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**PRELIMINARY FINDINGS FROM THE FIPSE PROJECT
AT BARNARD COLLEGE OF COLUMBIA UNIVERSITY**

**"Evaluating Community Service Internships"
February 1993**

L. Michelle Tullier, Ph.D., FIPSE Project Director
Barnard College • Office of Career Services
3009 Broadway • New York, NY 10027
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"Evaluating Community Service Internships," a research project at Barnard College of Columbia University, began in August 1991 funded by a two-year grant from FIPSE. The primary purpose of the study is to evaluate the short- and long-term effects that various types of community service experiences have on college students' attitudes toward, and commitment to, service, as well as on their academic performance and subsequent career choices. A secondary focus of the project is to establish a manageable system for longitudinal evaluation. Such a system not only allows for measuring long-term effects of Barnard's programs but also offers potential for replication by other institutions of higher education which have service-learning, internship, or volunteer programs.

The study focuses on two internship programs administered from 1989 to 1992 through Barnard's Office of Career Services and funded by grants from the Charles A. Dana and Ford Foundations. The Dana grant enabled students on financial aid to receive hourly wages of \$7.00 for their work during the academic year in community service organizations which typically could not afford to pay interns. The Ford interns were paid \$2,000 for a summer internship in public service. Dana and Ford interns have worked in a wide range of service-oriented organizations in such areas as social service, health care, environmental issues, legal services, education, and government.

In order to identify the effects that these experiences have on students, the Barnard FIPSE project surveyed all current Barnard sophomores, juniors, and seniors as well as alumnae from the three most recent classes during the first year of the study. A follow-up study of respondents is in process during this second year. Because approximately 2500 students and alumnae were surveyed and over 1100 completed questionnaires received to date, the data contains information on not only former Dana and Ford interns, but also their classmates who have had a variety of

internship, employment, and volunteer experiences during their college years. To compare the effects of these experiences, each respondent was assigned to one of four comparison groups based on the nature of the majority of all their college experiences (including volunteering, internships, part-time jobs, and campus organizations). The resulting groups were: (1) Dana and Ford interns (i.e. paid community-service); (2) paid community-service not through the Dana or Ford programs, (3) non-paid community service; (4) paid or non-paid private sector/non-service-oriented experience.

The attitudes, commitment, career choices, and grade point averages (GPAs) of students in these groups were compared to identify the factors that may effect these outcomes. The factors hypothesized to influence these outcome variables are: (1) student characteristics -- including demographics, family history of volunteerism, and religious affiliation; and (2) the nature of the community service experience -- including the extent and type of job duties and whether the student was paid or volunteer. The data analysis was designed to answer the following principle questions:

- Do student characteristics or the internship experiences themselves have more of an impact on students' attitudes and choices concerning community service?
- Does it make a difference to pay students to do community service? Does participation in paid internships inculcate a positive view of community service and more of a willingness to contribute to the public good?

Preliminary analysis from the first year's survey indicates the following:

- Student characteristics did not affect the outcomes. Such factors as religious background, family history of volunteerism, race/ethnicity, parents' income, and the students' own history of community service prior to college did not affect subsequent attitudes, commitment, or choices.
- There were no significant differences between the comparison groups regarding the rate of change of students' GPAs pre- and post internship experience. Among the Dana/Ford group in particular, holding these internships did not adversely affect students' GPAs. Seventy-five percent of this group reported no change in GPA after their internship, 22% reported an increase, and only 3% experienced a decrease. Along with this finding, it is important to note that 65% of the Dana/Ford group reported that being paid as interns enabled them not to have to hold a paid, part-time job in addition to the internship. Any inference that the Dana/Ford grants enabled

students to devote more time to their studies, thus maintaining or improving their GPAs must be made with caution, however. The non-paid community service group also reported no significant decrease in GPA and many of those students had held paid, part-time jobs in addition to their internship or volunteer work. Further analysis will investigate any correlation between paid internships with no additional employment and subsequent academic performance.

- The financial aid provided by the Dana and Ford Foundations was a significant factor in the students' experiences in that it enabled the majority of them to perform community service work which they could not have afforded to do on a volunteer basis. In addition, the sponsoring organizations which employed the students as interns would not have had the resources to pay the students without the grants.

- Paying students for their community service work did not appear to make a difference, however, in regards to their attitudinal or career choice outcomes. When comparing the Dana/Ford group with those whose service during college had been on a volunteer basis, there were no significant differences in the alumnae's attitudes or commitment toward service or in their rate of choosing service-oriented careers. In other words, paying students a salary for their service was not a causal factor in inculcating long-term commitment to service.

- The most significant factor in students' attitudes toward, and commitment to, service was the nature of the internship experience. Alumnae who had held Dana or Ford community service internships during college were more likely to be employed in service-oriented career fields than were all other comparison groups. In identifying the factors that may have led to this result, we were able to rule out student characteristics (i.e. the self-selection/predisposition factor) as well as the fact that these interns were paid, since other analysis had determined this factor to be insignificant.

