF MINNESOTA

Rosemary Miller Director, America Reads Program

The America Reads Program at the University of Minnesota went through many changes in its first several years. In order to increase effectiveness, the university focused on greater coordination among departments. This effort has resulted in greater efficiency as well as program growth, strength, and satisfaction.

YEAR ONE

In early September 1998, several days after I started my new job as director of the University of Minnesota America Reads Program, I called one of the schools that had been recommended to me as a good site for placing reading tutors. When I spoke to the literacy coordinator there and asked if she wanted tutors from the university's America Reads Program, she bluntly told me that she never wanted to see another tutor from the university again. Only then did I realize how challenging my new position may be. The first issue for me was to find out who was involved, especially since the University of Minnesota is huge, with 28,000 undergraduates and several campuses. Five different offices on campus were sending "America Reads" tutors into the community. My position was created to bring some coordination to the disparate efforts. The director of the service-learning office, known as the Career and Community Learning Center (CCLC), was very supportive of improving our systems. I quickly discovered that in addition to CCLC, I needed to work closely with the Student

Employment office that gave the referrals and the Financial Aid office that allocated FWS money to the students. I started talking with the five offices on campus that sent U of M students as tutors into the community. Each of them had to be assigned a work referral number and had to understand the process for hiring and placing tutors that I was developing quickly. Each office handled the payroll separately, and keeping track of the overall payroll was impossible. When central administration agreed to take charge of the payroll for all offices the next year, I felt as if the program had taken a giant step forward. I also created a tutor training. One month from the day I started, I did our first training for tutors hired from across the university. It wasn't perfect, but I knew that I could improve it in time. The first year felt like one challenge after another, but we did send about 70 tutors into the community and began to establish reflection sessions and good relationships with schools and community centers. I also worked closely with several literacy specialists at the university and in the community to develop and refine the tutor training. But each office at the univesrsity was still working independently, with little idea of what was going on with others.

YEAR TWO

In the second year, I was able to hire a VISTA volunteer to work with me on the day- to-day details of recruiting tutors, which freed me to work on the bigger issues. In order to develop better communication, I started holding biweekly meetings of all the offices involved with America Reads. We discussed what we were doing and issues that concerned us. We instituted contracts with the sites and began to plan and hold reflection sessions together at least once a month. We also developed celebrations for the tutors and discussed how we could honor the community partners. We decided to start a partners' luncheon where we invited site liaisons to the university, treated everyone to a nice lunch, and then discussed issues that were of interest to all of us. Many of our concerns were shared by the community partners, and we tried to resolve the issues together. One suggestion we implemented immediately was to have each site supervisor sign each tutor's time sheet and fax it to the university office, which then verified the hours and signed each time sheet again before it went to payroll. Time sheet and payroll procedures were a topic of much discussion and trial and error for the first few years until we finally developed a system that everyone could use. We now lay out very clear guidelines for the tutors about the hiring process and have separate guidelines for filling out and turning in time sheets. Both the tutors and the community sites sign formal contracts. We also meet twice a year with the Financial Aid, Work Study, and Human Resource offices. In part, we continue to meet just to keep those relationships active because good relationships are at the core of every aspect of our program.

YEAR THREE

By the third year, the program had grown enormously: we had consolidated to three University offices sending out tutors and each one hired about 115 students (see organizational chart). In addition, I worked with CCLC to train students in several service learning classes and place them as reading tutors at community sites. All together, we had about 500 reading tutors in the community. With so many tutors, our reflection sessions had become very complicated; we were not satisfied that we were meeting the tutors' needs or our need to know them and hear their feedback on their sites. Many tutors did not attend the reflection sessions because they felt their absence wouldn't be noticed, even though attendance was mandatory. We altered the system so that each office would hold separate reflection sessions, but all the tutors would attend an initial training and several large events during the year. For the past several years, this system has worked well. Each office plans the monthly events slightly differently, depending upon the interests and needs of the tutors; the groups are much smaller and the communication is more personal. At the large all-tutor events, we secure speakers who will inspire the tutors, broaden their view of literacy, and reinforce the joy of reading. In one year we might have a professor, an expert on the spoken word, and a local children's book illustrator.

LESSONS LEARNED

If I were to establish this program again, I would:

- Emphasize a cooperative model of program development, stressing that all resources will be shared by the offices involved.
- Arrange a meeting with all the financial departments (i.e., Financial Aid and Student Employment) as soon as possible so that the procedures for job referrals, time sheets, and payroll are clear.
- Meet with the university's civic engagement/service learning office to co-coordinate the effort and become familiar with trainings and workshops offered by them.
- Bring together all University offices interested in hiring FWS student tutors to establish contracts for students and sites, create hiring procedures, and discuss supervisory roles.
- Meet with community site coordinators for open discussion of expectations and program goals.

- Nurture all these relationships continually because strong relationships are the key to the success of the program.

What happened to the community site that never wanted to see another university tutor? I persevered and convinced her to try once more, which she did. That school has become one of our most successful partners.

Nurturing the Whole Student: Service-based Programs at Pfeiffer University

The Francis Center for Servant Leadership at Pfeiffer University coordinates all AmeriCorps and community service Federal Work Study (FWS) programs. AmeriCorps programs were created on Pfeiffer's campus to provide students with opportunities to serve others while also earning funds to further their education. Students who participate in the AmeriCorps program and who are qualified for FWS are encouraged to combine their efforts and focus on community service job placements. Students may use the same service hours to qualify for their AmeriCorps education award and their FWS award. Students who participate in community service FWS can also combine their work-study experience with a departmental internship.

PFEIFFER UNIVERSITY

Tracy Espy
Vice President for Student Leadership

UNIVERSITY HISTORY

Pfeiffer University first opened its doors in 1885 as a mission school founded to provide an education to students who had few opportunities for formal learning. A comprehensive university with more than 2,100 students, Pfeiffer serves undergraduate, graduate, and adult students with two campus sites: one in a thriving metropolitan city (Charlotte, NC) and a main campus that is located in a rural tri-county region (Misenheimer, NC).

As a United Methodist institution, the university has the teachings of the church embedded in its history. These teachings embody deeply held beliefs regarding the importance of missions, social justice, and love for others. With its strong commitment to the United Methodist tradition of service to others, Pfeiffer's mission is to *be recognized as the model church-related institution preparing servant leaders for lifelong learning.* Pfeiffer's emphasis on servant leadership is affirmed by the university's campus culture, which encourages volunteerism and social justice.

STUDENT LEADERSHIP DEVELOPMENT

To further the university mission of preparing servant leaders for lifelong learning, a campuswide center for servant leadership — the Francis Center for Servant Leadership — was established in the fall of 2000. The Francis Center for Servant Leadership works in collaboration with Academic Affairs, Student Development, and Religious Life to provide service and leadership opportunities for students. The center also coordinates all AmeriCorps and community service Federal Work-Study (FWS) programs.

Combining FWs and AmeriCorps

AmeriCorps programs were created on Pfeiffer's campus to provide students with opportunities to serve others while earning funds to further their education. Students who participate in the AmeriCorps program and who are qualified for FWS are encouraged to combine their efforts and focus on community service job placements. Students may use the same service hours to qualify for their AmeriCorps education award and their FWS award.

Non-AmeriCorps work-study students interested in community service are also referred to the Francis Center from the Financial Aid Office. Upon referral, the Center helps these students match their interests in service and community needs.

The cooperative working relationship between the Financial Aid Office and the Francis Center began several years ago when the Francis Center was created. It is a cordial partnership, where both departments work together. A challenge faced by the partnership is to create a system that better identifies students interested in community service FWS. One solution may be a new universitywide technology infrastructure that is better able to monitor student interests.

Combining FWS and Internships

Students who participate in community service FWS can also combine their work-study experience with a departmental internship. The Departmental Internship Opportunity encourages upper-level students to develop skills by providing direct services to agencies and organizations in the community. Students at Pfeiffer University who participate in this program are often enrolled in Field Experience courses in either Psychology or Human Services. The goals of the internship/field experience are to provide service and enhance student skills; community service FWS supports both the efforts of the academic mission of this program and the economic needs of the students.

In 2004-05, 15% of all work-study students at Pfeiffer participated in community service FWS. In some years as many as 17% participate in community service jobs. Ten percent of work-study students also earn an AmeriCorps award, and 4% earn internship credit.

Other Student Development Opportunities

In addition to serving at local community sites, students develop individually as leaders through workshops, small groups, and one-on-one interaction. At Pfeiffer University, we believe that an important commitment to preparing our students for service to others involves training and personal development. Through required monthly reflection meetings, AmeriCorps students reflect on their service experiences while receiving invaluable training on leadership and personal development skills. Community service FWS students are not required to participate in the monthly reflection meetings, but are strongly encouraged.

Additionally, there are opportunities for students in these programs to gain leadership training and development through a Servant Leadership Series for students as well as Office of Student Development specific training. Approximately 90% of our students involved in AmeriCorps programs and other service related programs participate in leadership development.

Get more information on the Servant Leadership Series.

CONCLUSION

Connecting students to the community through service is a significant aspect of Pfeiffer University's culture. Through deliberate efforts to create a college experience that nurtures the "whole" student, our community service FWS program focuses on helping students connect all aspects of their college life by encouraging them to look for innovative avenues to pursue service, while also earning needed funds for the pursuit of education. The Community Service FWS Program at Pfeiffer University provides us with the flexibility to serve both the community and our students.

Creative Solutions: Summer Work-Study and Professional Placements at the University of Montana

Approximately 1,000 students at the University of Montana work as work-study employees annually, and about one quarter of those work in community service positions. The program is managed by the university's Financial Aid Office. A full-time Summer Work-Study Program is popular among graduate and law students, and allows students from areas outside of Missoula to set up service opportunities in their home towns.

THE UNIVERSITY OF MONTANA

Connie Bowman
Assistant Director, Enrollment Services/Financial Aid

A COMMITMENT TO SERVICE

The Community Service Program at The University of Montana typically uses between 22% and 28% of its Federal Work-Study (FWS) allocation in service to the community of Missoula, Montana. Each academic year approximately 1,000 students work as work-study employees, and about one quarter of those students work in community service positions. A full-time Summer Work-Study Program is offered by the university and, depending on academic year allocation usage, is often a key component of the Community Service program, particularly among graduate and law students.

The FWS program is managed by the university's Financial Aid Office. Long before the federal government mandated a community service component in the FWS program, the Financial Aid Office worked to strengthen the ties between the community at large and the university through student employment. Work-study has been viewed as a means to increase the contributions university students make to the area, as well as a means of funding their education. The current community service program is a natural extension of The University of Montana's history of commitment to Missoula community.

PROGRAM STRUCTURE

An Office of Civic Engagement promotes AmeriCorps and volunteer efforts on campus. While maintaining separate operations, the Office of Civic Engagement and the Financial Aid Office collaborate to maximize student rewards for community service efforts whenever possible, and students who are awarded FWS are urged to visit the Office of Civic Engagement to see if their work opportunity can be combined with the AmeriCorps program.

Missoula is fortunate to have a thriving nonprofit community that the FWS program serves. Approximately 150 public agencies and private nonprofit organizations comprise the employers included in the Off-Campus Work-Study and Community Service programs. The relationship between the university's work-study program and the non-profit community is over 20 years old and has always been carefully cultivated for the employment opportunities it presents to our students.

Every effort is made to make joining and participating in the program as effortless as possible for off campus agencies. The Financial Aid Office often assists community agencies and campus departments such as Payroll and Human Resources in order to smooth the interaction between the organization and the university. University policies are explained to off campus agencies by the Financial Aid Office, which also provides help in filling out paperwork needed for Financial Aid and the payroll process. Workshops for all work-study employers are offered at least once a year, and Financial Aid personnel visit off campus work sites as often as possible to discuss the benefits and workings of the program.

Types of agencies and job opportunities are carefully monitored so that a broad spectrum of service jobs are available for different student majors. The number of agencies admitted and/or active in the program is limited so that the student worker to

employer ratio remains in balance, ensuring employers a good possibility of finding a work-study student for their organization.

PROGRAM PROMOTION AND SUPPORT

The University of Montana maintains an electronic bulletin board where all jobs — work-study, community service, and non- work-study jobs — are posted. When enough funds are available, the Financial Aid Office runs a campaign before winter break reminding students that they can use the break to set up a work-study job in their home towns for the summer by visiting nonprofit agencies while they are home for Christmas. This has proved effective for increasing nonprofits' participation in Montana, including those outside of the Missoula area. The University of Montana promotes a service ethic, and students are enthusiastic contributors to their community.

At skill-building classes coordinated by the Financial Aid Office, students are encouraged to use the community service job experience to build their skills and resumes. This is also emphasized in written materials that accompany each work-study award. The Financial Aid Office helps employers maintain their trained work-study students from year to year, as this is important for the continuity of the program. Students are reminded early each year to submit their FAFSA as soon as possible, since one of the criteria for obtaining a work-study job is the date of the FAFSA application.

Transportation to job sites is one of the major obstacles for students in choosing off-campus sites for work. The University of Montana offers all students free bus passes, which aid students with their transportation issues. This is just one way that the university supports community service FWS programs.

By combining assistance to students and employers, The University of Montana maintains a successful community service program. The program is a high priority, not only in the Financial Aid Office but campuswide. It enjoys the support of the administration, which has been a key element in its success.

Testing Tutor Training Effectiveness: Service-Learning at Fresno State

In 2001, Jumpstart at Fresno State began a model for tutor training and development by means of a service-learning course. Since 2001, five Jumpstart sites have replicated this model. A study was performed as part of a dissertation that validated the findings that both service-learning and non"'service-learning participants benefit positively from participation in service. In many outcome areas, however, service-learning students made statistically greater gains than non"'service-learning students. Areas where service-learning students saw greater gains included change of major, knowledge of early childhood practices, leadership skills, awareness of issues facing their community, and confidence levels in speaking to groups.