This last finding may be attributed tentatively to the unique nature of the Dana and Ford internships in which students are given tasks requiring high levels of responsibility and spend at least 10 to 15 hours per week at their internship site. Anecdotal information provided by students in their evaluations of these experiences reveals that interns were given entire projects to manage or other professional level tasks. Students often referred to themselves by job titles such as "Hotline Coordinator" or "Programs Coordinator" instead of "Intern" or "Volunteer." Such an experience may have led them to view community service as a potential professional career, not just as "doing a little volunteer work."

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Barnard College • Columbia University • 3009 Broadway • New York, NY 10027-6598



Fax Transmission Cover Sheet

To: Jina Sanone Date: 4/5/93From: Michelle TullierBarnard Fax #: (212) 854-7491 Sender's Telephone #: 212/854-2033Number of pages (including this cover sheet): 4*Please enter outgoing fax number in the appropriate box below:*

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Office of Career Services
(212) 854-2033

Jina Sanone
Office of National Service
Old Executive Office Building
Washington, DC 20501

April 5, 1993

Dear Jina:

Enclosed is information to supplement the FIPSE research report I faxed to you on Friday. As you requested, I am now sending some background information on the Dana and Ford Internship Programs, which are the focus of the FIPSE study. This report is an excerpt from the original proposal for our FIPSE grant submitted in 1991, but all information on the Dana and Ford programs is still relevant. The overview describes the ways in which Barnard has provided financial aid for students' community service involvement, and therefore may be helpful in your efforts to gather information on such programs for Clinton's National Service initiatives.

I plan to be in Washington on Monday, April 12 and am arranging to meet with Jay Donahue at FIPSE regarding the future direction of my research. It occurred to me that it would be helpful to talk with you or another staffperson in your office briefly for input as well. I would specifically like to hear any questions your office has regarding the ways in which colleges or service organizations can design positive and valuable experiences for student participants.

The two-year grant from FIPSE which is funding my study ends in December of this year. Jay Donahue has indicated that continuation of this project would be valuable since this sort of study is somewhat unique, and he has encouraged me to present a proposal to them for a new grant next year. There is very little research on the short- and long-term effects that various types of service experiences have on students' commitment to, and attitudes toward, community service. If this study is to continue, I believe it is essential that the research we conduct be relevant for service programs and colleges nationwide and be informative for the Office of National Service, so if you could fit me into your schedule that day, I would appreciate the opportunity to come by for a brief meeting.

I will call to see if we can arrange to meet. In the meantime, let me know if there is any additional information you need.

Sincerely,

L. Michelle Tullier, Ph.D.

An Overview of Barnard College and its Commitment to Student Community Service Participation

1991

Barnard College was founded in 1889 as an independent undergraduate college for women. The College is affiliated with Columbia University but is governed by its own board of trustees, president, and faculty and maintains its own admissions standards, curriculum, degree requirements, endowment, operating budget, and physical plant.

Barnard enrolls approximately 2,100 women each year and has 160 full- and 100 part-time faculty members. Nearly 40 percent of the geographically diverse student body consists of African-American, Asian-American, Latina, and Native American women. A majority of Barnard students receive some form of need-based financial aid; about 40 percent receive that aid directly from the College.

Barnard is unique in that its small size enables the College to be particularly responsive to the academic and personal needs of its students, yet Barnard women have full access to the rich academic offerings of Columbia University. Barnard's location in New York is advantageous as well, in that students may benefit from the unparalleled cultural resources of the city as an extension of the classroom.

Barnard College has a longstanding commitment to encouraging community service participation among its students. Though the liberal arts curriculum of the College does not allow for a service-learning component, nor for academic credit to be offered for work experience outside of the classroom, Barnard has provided a wide variety of opportunities for students, faculty and administrators to contribute to the larger community in which they live. These varied programs include, for example, "Students Helping Students," in which students have served since 1989 as volunteer tutors in reading, science and mathematics in a New York City elementary school, junior high school, and high school. The College has also participated, with a consortium of other schools, in New York State's Liberty Program since 1989. Through this effort, Barnard works with some of the most at-risk seventh and eighth grade students in our local Community School District 3. In a wide variety of other service activities, Barnard students help the elderly, aid the homeless, and work to preserve the environment.

Barnard College's commitment to community service participation among its students is also found in two internship programs the college recently offered with the support of grants from the Charles A. Dana Foundation and the Ford Foundation. An evaluation of these programs' effects on student participants is currently the focus of a research project funded by FIPSE (The Fund for the Improvement of Postsecondary Education, a division of the U.S. Department of Education) and administered by Dr. Michelle Tullier in Barnard's Office of Career Services.

The Dana Internship program, administered by the Office of Career Services, began in the 1988-89 academic year and will end at the conclusion of the 1992-93 school year. This program has provided paid internships of up to \$2500 a year (typically paying \$7.50 per hour) to approximately 90 financial aid-eligible students during the school year. Though the program does not stipulate that the internships be service-oriented, the majority are of such a nature. Organizations in the not-for-profit sector which have sponsored Dana interns include: Harlem Hospital, Manhattan Community Board No. 4, New York League for Early Learning, Children's Television Workshop, the N.A.A.C.P., and the Environmental Defense Fund. Interns' responsibilities have ranged from administrative duties to professional level tasks such as program development, public relations, writing and editing, and interaction with clients and patients. By providing paid internships, the Dana program makes community service feasible for students who would not normally be able to take on these projects as volunteers.

The Ford grants, offered by Barnard's Office of Career Services for the summers of 1989, 1990, and 1991, supported a related program of internships which encouraged both public service and the pursuit of scholarly research. This program linked public service to the Barnard curriculum, not by giving academic credit for community service work, but by encouraging substantive research that grows naturally out of service. In administering the program, the Office of Career Services identified organizations in which students would be provided educationally meaningful work and service experiences. Many Ford interns applied the knowledge gained from their service experiences to the writing of their senior theses or in conducting independent research under the supervision and guidance of Barnard faculty. Unlike the Dana program, Ford grants were not limited to students on financial aid. The approximately ten Ford interns per summer were each paid up to \$2000 for their public service internship and research.

Internship sites for Ford grant recipients included, for example: Art Education for the Blind (New York); NYC Department of Health Aids Hotline; Project AHEAD of the Chinatown Health Clinic (New York); Guatamala News and Information Bureau (Oakland, CA); The Summerbridge Program for at-risk public school children (New Orleans, LA.); and the California Child Care Resource and Referral Network (Sacramento).

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Message: FIPSE research report you requested
Will send more info. on Monday.

-MT

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Referred to: Tina Sanone

From: Michelle Tullier

for reply
for recommendation
for appropriate action
for your information
for suggestions as to reply
to note and return
in accordance with your request
to file

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Office of Career Services
(212) 854-2033

Eli Segal
Director
Office of National Service
Old Executive Office Building
Washington, DC 20501-0001

April 16, 1993

Dear Mr. Segal:

I would like to make you aware of a very informative meeting I had recently with Jina Sanone to discuss the ways in which my FIPSE grant research at Barnard College could be of use to your office. I'm sure Jina will be relaying to you or other staffmembers any information she considers pertinent, but I wanted to bring to your attention the substance of our conversation.

Jina had contacted me recently as part of her efforts to identify colleges with service programs having a financial aid component. From 1988 to 1992, Barnard's Office of Career Services was able to offer paid internships in the not-for-profit sector through grants from the Charles A. Dana and Ford Foundations. The research I am conducting with the FIPSE grant is evaluating the short- and long-term effects of these and other community service experiences on Barnard students and alumnae.

As I plan the future course of this research for the remainder of this grant period and in a proposal for next year, I want to ensure that the study addresses issues relevant to the national service efforts, so I saw this contact from Jina as an opportunity to learn more about the activities of your office. I happened to be in Washington this past week, so I met with Jina to discuss these matters.

The aspects of my study which we identified as most relevant to the National Service Project are:

- I have been, and will continue, investigating the question of whether students are more interested in engaging in service for monetary rewards or because they wish to contribute to society.
- My most interesting finding to date is that students who served as Dana interns were more likely to pursue service-oriented careers after graduation and had not been "predisposed" to do so before the internship. I will continue to try to identify which features of a service experience may inculcate this commitment to

community service in students who may have originally sought the work "just for the money."

- The evaluation procedures, specifically the questionnaires, which I have designed could be of some use when your office reaches the stage of planning evaluation of the programs beginning this fall.

My primary reasons for writing you are: 1) To let you know that I plan to keep in touch with Jina or other appropriate members of your staff with updates on any research findings relevant to National Service; and,

2) To request that I have the opportunity to talk with those assigned the task of monitoring the outcomes of the national service programs. There is very little research being conducted on the topics the Barnard study is addressing. The large-scale nature of President Clinton's National Service project means the potential for an outstanding pool of data from which we could learn how to encourage life-long commitment to community service among college students. I am excited by the prospect of contributing in whatever small way I could as the evaluation and research efforts are being designed. Jina agreed that my input could be of some value and said that she would contact me when the project reaches the evaluation-planning stage.

I wish you well in your efforts to implement the President's vision of national service. It is certainly a much needed program. I look forward to keeping in touch with your office.

Sincerely,



L. Michelle Tullier, Ph.D.

encl.

cc: Jina Sanone ✓
Jay Donahue, FIPSE

BARNARD

Barnard College • Columbia University • 3009 Broadway • New York, NY 10027-6598



Office of Career Services
(212) 854-2033

Jina Sanone
Office of National Service
Old Executive Office Building
Washington, DC 20501-0001

April 13, 1993

Dear Jina:

I appreciate your taking the time to meet with me yesterday while I was in Washington. The information you provided on the national service project will undoubtedly be helpful as I plan the future course of my research. It was useful to get a sense of the Office's priorities, as well as the questions you've identified regarding student participation in service. I'm looking forward to planning research that addresses these issues.

As we discussed, I hope to keep in touch with you or other National Service staff, particularly when you reach the stage of planning evaluation procedures. I will also keep you apprised of any new developments in my research findings that could be relevant to your office.