CALIFORNIA STATE UNIVERSITY, FRESNO

Amy Lukianov Jumpstart Program

PURPOSE OF THE STUDY

Institutions of higher education are increasingly seen as being responsible for student learning, promoting character, civic responsibility, and preparing students for future careers. One way to meet higher education's mission for student development is to engage students in becoming responsible citizens through effective service-learning. With the growing demand for research in this area, this study addressed the impacts of service-learning on college student development within the Jumpstart program.

BACKGROUND ON JUMPSTART

Jumpstart is a national nonprofit early education organization that ensures low-income preschoolers enter school with the foundation of skills necessary to their future success. Jumpstart pairs low-income preschoolers and college students in year-long, one-to-one mentoring relationships. The program operates at over 60 college and university affiliate sites nationwide. Many Jumpstart tutors receive Federal Work-Study (FWS) funds through their institution, plus and AmeriCorps education award. Jumpstart programs recruit, train, and supervise college students to work with Head Start and other early childhood programs. Poverty is the single best predictor of children's failure to achieve in school, and those who start behind often remain behind, resulting in increased rates of remedial attention, school failure, and incarceration (Children's Defense Fund, 2002). On average, low-income children have far fewer literacy and language experiences at home than their more affluent peers. For example, by the time they are in first grade, low-income children have acquired 5,000 word vocabularies, compared with 20,000 word vocabularies of children from more affluent

families. (Hart & Risely, 1995). Jumpstart is an outcome-based model that offers both summer and school year programs for children. During the eight-month Jumpstart School Year, a Corps member (tutor) holds twice-weekly, two-hour Jumpstart Sessions, structured classroom sessions set aside at a preschool for a team of seven to ten Corps members to devote attention to children following the traditional school day. Each session includes a consistent set of experiences for children:

- *One-to-One Reading.* Each child has the chance to choose books and read with his/her Corps member.
- *Choice Time*. Children have the opportunity to work with different materials and activities in a variety of areas around the classroom. Corps members participate as partners in children's play to support and extend their learning.
- *Small Group Activity*. During this experience planned by Corps members, children have an opportunity to engage in active learning experiences, often in smaller groups.
- *Circle Time*. Children and Corps members come together as a large group for an active learning experience that focuses on language and literacy.

Each Corps member spends additional time in his child's classroom supporting the classroom teacher and other students. Jumpstart's assessment tools collect data on a range of areas of the program such as Corps Member attitudes, quality of program delivery and administration, growth of the Jumpstart preschool child, and training content and delivery.

TUTOR TRAINING

The Jumpstart National Education and Training Department continuously conducts research to improve training and development for tutors. Jumpstart measures the impact of the program on the college students who participate as Corps members on an annual basis using a Corps Member Survey. In 2001, Jumpstart at Fresno State began a model for tutor training and development by means of a service-learning course. Since 2001, over 16 Jumpstart sites have replicated this model of a service-learning tutor-training course. It has been hypothesized that this model of service-learning may enhance student development by providing enhanced and deepened training within the Jumpstart models required training topic areas, higher frequency of training, increased interaction and problem-solving among tutors, units/course credit and grade incentive, a training format that is more developmentally appropriate, and opportunity for reflection through class activities and projects. While viewed as an ideal

model for tutor training within the Jumpstart program, this pedagogy had not been researched to test its effectiveness.

RESEARCH STUDY DESIGN

The purpose of this study was to determine whether Jumpstart programs with service-learning tutor training courses have a greater effect on college student development compared than do Jumpstart sites with a non"'service-learning training component. The Corps Member Survey was used to collect data, which assesses the effectiveness and growth of college students engaged in the Jumpstart program. Measures included future work, knowledge of early childhood practices, leadership, confidence levels in public speaking and working with diverse populations, citizenship, and program satisfaction. Participants included 198 Corps Members completing both the fall and spring Corps Member Survey in the 2003-2004 academic year from the following colleges and universities: CSU, Fresno; CSU, San Francisco; CSU, Northridge; Pitzer College; UC, Irvine; Pepperdine University; and the University of Washington.

SUMMARY OF FINDINGS

Confirming early research by Astin and Sax (1998), this study validated the findings that both service-learning and non"'service learning participants benefit positively on outcome areas from participation in service. In many areas, however, service-learning does appear to have a significantly stronger effect on college student development than does non"'service-learning in the Jumpstart program. Service-learning students made statistically greater gains compared with non"'service-learning students of the following measures:

- Change of major
- Growth of knowledge of early childhood practices
- Building leadership skills
- Awareness of issues facing their community
- Confidence levels in speaking to groups

These areas, as well as other areas measured, are discussed in detail below.

Change of Major

On the spring survey, students were asked if they had changed their major to education (early childhood, child development, elementary or secondary education) or related human services (psychology, sociology, nursing, or social work). Overall, 30.8% of participants reported changing their majors, with 11.1% changing to education and 19.7% changing to related human services. The service-learning group had a somewhat higher rate of reported change (35.1%) than the non‘“service-learning group (26.9%), demonstrating not only that community service effects a change, but that the service-learning component can create a more dramatic change. Considering that a career choice may be a lifelong decision, this positive effect of service-learning on choosing a career in education or human services is a significant finding.

Early Childhood Practices

A difference score was calculated between fall and spring ratings of 14 questions on early childhood practices, which tested the participant’s knowledge of best practices in early childhood education. Both the service-learning and non‘“service-learning groups showed increases in their knowledge between the fall and spring semester. On eight of the early childhood practices measures, the service-learning treatment group showed significantly greater mean increases than the non‘“service-learning group. These findings are evidence that suggest the enhanced learning that occurs among Jumpstart participants when there is a connection between academic content and service.

Leadership Skills

Using a five-point scale, 1 = not at all confident and 5 = very confident, participants were asked to rate their level of confidence in taking a leadership role among their peers. In the fall, the service-learning group rated their confidence in accepting leadership (M=3.89) lower than the non‘“service-learning group (M=4.12). This difference was not significant. In the spring, both groups rated their confidence at the same high levels (M=4.22). The gain made by the service-learning group was not significant, but approached significance (t=1.93, p=.055). One possible explanation for of these results is the respondent demographic data of alumni and freshman participants. On the measure of how strongly participants felt the program helped them to build leadership skills, service-learning students made statistically significant gains over non‘“service-learning students. This data suggests that service-learning provides Jumpstart participants with leadership development not offered at non‘“service-learning Jumpstart programs.

Community Issues

Citizenship was measured in the spring, using two five-point scales, 1=strongly disagree through 5=strongly agree. The first scale measured participants' attitudes, skills and knowledge before Jumpstart, and the second scale measured the same indicators after Jumpstart. Both groups showed statistically significant increases at the .001 level in their self-ratings on the citizenship scale, which they attributed to the Jumpstart experience. In their after-Jumpstart ratings, the two groups were not significantly different on the citizenship items with the exception of citizenship question two. The number two item measured the participants' understanding about the most important issues facing the community in which they served. The service-learning group rated themselves significantly higher (M=4.44) than did the non-service-learning group (M=4.08; t=3.64, p<.001). This increase of awareness in service-learning participants may be attributed to the additional reflection activities that are part of the service-learning model.