Thanks again for your time. I enjoyed meeting you.

Sincerely,

Michelle Tullier

CALVIN ALUMNI ASSOCIATION SCHOLARSHIPS AND GRANTS

1993 Programs

Approved by the Alumni Association Board, 10/23/92

The Alumni Association Board will allocate \$41,500 from the 1993 Association budget for alumni-sponsored scholarships and grants. (This amount constitutes no change from the 1992 allotment.) These monies would be distributed among five programs:

Program 1: Alumni Association Volunteerism Scholarships. \$8,400 will be available for six upper-division college students (\$1,400 each) on the basis of an application and interviews as in the past. The college students are judged primarily on volunteerism.

Program 2: Alumni Chapter Scholarships. \$12,000 will be available to alumni chapters on a matching dollar-for-dollar basis. For every dollar raised by an alumni chapter, the Association would match it with a dollar from the Association budget. There are qualifications: a \$1,500 maximum limit per chapter per year; and as soon as the \$12,000 allocated for these chapter scholarships has been claimed, no more will be made available for 1993. Any unused \$600 portions in this program will be shifted to Program #3; unused portions under \$600 return to the General Fund. Matching funds must be requested by the first business day of May.

Program 3: Alumni Association Grants. Director of Financial Aid Wayne Hubers will disperse \$9,600 on behalf of the Alumni Association to incoming freshmen in areas not served by alumni chapters. For 1993, this amount of money allows for 16 scholarships of \$600 each. States/provinces that should take priority for 1993 (because of numbers of alumni and the absence of local chapter scholarships) are: Michigan (except Kalamazoo area), Ontario, Arizona, Washington, Ohio, Central California, Maryland/Virginia (Wash., D.C. area), Minnesota, and Alberta. The Financial Aid Office is not limited to these areas, but ought to look at them first.

Program 4: Alumni Association Grants for Minority Students. \$6,000 will be allocated for scholarships of \$500 - \$1,000 for minority students at Calvin College. Some of the monies should go to incoming freshman; others to upper-division students. Director of Financial Aid Wayne Hubers will dispense the awards as he views the needs of applicants.

Program 5: Alumni Association International Scholarships. The Association pledges to fund up to five (5) \$1,100 academic scholarships to new international students for 1993-94. The college will provide renewable funds for these international students if a 2.60 cumulative GPA is maintained. It is the understanding of the Association that these awards will go to native peoples of the lands they inhabit (rather than foreign nationals).

Title: Six Receive Volunteerism Scholarships

The Calvin Alumni Association Board awarded \$1,400 scholarships to Calvin students in February primarily on the basis of their volunteer activities. Freshmen, sophomores, and juniors were eligible to apply, and the selection committee had a difficult time choosing the final six.

This year's recipients are **Marian Antjes** (Wellandport, ON); **Lori Besteman** (Kalamazoo, MI); **Sarah De Mey** (Grand Rapids); **Jennifer Gillenwater** (Level Green, PA); **Tim Lieuwen** (Cincinnati, OH); and **Jonathan Vander Brug** (Grand Rapids).

"What an inspiration to interview these outstanding Christian young people," comments Board President-Elect **Janice Vandenbosch Veenstra**, '65, chairperson of the scholarship selection committee.

"I wish every alum of Calvin could have the experience of talking with these students. No one could have any doubt about the importance of the Christ-centered education that Calvin provides," adds Alumni Board Executive Director **Mike Van Denend**, '78.

Marian Antjes has spent over 150 hours in 1992 as a Big Sister through the Student Volunteer Service, and coordinated the program fall semester. She's also assisted the elderly at the Allen Manor Senior Housing facility.

Lori Besteman is a horse lover, so one of the ways she found to serve others is through the Equine Center for Therapeutic Riding where she shared her knowledge and skill with physically- and mentally-challenged children to improve their self-esteem, balance, and muscle coordination.

Sarah De Mey wants to be a teacher and she's already showing Christ's love by volunteering in classrooms across the city. Campau Park School principal James Swanlund says Sarah is "currently involved in bringing some of our high needs students to a nursing home so these kids can help others less fortunate than themselves --- just like it says in Matthew 25."

Jennifer Gillenwater has been instrumental in the efforts of C.O.L.O.R.S. (Christian Organized with a Love Of Racial Sensitivity), culminating in racial awareness skits presented during Interim this January.

Tim Lieuwen has been active in his own community of Cincinnati, working with troubled youth. His supervisor told the Alumni Board that Tim "was an excellent volunteer because he is a young man who lives out his Christian convictions."

Jonathan Vander Brug's involvement in community programs is impressive. He has already been appointed by the mayor of Grand Rapids to the Community Development Citizens' Committee and is on the Board of Heartside Ministries. Wait until he graduates!

Calvin alumni who contribute to the annual request of the Alumni Association for funds provide the money which makes these scholarships possible.

What things have you learned from your volunteer experiences? _____

How do your volunteer experiences relate to your life/career goals? _____

Signature of student _____ Date _____

SCHOLARSHIP RECOMMENDATION FORM

PART I - To be completed by the student

Candidate's name _____ Class level *next* year _____

PART II - To be completed by a professor or a mentor--organization leader, supervisor, pastor, etc.

The following form is to be used in recommending a student for a Calvin Alumni Association Volunteerism Scholarship. If you prefer to write a letter, please use the reverse side.

How long have you known the candidate? _____

How do you know him/her? _____

Do you feel qualified to judge the volunteerism and personal credentials of the candidate? ____
If not, you need not continue. Please advise the candidate that you cannot complete this recommendation. Thank you.

These scholarships are awarded by the Calvin Alumni Association to Calvin sophomores and juniors **who have been active in volunteer work** on or off campus through membership and involvement in student or community organizations (where payment for services is minimal or nonexistent). A grade point average of 2.50 is another qualification.

Based on these criteria, describe the candidate's volunteer activity, character, and--if possible--Christian commitment, to the best of your knowledge: _____

Name _____ Title _____

The Association has ____ does not have ____ my permission to share this recommendation with the candidate (please check one).

Signature _____ Date _____ Phone number: (____) _____

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CALVIN

Calvin College Stewardship Award

Information and Application Form

The Calvin College Stewardship Award is intended to encourage students in the use of their time and talents in service to God and others. This notion of stewardship is clearly related to Calvin's goal and mission:

Calvin College aims to provide an education that is Christian and is shaped by the Christian faith as reflected in the Reformed standards...It is in this setting of Christian commitment that the college seeks to promote sound scholarship, earnest effort, and an obligation to use one's talents fully in response to a divine calling.

The end of such Christian commitment is the Christian life. Informed and mature Christian faith calls for a life of action and involvement. It seeks personal piety, integrity, and social responsibility. It recognizes that service to God and to others is possible and necessary in all professions and all walks of life. It asserts that the life of Christian service must be lived now.

Selection Criteria:

Students admitted as freshmen or transfers for the 1993-94 academic year are eligible to apply for a Calvin College Stewardship Award. Applicants must demonstrate evidence of stewardship of specific gifts, talents and leadership abilities in at least three broad areas such as: music, art, drama, student government, school publications, school activities, church involvement, or community service. Applicants must also have a minimum grade point average of 3.2 and be academically in the top half of the entering freshman class. Selection is based on the student's motivation for using gifts, talents, and leadership abilities as well as the breadth of involvement.

Award Amount:

The award amount for the 1993-94 academic year is \$500. This is a one-time, non-renewable award.

Application Procedures and Deadline:

Applicants must submit this application and make arrangements to have the accompanying two recommendations completed by teachers, church pastors, or youth leaders who are able to comment on the student's gifts and the activities in which they are involved. All application and recommendation materials should be sent to the following address by February 1, 1993:

Office of Scholarships and Financial Aid
Calvin College
3201 Burton SE
Grand Rapids, MI 49546

Calvin College does not discriminate with regard to race, color, national origin, gender, or handicap.

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Award Amount:

The award amount for the 1993-94 academic year is \$500. This is a one-time, non-renewable award.

Application Procedures and Deadline:

Applicants must submit this application and make arrangements to have the accompanying two recommendations completed by teachers, church pastors, or youth leaders who are able to comment on the student's gifts and the activities in which they are involved. All application and recommendation materials should be sent to the following address by February 1, 1993:

Office of Scholarships and Financial Aid
Calvin College
3201 Burton SE
Grand Rapids, MI 49546

Calvin College does not discriminate with regard to race, color, national origin, gender, or handicap.

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CALVIN

Calvin College Stewardship Award

Information and Application Form

The Calvin College Stewardship Award is intended to encourage students in the use of their time and talents in service to God and others. This notion of stewardship is clearly related to Calvin's goal and mission:

Calvin College aims to provide an education that is Christian and is shaped by the Christian faith as reflected in the Reformed standards...It is in this setting of Christian commitment that the college seeks to promote sound scholarship, earnest effort, and an obligation to use one's talents fully in response to a divine calling.

The end of such Christian commitment is the Christian life. Informed and mature Christian faith calls for a life of action and involvement. It seeks personal piety, integrity, and social responsibility. It recognizes that service to God and to others is possible and necessary in all professions and all walks of life. It asserts that the life of Christian service must be lived now.

Selection Criteria:

Students admitted as freshmen or transfers for the 1993-94 academic year are eligible to apply for a Calvin College Stewardship Award. Applicants must demonstrate evidence of stewardship of specific gifts, talents and leadership abilities in at least three broad areas such as: music, art, drama, student government, school publications, school activities, church involvement, or community service. Applicants must also have a minimum grade point average of 3.2 and be academically in the top half of the entering freshman class. Selection is based on the student's motivation for using gifts, talents, and leadership abilities as well as the breadth of involvement.

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CALVIN WORK-STUDY PROGRAMS
APRIL 6, 1993
GROUP DISCUSSION REFLECTION QUESTIONS

1. INTRODUCTIONS
2. What have been some surprises in the experience?
3. How do you see the kids now versus when you started?
4. How do you see the school setting now versus when you started?
5. What have you learned about yourself?
6. Based on your experience how would you define what a community work-study experience is?