Program & Training Satisfaction

Both the service-learning and non"'service-learning groups rated their satisfaction with the program high on the four-point scale for items 1 (training at the beginning of the year), 2 (training throughout the year), 12 (overall program satisfaction), and 13 (whether they would recommend Jumpstart to others). The mean responses for these four items ranged from 3.17 to 3.81.<.p> Item 2, which measured satisfaction of training throughout the year, was significantly higher for the service-learning group (M=3.45) than the non"'service-learning group (M=3.26; t=2.23, p=.027). Reasons for this increased value may be due to the consistent nature of the service-learning model, additional training time provided by a service-learning course, or the availability to receive feedback and reflect on course content and the service experience.On the other three items, the groups were not significantly different and both groups were positive about their experience in Jumpstart. Both service-learning and non"'service-learning students reported that they felt more closely connected to their college/university as a result of their Jumpstart experience. There was no significant difference in this area between the groups(t=1.14, p=.257).

Confidence

The four confidence items measured participants' confidence levels in taking leadership roles among peers, speaking to groups, working with people from diverse backgrounds, and working with people with different work styles and attitudes. The four confidence items were tested for significance from the fall and spring survey

administration. The two groups rated their confidence high in the fall, with the exception of speaking to groups. The service-learning group had a mean score of 3.76 and for the non"'service-learning group, the mean score was 3.87. The other three items were rated above 4 by each group and there were no significant differences between the two groups for the fall or the spring ratings. However, there was a statistically significant (t=2, p=.042) higher gain made by the service-learning group (.33) than the gain reported for the non"'service-learning group (.08) on the item measuring participants' confidence speaking to groups. Considering that service-learning students are engaged in classroom dialogue, reflection, group presentations, and also portfolio presentations, the data suggest that service-learning can enhance a participant's public speaking confidence levels. The spring survey asked participants if their Jumpstart experience helped them academically. Of the service-learning respondents to this item, 20.9% reported that the program had helped them academically. This response was somewhat lower than the 32.4% of the non"'service-learning participants who reported that the program had helped them academically. This finding may be interpreted in several ways, depending on what students felt was helpful academically. It should also be noted that this measure was a yes or no question rather than the Likert scale used in most other areas. Once conclusion may be that many of the service-learning students who entered the program in the fall with a high percentage of education majors (31.9%) compared with the non"'service-learning group (2.9%) had already completed some coursework related to those in the Jumpstart service-learning course.

LIMITATIONS

One of the limitations to the study is the small sample size. In efforts to maintain similar demographic characteristics among respondents, participants were only selected from Jumpstart sites in the western region of the United States. Also, with the need to analyze data containing matched pairs of surveys, the sample was narrowed to 198 respondents. Also related to the sample, is the possible bias of the sample. This sample was not a random sample, since Jumpstart participants self-select themselves to be a part of the program. Furthermore, service-learning students did not have an option between a service-learning or non"'service-learning training model. Another limitation that may greatly affect the outcome of the statistical analysis is that most of the service-learning participants were alumni; therefore they have already experienced all of the benefits of the program previously. This study examined outcomes from the perspective of the Jumpstart college student, a self-report measure. It may be beneficial to examine other measures of how service-learning may impact college student development. The citizenship measure did not follow the same procedures as other measures. The citizenship outcome was only measured in the spring, using a before and after question to measure gains. This procedure may not reflect an

accurate measure of participants' pre- and post- attitudes and beliefs toward citizenship.

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[Note: This article is excerpted from Amy Lukianov's dissertation, "The Effects of Service-Learning on College Student Development."]

The Student Ambassador Leadership Model: FWS and Service-Learning at Miami Dade College

Miami Dade College (MDC) is the largest institution of higher education in the United States, with more than 160,000 students taking classes at the college annually. In order to manage a large service-learning program at a large institution, MDC created a Student Ambassador program that includes 15-20 Federal Work-Study students. The Ambassadors support faculty who integrate service-learning into academic courses by communicating with other students and community partners. This article shares steps to use in establishing a similar program.

Miami Dade College

Katia Archer – Student Ambassador
Yleinia Galeano – Student Ambassador
Ossie Hanauer – Center for Community Involvement Campus Director
Nicolle Hickey – Student Ambassador
Michelle Lasanta – Student Ambassador
Josh Young – Center for Community Involvement College-wide Director

Overview of Service-Learning at MDC

MDC is a large urban community college spanning all of Miami-Dade County. With six campuses and several outreach centers, MDC is the largest institution of higher education in the United States, with more than 160,000 students taking classes at the college annually. The MDC Center for Community Involvement (CCI) was created in 1994 to strategically utilize the college's resources — faculty, staff, students, physical infrastructure, and institution — for MDC to address the needs of our south Florida community. We believe a fundamental role of the educational experience at MDC should be to prepare students for a life of informed, engaged citizenship. We want our graduates to have the skills, behaviors, attitudes, and knowledge that good citizens need — things such as a commitment to service; an understanding of the problems in our community and the mechanisms to bring about change; listening skills; critical thinking; an understanding of the delicate balance between rights and responsibilities; and a commitment to the common good.

CCI's mission is to promote an ethic of service and citizenship and to help our institution become an increasingly engaged campus. This is achieved through a college-wide infrastructure that includes three fully staffed, comprehensive centers that coordinate service-learning, the Federal Work-Study America Reads program, and numerous other campus-community partnership projects. Since 1994, more than 200 faculty have combined academic study with course-relevant service projects. More than 4,000 students participate in service-learning annually, contributing in excess of 90,000 hours of service. MDC is considered one of the nation's largest and most respected service-learning programs. A key to our success is the many students who play a leadership role in our program.

Two of the biggest challenges we face in creating and sustaining service-learning at MDC are 1) the size of our college, and 2) the labor-intensive nature of coordinating a large service-learning program. Evolution of the Student Ambassador Model The way we have been able to manage a college-wide program in light of such daunting challenges is through the Student Ambassador program. Every semester we have a corps of approximately 15-20 Student Ambassadors working college-wide to administer and lead our service-learning program. We could not run the program without Student Ambassadors.

The Student Ambassador program at Miami Dade College was started in 1995 by the Center for Community Involvement in response to a growing workload as more faculty became involved in the program. It was also a way to provide more opportunities for student leadership and growth. Initially the Ambassadors were a handful of student volunteers on one campus who were asked to spend three to five hours a week helping coordinate the service-learning program. We also used part-time FWS student assistants to handle all of the office work — data entry, filing, office coverage, preparing letters, helping students who came to the office, etc. Volunteer Student Ambassadors took on more complex leadership projects such as delivering class presentations, calling community partners and students, and communicating with faculty.

As our program expanded to six campuses and our corps of FWS student coordinators grew to more than 15, we decided that rather than focus on leadership development with a handful of volunteer ambassadors who put in a few hours a week, we should and could help our FWS student workers become effective, dynamic, committed service-learning Student Ambassadors who each put in more than 15 hours as paid employees in our offices every week.

Duties of Student Ambassadors

Student ambassadors spend 15-25 hours a week (paid by the community service FWS program) helping coordinate service-learning and campus-community partnership activities. When someone calls or visits any of our campus Centers for Community Involvement, he or she will be greeted and assisted by a Student Ambassador. The Ambassadors are the face and the backbone of our program.