**COLLEGE WORK-STUDY PROGRAM AGREEMENT FORM
OFF-CAMPUS AGENCIES**

This agreement is entered into between Calvin College, hereinafter known as the "Institution", and Grand Rapids Public Schools, hereinafter known as the "Agency", a

 X public organization
 private nonprofit organization (within the meaning of that term as defined in section 172.2 (p) of the regulations governing the College Work-Study Program.)

JOB DESCRIPTIONS, NUMBER OF HOURS, PAY RATES, ETC.

Schedules to be attached to this agreement from time to time, bearing the signature of an authorized official of the Institution and of the Agency, will set forth brief descriptions of the work to be performed by students under this agreement, which work will satisfy the requirements set forth in subparagraph 1 below, the total number of students to be employed, the hourly rates of pay, and the total number of hours per week each student will be utilized, subject to the limitations set forth in subparagraph 2 below. These schedules will also state the total length of time the project is expected to run, the total percent, if any, of the non-Federal share of student compensation that the Agency will pay to the Institution, and the total percent, if any, of the cost of employer's payroll contributions to be borne by the Agency.

1. In accordance with the requirements of the Federal program, work to be performed under this agreement must be work in the public interest, which (1) will not result in the displacement of employed workers or impair existing contracts for services (2) will be governed by such conditions of employment, including compensation, as will be appropriate and reasonable in light of such factors as type of work performed, geographical region and proficiency of the employee, and (3) does not involve the construction, operation, or maintenance of so much of any facility as is used, or is to be used, for sectarian instruction or as a place for religious worship. Further, no project may involve political activity or work for any political party.
2. Under the Regulations, no student may perform work on any project under the Work-Study Program for more than 40 hours in any week.

Students will be made available to the Agency by the Institution for performance of specified work assignments. Students may be removed from work on a particular assignment or from the Agency by the Institution or the Agency. The Agency agrees that no student will be denied work or subjected to different treatment under this agreement on the ground of race, color, or national origin, and that it will comply with the provision of the Civil Rights Act of 1964 (P.L. 88-352; 78 Stat. 252) and Title IX of the Education Amendments of 1972 (P.L. 92-318) and the Regulations of the Department of Health, Education, and Welfare which implement that Act.

TRANSPORTATION ARRANGEMENTS

Check appropriate box:

- ☐ 1. Transportation for students to and from their work assignments will be provided by the Agency at its own expense and in a manner acceptable to the Institution.
- ☒ 2. Transportation for the students to and from their work assignments will be provided by the Institution at its own expense.
- ☐ 3. Transportation for students to and from their work assignments will not be provided by either the Institution or the Agency.

REGULATIONS GOVERNING THE CONTROL OF THE STUDENT

The Institution shall be deemed the employer for purposes of this agreement. It has the ultimate right to control and direct the services of students for the organization. It also has the responsibility to determine whether the students meet the eligibility requirements for employment under the college work-study program, to assign students to work for the organization, and to determine that the students do perform their work in fact. The Agency's right is limited to direction of the details and means by which the result is to be accomplished.

COMPENSATION TO THE STUDENT

Payment of compensation to students for work performed on a project under this Agreement and all payments due under applicable state or local workers' compensation laws, federal, and/or state social security laws, or other applicable laws, will be made by the Institution.

PAYMENT OF COSTS OF THE PROGRAM

At times agreed upon in writing, the Agency will pay to the Institution an amount calculated to cover the Agency's share of the compensation of students employed under this agreement.

For the Institution

Agency Authorizing Officer

Date

Title

Date

SUPPLEMENTAL SCHEDULE

Work to be performed: In structured programs and activities primarily
involving direct interaction with elementary age students by agreement with the
building principal. Typical activities will be classroom aiding, tutoring,
recreation leaders and after-school program leaders.

Approximate number of students to be employed 30

Hourly rate of pay \$4.50 Hours per week 3

Project to run from February 1, 1993 to May 12, 1993

Applicable only if disbursement of compensation to student is made by the Institution:
The Agency will pay to the Institution an amount equal to 10 percent of wages paid to the student.

Date _____

Institution

Agency

Institution Authorizing Officer

Agency Authorizing Officer

Dear Workstudy student,

During the past semester we have had good feedback on your work. Now, we would like to hear from you. Starting on the opposite page is a form we would like you to use to give us some feedback about your workstudy experience. We're interested in knowing how we can better serve students in this program.

We not only want to know about the process of getting involved with workstudy, but also what you gained or learned. We would like to be able to identify what is important about workstudy for students. The more information we have the better able we are to choose quality sites and to provide students with the most helpful information about these sites.

Thanks for your cooperation and have a great rest of the semester.

Please bring this form with you on Tues. April 6 at our reflection meeting.

The SVS Staff

Workstudy feedback to SVS

Background Information

1. Where did you work this semester?
2. Did you volunteer previous to this semester? _____ If so, list other jobs you have held through SVS.

Motivation

3. The following is a list of reasons students have given for participating. Please rate how strong these were for you by giving each a rating from 1 to 5. A "1" rating would mean that this wasn't a reason for you and a "5" would mean that this was a very important reason. Feel free to comment under each statement. Please list any reasons you had which you believe are not represented.

- a. I participated to help someone or meet a need. _____
- b. I viewed this program as a way to be involved in Christian service. _____
- c. I participated to get experience for a possible career. _____
- d. My reason for participating was for personal growth. _____
- e. I participated for enjoyment and a break from studies. _____
- f. I participated for a chance to earn some extra money. _____
- g. Other reasons _____

Satisfactions and Frustrations

4. What is the primary satisfaction you receive from this experience?
5. What is the biggest frustration you have with this experience?

6. Did you seek help with any problems you had from your coordinator or any school staff? If yes, please explain.

Satisfaction Ratings

7. How satisfied were you with the following? Rate on a scale of 1 to 5 with 1 being very unsatisfactory and 5 being very satisfactory. Feel free to comment on each rating.

- a. The amount of information you received before starting. _____
- b. The accuracy of the information you received about the program you were placed in. _____
- c. The amount of support given by the school in which you worked to help you be as effective as possible. _____
- d. The availability of support from your coordinator to help you be effective in your position. _____
- e. The type of work you did. _____
- f. The amount of work you were able to do _____

Reflective Questions

8. The following questions are designed to discover what students learn through workstudy. We would appreciate your taking a few extra minutes to thoughtfully answer these questions. Feel free to use an extra sheet of paper if you need it.

- a. In what ways did your experience fulfill or not fulfill your original expectations?

b. Was the type of program a good match for you? What did you learn about yourself? Your style of dealing with problems? Your personality? Your strengths? Your weaknesses?

c. How did this experience impact your faith? Strengthen it? Challenge it? Raise new questions?

d. Did your experience shed light or raise any questions about any of the courses you are presently or have recently taken? If so, please explain. If you are willing, list the names of the course(s).

e. Most of the programs involve working with disadvantaged people. What have you learned about the people that you worked with? What new insights do you have? What new questions do you have as a result?

f. Do you feel that this program should be continued? Why or why not?

g. Would you be interested in continuing with this program next year? Would you be interested in working in a different workstudy position?

h. What changes would you like to see in the program that you are presently involved in? What other types of opportunities would you like to see provided in other workstudy programs?

Other Comments

Please Bring this form along with you on Tuesday April 6 along with any other feedback or reflection. See you there!

**EVALUATION OF CALVIN COLLEGE WORKSTUDY PROGRAM
BY ELEMENTARY SCHOOL PRINCIPLE**

Date: _____

Your Name: _____

School: _____

of Calvin students involved in workstudy: _____

A. WORKSTUDY PROGRAM EVALUATION

Answer the following on the basis of:

1	2	3	4	5
strongly agree	mildly agree	neutral	mildly disagree	strongly disagree

agree - disagree

- | | |
|--|-----------|
| 1. SVS Workstudy students were faithful in attendance (punctual) and called in when unable to make it. | 1 2 3 4 5 |
| 2. I received appropriate people for this program from SVS. | 1 2 3 4 5 |
| 3. Workstudy students spent enough time here so as to be effective in helping my students. | 1 2 3 4 5 |
| 4. The workstudy students approached their work here with a positive and willing attitude toward the staff and students. | 1 2 3 4 5 |
| 5. The workstudy coordinator approached his/her work with a positive and willing attitude. | 1 2 3 4 5 |
| 6. There was adequate communication between me and the workstudy coordinator. | 1 2 3 4 5 |
| 7. I consider this workstudy program to be an asset to our school. | 1 2 3 4 5 |

-over-

8. Please comment on the following items:

a) Please list for us any particular strengths or weaknesses in our program. In particular we would appreciate comments on the quality of our communication with you and on the ways we can improve on the program.

b) By using the workstudy students we have been able to produce the following results:

c) Are you interested in continuing with this particular program next year? Do you have new ideas for different programs?

B. YOUR SCHOOL: SELF EXAMINATION

Please rate your own ability to perform the following on a scale of 1-high, to 5-low.

- | | |
|--|-----------|
| a) Availability to work with the workstudy coordinator on developing and keeping in touch with the program. | 1 2 3 4 5 |
| b) Providing adequate resources for students including workspace, materials, etc. | 1 2 3 4 5 |
| c) Supervision (including support and feedback).
-understanding that the workstudy coordinator is doing much of this already. | 1 2 3 4 5 |
| d) Recognition of volunteers. | 1 2 3 4 5 |

THANKS SO MUCH FOR YOUR TIME AND SUPPORT

Please return this form to your workstudy coordinator within the next week. They will pass it on to SVS.

Calvin College
Grand Rapids, Michigan

Federal Work-Study Program
Community Service Learning Program

Calvin College through their Service-Learning Center (formerly the Student Volunteer Service) is utilizing its award of reallocated FWS funds to begin implementing off-campus community service-learning work-study placements. Our goal is to expend 5% of our federal work-study allocation for community work-study placements in 1994-1995.