Supporting Service-Learning Faculty

Each Ambassador is assigned approximately six service-learning faculty members for whom they are responsible during the semester. Ambassadors meet with their faculty members, review their plans for using service-learning and the assistance they will need, and help make initial presentations and follow-up visits to the classes. They handle questions from students about community opportunities and help counsel them to find the most appropriate placement. Ambassadors also contact community partners to check the status of the service-learners. Ambassadors create a file for each class with the class roster inside, keep track of applications and placement confirmations from that class, enter all the information into the program's Access database, and send the faculty member regular status reports regarding who has turned in service-learning applications and confirmations. These reports include the results of the students' end-of-term satisfaction questionnaires and transcribed comments from both the student and agency supervisor evaluations. These reports are appreciated by the faculty and usually become part of their portfolio and annual performance review.

Communication with Other Students

Communication between students in service-learning classes and Student Ambassadors is very important. Ambassadors make follow-up calls to fill in gaps for students who are missing information on their applications, to clarify information about their service placement, and to ensure that students complete their service-learning project. Ambassadors also help identify and solve problems that students may encounter with their placement and prepare mid-term and end-of-term thank you letters. When a negative evaluation comes in from either a student or a community agency, the Ambassador often calls the student to investigate what went wrong. Ambassadors create certificates for each student and make sure their faculty receive them in time to distribute them in class.

The Ambassador-managed Access database is invaluable for organizing and retrieving information efficiently. For example, when a student has not received a certificate of completion for the service-learning project or has any questions about her/his paperwork, Access allows the Student Ambassador to find the class the student did the service-learning for, the community partner the student served with, and the number of hours completed. The Ambassadors handle the entire process of operating the database and maintaining records on each class and each student.

Workshops and Events for Program Stakeholders

Ambassadors help organize community partner workshops twice a year to train agencies interested in becoming an approved service-learning placement site. The Ambassadors participate in the workshop and do a formal presentation on the student perspective and what agencies should keep in mind when working with service-learners. Ambassadors also play a key role in organizing a service-learning celebration every semester to recognize students, faculty, and community partners. It is an invaluable opportunity for reflection on behalf of the participants because everyone sees and hears firsthand to see how everything comes together to make a difference in the community and in the lives of the students.

Benefits of Being a Student Ambassador

In appreciation for their efforts, and in addition to their regular FWS pay, each Ambassador receives a polo shirt with the Student Ambassador logo (which they wear to class presentations and program functions), a $250 stipend each semester, recognition, and letters of recommendation for their portfolios. Their pictures are prominently displayed in the service-learning office. Equally important and rewarding is the personal, professional, and academic growth the students achieve through their participation in the Ambassador program. MDC Student Ambassadors have been nominated for numerous national, state, and local awards, have received scholarships to four-year institutions, have gotten jobs as a direct result of their leadership in our program, and have blossomed as more confident, engaged students, citizens, and leaders.

Below are comments from MDC Student Ambassadors about their experiences with the program.

“This program has had a wonderful impact on my life. I have gained many valuable technical and communication skills as well as a clearer understanding of responsibility. Most importantly, I have gained friendships with a unique group of dedicated and hardworking individuals who have helped shape my view of a leader.”

Yleinia Galeano

“I’ve always thought that school prepared you to claim a place in society and in your community. How can you claim that position if you cannot interact with your community? That is what being a Student Ambassador has exemplified for meÃ‘the ability to communicate and the importance of human relations.”

Michelle Lasanta

“Being a Student Ambassador allowed me to grow as an individual. It was a fulfilling experience because I was able to help both faculty members and students become more involved in the community through service-learning.”

Katia Archer

Suggestions for Replicating the Service-Learning Student Ambassador Program

Following are some recommendations drawn from our experience in administering the Student Ambassador program:

1. Create a “Service-Learning Advisory Committee” with faculty, community partners, key administrators, and students.
2. Meet with your Financial Aid representatives and find out where your institution is directing the 7% mandated for community service Federal Work-Study (CSFWS). Make the case that one or more CSFWS positions should be assigned to help coordinate service-learning. If you encounter opposition, make your case by emphasizing the benefits to students, the institution, the community, and the growth and sustainability of service-learning on campus. If your college is genuinely committed to this work, it will find a way to assign some FWS students to the endeavor. If you cannot make headway with Financial Aid, you may have to secure support and involvement from the deans or the president.
3. Create a job description for the Student Ambassadors (sample available on MDC’s website).
4. Plan a comprehensive orientation and leadership development program for your Student Ambassadors.

5. Seek opportunities to empower your Student Ambassadors to take as much leadership in your service-learning program as possible.
6. Utilize the Student Ambassadors to the greatest extent possible as spokespeople for your program and as examples of what is possible through service-learning.

Conclusion

Without the leadership and contributions of the Ambassadors, MDC's service-learning program would be drastically smaller, less effective, and quite possibly unsustainable. How can all institutions create the next generation of leaders who will fully embrace service-learning as an even more accepted and widespread pedagogy, and who will ensure that our entire education system embraces the concepts and goals of service-learning? How can we graduate students with strong civic skills and a commitment to civic engagement? Based on our experience, we believe that an important first step is to explore the possibility of creating a service-learning Student Ambassador program.

More detailed information — including forms, applications, and a job description — may be found on Miami Dade College's Center for Community Involvement website. We will enthusiastically share what we have in the hopes that you will use it and improve upon what we have done.

[Note: This article is excerpted and adapted from Archer, K., Galeano, Y., Hanauer, O., Hickey, N., Lasanta, M., & Young, J. (2006). Miami Dade College: The student ambassador model. In Zlotkowski, E., Longo, N., & Williams, J. (Eds.). Students as Colleagues: Expanding the Circle of Service-Learning Leadership. Providence, RI: Campus Compact.]

Creating Public Service Leaders: Student-Led Work at Harvard College

The Stride Rite Community Service Program based at the Phillips Brooks House Association at Harvard College encourages the professional and personal development of future public service leaders. Between 35 and 40 "scholarships" (FWS awards plus additional stipends) are awarded each year to support students in a year-round commitment to service. The ideal program experience is one that provides the Harvard student with a quality service

placement, an in-depth, continuous service experience, and mentoring and leadership development. The program has benchmarks in each of these areas to gauge success.

HARVARD COLLEGE

Moira Mannix

The Stride Rite Community Service Program based at the Phillips Brooks House Association (PBHA) at Harvard College is committed to encouraging the professional and personal development of future public service leaders. To this end, the program provides emotional and financial support to student volunteers in public service at Harvard. The program also works to ensure that scholars are participating in meaningful service experiences that will help them learn and challenge them to grow.

PROGRAM STRUCTURE AND FUNDING

The program is traditionally for Federal Work-Study"'eligible students but is also open to students receiving financial aid through Harvard but who do not receive federal funds. Undergraduate scholarship recipients take part in leadership development training that may focus on program management skills, diversity and multiculturalism, or working with community organizations. Students participate in a group project and receive individual support and mentorship. Recipients are selected on the basis of financial need and the merits of their plans for hands-on community service. To view the application form completed by students, visit http://www.pbha.org/ and click on "Stride Rite." Between 35 and 40 scholarships are awarded each year to students to support a year-round commitment to service, from June to May. Community organizations are not required to pay any portion of the student wages; funding from the Stride Rite Foundation offsets the required employer match.

BENCHMARKS FOR SUCCESS

The ideal undergraduate program experience is one that provides the Harvard student with a quality service placement, an in-depth, continuous service experience, and mentoring and leadership development. The program has benchmarks in each of these areas to gauge its success.

Quality Service Placement

Key to the scholar's leadership development is a quality service placement that provides for a meaningful experience and opportunities for growth. Benchmarks to help assess a quality service placement include:

- The service has a strong tie-in to and encourages communication with community partners (strong advisors, service site, coalition, board).
- The service provides an opportunity to live in the community.
- The service is direct and hands-on.
- The program provides year-round services.
- The program fills a defined need in the community.
- The program has means for ongoing assessment/evaluation.
- The program is well organized and has a strong infrastructure.
- The program has strong volunteer support systems in place.
- The program encourages leadership development (volunteers become coordinators become directors).
- The program provides opportunities for entrepreneurship and initiative.
- The service is complemented by strong training and reflection sessions.
- The service occurs frequently (e.g., several times a week, vs. one-time).

Depth and Continuity of Service Experience

Even more critical than the quality of the student's service placement is the depth and continuity of the individual scholar's service experience over his/her undergraduate years (and beyond, for many). At the heart of the depth and continuity of the service experience is the scholar's participation in an intensive summer component that complements their service during the year. Benchmarks to measure depth and continuity of the service experience include:

- Hands-on summer service placement that complements the term experience.

- Summer service placement in the same geographical community (Mission Hill, Chinatown).
- Summer service placement with the same service population field (homelessness, domestic violence).
- Summer service placement that builds skills, experience, and understanding in linking direct service, organizing, and policy concerning a specific service area.
- Long-term (years) of commitment to the same service field/ community.
- In-depth, long-term relationships built with constituents.
- Hours committed to the service project (summer, at least 20 hours a week; term, at least 8 hours a week).
- Leadership role in the service program (director, efforts to build community partnerships, efforts to improve programming).

Mentorship and Leadership Development

The mentorship and leadership development component of the program is met through one-on-one guidance from the Stride Rite Program Director and/or Coordinator, service-specific reflection and training, and a group community project. The small group community project is a community-based learning opportunity. Students build relationships with community members and help other volunteers with that connection. Small groups are asked to analyze the impact of their collective work (by common neighborhood or social issue area) and identify questions they have related to their work. They then find the answer to one of those questions through three community-based sources outside of Harvard. These sources can include any combination of community leaders (politicians, teachers, tenant task force members), constituents (parents, ESL students, guest at the shelter), or community presence (coalition meetings, school site council, community mapping/research). Students present their findings at the April Stride Rite meeting and also share their findings with another group of students at PBHA. In addition to working with the Stride Rite Director or Coordinator, each working group may be partnered with a community member (parent, non-profit director, teacher) who guides them in their project and service experience. To help guide their community organizing experience, students participate in learning modules facilitated by outside trainers. One year's priority topics were "facilitative leadership" and "community organizing" with repeat trainers who developed the modules with student input and received strong evaluations. Benchmarks for mentorship and leadership development include:

- Two formal individual goal-setting meetings with the Stride Rite Director, Stride Rite Coordinator and/or Executive Director.
- Individual mentoring with the Stride Rite Director and Stride Rite Coordinator.
- One small group meeting per semester with the Stride Rite Director or Coordinator.
- One check-in with the community mentor.
- Three community meetings (community leaders, constituents, ongoing meetings).
- Three whole-group meetings per year.
- One 8-hour community-building module to facilitative leadership or community organizing.
- One formal small-group reflection session per semester with the Stride Rite Director or Coordinator.
- One summer component reflection paper.
- One end-of-term reflection paper.
- One end-of-term evaluation/reflection session.

“I Found Out What I Want to Do”: FWS and Workforce Development at Central Piedmont Community College

Central Piedmont Community College (CPCC) is working to become a national leader in workforce development. CPCC’s service-learning program, including Federal Work-Study, supports this vision. If students are strategically selected and placed at a work site that is relevant to their career objectives, the experience solidifies students’ educational and career goals. CPCC uses program management strategies such as intentional student recruitment, hiring, orientation, training, and on-going support to achieve their goals.

CENTRAL PIEDMONT COMMUNITY COLLEGE

Mark E. Helms, Associate Dean Student Life and Service-Learning

Community service Federal Work-Study (FWS) provides an excellent opportunity for service-learning programs to offer students engaging career exploration opportunities. This initiative, required of all colleges that receive federal funds to support work-study, can also help foster sustainable partnerships within the local community. This article discusses how community service FWS can benefit service-learning programs and offers methods for building a strong program.

WORKFORCE DEVELOPMENT AND CAREER EXPLORATION

Central Piedmont Community College is a comprehensive two-year college in Charlotte, North Carolina, that serves a rapidly growing region of our state. The college Vision Statement clearly articulates an ambitious guiding principle for our institution: CPCC intends to become the national leader in workforce development. Our service-learning program supports this vision through curricular activities that connect the classroom with the community. Student evaluations of their experience consistently indicate that exploration of career options is an important part of the learning that takes place. One student's comments in a year-end evaluation reflect this learning: "I loved working at the elementary school. I helped tutor first graders and helped with tasks in the classroom. I had a lot of fun doing this and I found out what I want to do when I get out of school, and that is to go into teaching." An even more compelling opportunity for students to make career decisions happens for our students who are selected for community service FWS. The majority of our students in this program average 15-20 hours at work each week for the entire academic year, totaling as much as 600 hours in a year. If students are strategically selected and placed at a work site that is relevant to their career objectives, this experience can serve to solidify a student's educational and career goals. It can provide motivation and inspiration to students as they move through their college experience, keeping them grounded and focused on their long-term career goal. The following comments from one of our strongest community service FWS students describe how this hands-on pre-career experience confirmed his career goal to become a teacher: "I already knew that I wanted to work with children and be a teacher, but this has really helped me know why, and what kind of difference I want to make. It's shown me how I can help and given me ideas on teaching styles and methods to implement once I begin teaching. I'm glad for the opportunity."

STRENGTHENING COMMUNITY PARTNERSHIPS

One of the goals of our service-learning program is to establish strategic and sustainable partnerships in our local community. Our partnership with the local public school system is an important one. Curricular service-learning activities place a considerable number of our students in the schools for a short-term service experience. Typically, these students support the after-school tutoring initiatives in local elementary schools, committing up to 20 hours of service during a semester. Although these hours add up to a significant contribution to the school system, the short-term nature of the service and the large number of schools at which our students are placed limit the depth of our impact in the schools. Through strategic placement of community service FWS students with two local elementary schools, each populated with many high-risk students, we are having a more significant impact. We decided to focus all our community service FWS efforts on tutoring in these schools, for two reasons: first, the need is compelling, and second, program management is more efficient with a limited scope. Supported by the College Financial Aid program, we work with a budget sufficient to hire 12-14 work-study students. This budget represents 15% of FWS dollars available to the college, more than double the 7% required for community service purposes. In our fourth year in partnership these two schools, our contribution is highly valued by the principals, teachers, and staff. Christine Vandiver-Tate, Principal of Walter G. Byers Elementary School, recently noted, "The CPCC partnership has had a major impact on student achievement. The support that they give is immeasurable."

PROGRAM MANAGEMENT STRATEGIES

Although we are continuously assessing and fine-tuning our community service FWS program, we have developed a few principles that have proven to be effective: we conduct a rigorous and selective hiring process; we look for genuine expression of student interest in children, reading, and education; and we create expectations for high standards of workplace professionalism.

Recruitment and Hiring

We begin the annual cycle each year with a selective recruitment and hiring process. Eligibility criteria require that students have completed at least 12 credit hours of coursework with a minimum 3.0 GPA; this requirement helps us identify students who have demonstrated the ability to succeed in their academic coursework, increasing the likelihood that they will be able to maintain good grades while working and thus

reducing turnover in the tutoring positions in the schools. The Financial Aid office provides us with the mailing list for all eligible students. We mail these students a flyer inviting them to a mandatory pre-application interest meeting; the flyer includes text and images focused on teaching children to read in a public school environment. The interest meeting is conducted by Service-Learning staff, and, to the greatest extent possible, we involve tutoring coordinators from our partnering schools in the interest meeting and the interviews. We consider this meeting an important opportunity to congratulate the students on being among our "best and brightest"; explain the application, interview, and hiring process; describe a typical work day as a work-study tutor; clarify working relationships between the Service-Learning office, the tutoring coordinators at the partnering schools, and the Financial Aid office; and establish high expectations for the program.

Orientation and Ongoing Support for Students

Supporting and managing student employees who work off-campus is one of the challenges in effectively running a community service FWS program. The partnership between the College and the school hinges on an effective working relationship and regular communications between the Service-Learning office and the elementary school volunteer coordinator. Without those "eyes and ears" at the school, we cannot be aware of the successes or the challenges that our students bring to their work. In an effort to enhance this critical relationship, we conduct an orientation for the students we hire, reaffirming our high expectations of our students, and reviewing important documentation and procedures that they are expected to follow. Service-Learning staff participate in another on-site orientation conducted by the school volunteer coordinator and the literacy specialist. And, through the year, we communicate with the volunteer coordinator and visit the schools when possible.

Training and Reflection

Training for our work-study tutors is conducted by the literacy specialists at the elementary schools. As the program grows, we hope to support our work-study students with additional training and enrichment opportunities by sponsoring workshops and supporting conference travel. We also believe the program is strengthened by gathering the work-study students for reflection meetings during the year. These meetings are designed to further build camaraderie and pride in the program, to reflect on the experiences that instill a sense of pride in having an impact on children's lives, and to discuss the relevance of this work to the educational and career goals of our own students.

CONCLUSION

The Community Service FWS program at CPCC is considered a cornerstone of the Service-Learning program. With appropriate attention to selection, placement, and support of our students and our community partners, the program has become one that serves to develop sustainable partnerships, and to engender student success in their education, and in their career.

Take the Lead: A Transformative Leadership Series at Oberlin College

Oberlin designated 23% of its FWS funds to community service in 2004-05, engaging 175 undergraduates in service with 23 nonprofit agencies. "Take the Lead: A Transformative Leadership Series" is a series of monthly trainings for students to learn how to be more effective leaders. The series is offered jointly for all students who are working or serving in the community, including community service FWS students, leaders in student organizations, Bonner Scholars, athletes, mentors, and AmeriCorps students.

OBERLIN COLLEGE

Linda Arbogast Center for Service and Learning

Oberlin College is a liberal arts college founded in 1833 with an enrollment of approximately 2,800 undergraduate students. Oberlin was the first coeducational college in the United States and the first to make the education of white and African American students together central to its mission. Oberlin designated 23% of its Federal Work-Study (FWS) funds to community service in 2004-05, engaging 175 undergraduates in service with 23 nonprofit agencies. Overall, 55% of Oberlin students take part in service during college. In 2004, Oberlin was awarded a Learn and Serve America grant for the primary purpose of strengthening the infrastructure of its community service Work-Study Program (CSWSP).

LEADERSHIP TRAINING FOR STUDENTS

"Take the Lead: A Transformative Leadership Series" is a series of monthly trainings that give students an opportunity to learn how to be more effective leaders. The

sessions meet the needs of different Oberlin College offices and programs because the series is offered jointly for all students who are working or serving in the community. Community service FWS students are required to attend, while students in many other programs are encouraged to attend. These include leaders in student organizations, Bonner Scholars, Peer Liaisons through Academic Services, Athletes, Oberlin College mentors, and the AmeriCorps Learning and Labor Program, to name a few. Each month, faculty or staff from Oberlin sponsor one training session and either present the topic themselves or bring in outside experts in the field. The sessions last approximately an hour and a half and cover a variety of topics pertinent to student leadership.

Why “Take The Lead” Was Created

As the Program Director for the Community Service Work-Study Program, I am responsible for developing leadership training for student participants in CSWSP. Our 175 CSWSP students must be prepared in a number of ways to work off-campus, serving the needs of the town of Oberlin as well as the broader needs of Lorain County, where Oberlin is located. It is the philosophy of the Center for Service and Learning, where CSWSP is housed, that students should understand the region where they will be working, both socially and environmentally. They also need a basic understanding of professionalism and the specific requirements of the CSWSP. I attempt to meet these needs during a half-day orientation program for the students early in the fall semester. Each of the 23 agencies where CSWSP students serve also conducts an on-site orientation specific to the mission of their agency for the FWS students they hire each semester. Having gained a basic understanding of the community and the local agencies, we also want students to understand their role as representatives, or even ambassadors, of the college. They must begin to see themselves as student leaders and, as a result, need ongoing training and reflection time to process their new roles.

How the Series Was Organized

I began by organizing leadership development sessions myself, calling on people from other departments as necessary. In doing this, I realized that other departments were also developing similar sessions for their student leaders. The series could benefit other departments that wanted to offer high quality training to their students, but didn’t have either the time or the resources to do it alone. A meeting was organized to talk about joint student leadership training. We invited people from various departments who offer some type of training to students. At the meeting, staff members and faculty interested in student leadership issues proposed topics that they would be willing to present to the students. A selection committee of the three primary

organizers of the series chose the topics and scheduled the year-long series. A brochure outlining the sessions was created and distributed campus-wide. At Oberlin, students identify as “activists” much more frequently than they do as “leaders,” and can even be uncomfortable with the concept of “leader.” The brochure that outlines the series is careful to indicate that the trainings apply to student activists as well as student leaders.

THE LEADERSHIP WORKSHOP SERIES

In the first year we held six leadership trainings. With one exception (noted below), all sessions were led by Oberlin College staff and/or faculty. Topics included the following:

Community Building

Participants learned different perspectives on community building. A panel of individuals from the Oberlin community working in education, health, small business, and faith-based sectors talked about their roles in strengthening the community. Panelists suggested strategies for the students to get involved during their four years in the town of Oberlin.

Conflict Resolution and Communication

This session was led by Leah Wing of Amherst College, who is a professor of legal studies. Dr. Wing described an approach to mediation training and intervention that incorporated a social justice lens. Theory and practice was discussed, enabling students to leave the workshop with hands-on tools for how to resolve conflict and communicate more effectively.

Mentorship

This workshop outlined the concept of mentoring, provided attendees with strategies to make the most of a mentoring relationship, and helped students develop their own mentoring skills.

Group Process

Participants were introduced to group process and dynamics. Topics related to group life were examined including functions, roles, communication, and leadership.

Effective Teamwork

The focus of this session was to learn how to maximize collaborative decision making and mobilize group energy for effective action.

Balance and Boundaries

This workshop helped students balance and connect academics, extracurricular activities, and career explorations. It discussed how the typical "overcommitted" Oberlin student can prioritize commitments.

LESSONS LEARNED AND FUTURE PLANS

The significant things we learned from the first year are:

- We need to standardize evaluations of the sessions so we are better able to assess the overall series at the end of the year.
- We need to vary the times of the sessions so that they can appeal to a broader spectrum of students.
- It is critical to keep the series as high profile as possible. This means advertising it heavily at the beginning of fall and spring semesters. Effective advertising includes brochures, flyers, on-line events calendar announcements, and banners in the student union.
- Since some students are *required* to attend (e.g., Bonner Scholars and CSWSP students) and others *encouraged*, it is important to keep a sign-in sheet that clarifies what program the students are in, if any.
- Sessions should be scheduled during times that don't conflict with other important events on campus, including mid terms and finals, reading periods, religious holidays, and convocation speakers.
- Whenever possible, snacks and other refreshments are a nice touch and add incentive for students.

We continue to improve the program each year. Next year we plan to create an additional incentive for students who attend all the sessions, such as a framed certificate, a gift certificate to the bookstore, or a dinner event where the students are

recognized. Our goal is to get more departments and programs involved, thereby expanding the number and type of students who attend the series.

Beginning Leadership: FWS and Student Leaders at Linn-Benton Community College

Linn-Benton Community College's Department of Student Life and Leadership includes several student organizations that offer students a year-long student leadership program. One of these, the Student Ambassadors, are primarily Federal Work-Study students. Ambassadors participate in a service-learning student leadership program in addition to receiving job-specific training. This includes participating in a one-credit class titled EDU 207: Beginning Leadership. The class was designed for student leaders and focuses on critical reflective thinking and personal and civic responsibility

LINN-BENTON COMMUNITY COLLEGE

Ann-Marie Yacobucci,
Student Activities Coordinator
Department of Student Life and Leadership

ABOUT LINN-BENTON

Linn-Benton Community College (LBCC) is located in the heart of Oregon's Willamette Valley, two miles south of Albany, Oregon, and 11 miles east of Corvallis. LBCC ranks 5th out of the 17 community colleges in Oregon in terms of student enrollment. In 2005-2006, 23,821 individuals took at least one class at LBCC. Of these, 24% attended full time, 33% attended part time, and 43% were taking noncredit classes only.

STUDENT LEADERSHIP PROGRAMS

LBCC's Department of Student Life and Leadership includes several student organizations that offer students a year-long student leadership program. The Student Ambassadors, Associated Student Government, Student Programming Board, and Multicultural Center Program Assistants each provide distinctive services to the Linn-

Benton student body, and often join forces to serve the greater community. All of the students, with the exception of the Student Ambassadors, earn tuition grants for their service. The Student Ambassador Program employs eight students, three of whom are part-time employees of the college. The remaining five positions are reserved for students paid through Federal Work-Study (FWS).

STUDENTS IN SERVICE

Student Life and Leadership's Service-Learning program has evolved over time and changes to meet the unique needs of today's community college students while striving to meet the identified needs of our community. Each term, we ask our student leaders to think critically about the role they play as engaged citizens within our community and to work collaboratively with community members though direct service, advocacy, and capacity building. In turn, students identify community needs and participate in efforts to meet those needs.

The amount of time required of student leaders is about 30 hours per term. At least half of the required time is spent on direct service, while the rest is for leadership training and programming responsibilities. Examples of service initiatives undertaken by the Student Ambassadors and other student leaders include the OXFAM Hunger Banquet, food drives for local food banks, working at local soup kitchens, activities in support of alternative community food resources, beach clean-ups, beautification projects at local schools, and developing a mentoring program with a local middle school.

STUDENT AMBASSADORS

Through the Student Ambassador Program, students represent the college both on campus and in the community, gain valuable leadership skills, and experience the value of civic engagement. While working in the Student Contact Center, Ambassadors personally contact new, degree-seeking students every term. The purpose of the program is to provide information and support to new students to promote college success.

The Student Ambassadors also play a lead role in new student orientations. Ambassadors provide an informative presentation and campus tour to new students each term. This opportunity allows Ambassadors to be of assistance to new students while improving their public speaking skills. In addition, the Ambassadors lead general campus tours; visit high schools; staff information booths at local events; and plan

projects to assist the college's outreach, recruitment and retention efforts. Student Ambassadors know the college inside and out, and are a great resource for students and our community.

Civic engagement and service-learning are essential to the student leadership program at LBCC and have become an important focus of the Student Ambassador Program. Student Ambassadors plan and participate in community-based projects. Examples include "Into the Streets," in which ambassadors lead student volunteers into the community to help address housing, hunger, and other issues; the "Project Pageturner" literacy program, in which local elementary school students are invited to the college for a story hour; and the "Day of Silence," a student-led day of action for those who support making anti-LGBT bias unacceptable in schools.

SERVICE-LEARNING LEADERSHIP COURSE

The Student Ambassadors' service projects are not only a way for LBCC to give back to the local communities, but are also a great way for students to explore important social issues in a meaningful way. Building on the concept that community colleges should be fully integrated with the communities they serve, Ambassadors participate in a service-learning student leadership program in addition to receiving job-specific training.

Each term, the Student Ambassadors participate in a one-credit class titled *EDU 207: Beginning Leadership.* The class was designed for students involved in Student Life and Leadership, and focuses on critical reflective thinking, as well as personal and civic responsibility. Through participation in community service projects and related seminar activities, students gain the skills necessary to play a leadership role in the community.

CONCLUSION

Largely due to Federal Work-Study funding, the Student Ambassador Program has become an indispensable resource for the college and community. The Student Ambassadors contribute to their community, form beneficial relationships with peers and community members, and acquire vital leadership skills such as critical thinking and problem solving. As a result, we are creating leaders, building partnerships with community organizations, and increasing the public's awareness of the programs and services provided by Linn-Benton Community College.

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APPENDIXES

- **COMMUNITY SERVICE WORK-STUDY REPORT** Prepared by Erin Bowley & Marsha Adler for Campus Compact and The Corporation for National and Community Service

https://live-campus-compact-dpl.pantheonsite.io/sites/default/files/2022-07/COMMUNITY-SERVICE-WORK-STUDY-REPORT.pdf

- **To serve the college or the community? Results from a Study on Community Service Federal Work-Study**
  https://live-campus-compact-dpl.pantheonsite.io/sites/default/files/2022-07/to_serve_the_college_or_the_community.pdf