Our plan is to involve work-study students who are already employed in on-campus positions with a priority to involve students who have jobs which may not give them relevant experience for the kinds of employment opportunities they will be seeking after graduation. (ie. maintenance and food service) These students will have an opportunity to work up to three additional hours per week in an off-campus service site. In the second semester of 1992-1993, Calvin College placed 23 work-study students in one of five inner-city elementary schools.

Each school had a Calvin intern (paid for through the reallocation award) who worked with the building principal to identify needs and projects the students could do. Each school had a unique plan. In one of the schools, the work-study students carried out an after-school program in which children did arts and crafts, played games, and took the Red Cross babysitting course. In another school, work-study students came every noon hour and did structured recreational activities with each age group on a rotating basis. The work-study students in the other schools focused on tutoring and aiding classroom teachers.

We plan to continue the programs in these five schools in the fall. Although the intern was critical in establishing the program in each school, we believe the programs can be continued with one of the work-study students at each of the schools serving as a leader and liaison. We are planning to expand the program to additional sites during the second semester of 1993-1994, using interns to prepare sites and coordinate the students. In choosing additional sites we will be looking for places, like these schools, who need volunteer resources to serve needy

people, but who may not have a great deal of administrative resources to devote to coordinating the efforts of volunteers. We will also look for challenging places for students to serve in which they will have opportunities to learn, grow and develop.

Because we were on a tight time schedule and had interns who had experience in the schools they were working, we didn't begin our program with orientation and training. However, this would have been helpful in better preparing the students for their work and developing teamwork. Orientation and training will be part of the program in the fall. We did require each participant to give us written feedback and reflection on their experience. We also held a session for all of the participants in which they discussed some of the problems they were encountering and got some feedback and suggestions. We will continue to require this in the fall as the work-study students found this to be very helpful.

Attached are a few of the materials we used. Most of these will be revised for the fall of 1993.

For more information, contact Rhonda Berg at 616-957-6455.

Job Description
for
Mentor for Community Service-Learning Work Study Program

Objectives:

Support the student interns as needed to be successful in their roles.

Insure that participants in the program are receiving adequate structure and supervision.

Help to foster an environment for the participants in which they can learn and develop.

Provide feedback and advice to the SVS director concerning the general program structure and function.

Identify specific needs and problems and bring in assistance or resources.

Anticipated Activities:

Visit the school sites, observe, talk to school staff.

Meetings with the interns as individuals and/or with the group

Planning with interns for how to incorporate reflection into the experience

Group meetings with participants for orientation, reflection and feedback

Gather written feedback from participants and summarize results

Responsible to: SVS Director

Hours per week: 5 - 10

Salary: \$1500 for 15 weeks

General Job Description

for

Student Intern/Coordinator for Work-Study Program

Objective: To coordinate the activities at work-study placement sites to insure good experiences for work-study students and that real needs are being met at the site.

Responsibilities:

1. Coordinate with site staff. Serve as liason between site staff and SVS.
2. Plan the activities and services to be performed by work-study students in collaboration with site staff.
3. Insure that needed resources and facilities are available to work-study students.
4. Insure that there will be work or services to be performed by work-study students.
5. Monitor the quality of the program and give feedback to SVS.
6. Be present at the site at the same time as the work-study students. Supervise, if necessary the work-study students. Monitor work-study students performance, giving feedback and correction as necessary.
7. Assist project mentor in leading reflective sessions and help to make the experience one the work-study students will learn from.

Responsible to: Assigned Project Mentor

Hours per week: 10

Rate of Pay: \$6.50 - \$8.00/hour

Calvin College



EST. 1876

May 6, 1993

Gina Sanone
White House Office of National Service
Room 145
Old Executive Office Building
The White House
Washington DC 20500

Dear Gina,

I am responding to our March telephone conversation in which you requested information on the Calvin College programs which reward community service with financial aid.

Enclosed is information on a freshman "stewardship" scholarship, an alumni volunteer scholarship and our developing community service-learning work-study program.

It is exciting to watch the development of a national service program. If I can be of any assistance, please call me.

Sincerely,

Rhonda Berg, Director
Service-Learning Center

CONSORTIUM FOR SINGLE PARENT SELF-SUFFICIENCY THROUGH EDUCATION

The CONSORTIUM FOR SINGLE PARENT SELF-SUFFICIENCY THROUGH EDUCATION seeks to bring together educators, other professionals, students and other persons interested in helping single parents achieve self-sufficiency through education. The Consortium exists to encourage the dissemination of information about single parent programs, research, relevant governmental policies, funding sources, and program design; to foster the replication of successful programs; to advocate for the educational interests of single parents; and to formalize a network of knowledgeable professionals to assist with program development and replication.

Since the mid 1980s several educational institutions, social service agencies, foundations and individuals have developed programs to assist single parents - especially those on welfare - break the cycle of poverty by obtaining education sufficient to find employment which will enable them to exit welfare permanently.

Society's need for these programs is critical: As America approaches a shortage of skilled workers and professionals the need for economic justice for our nation's almost 10 million single parents - many of whom are living in poverty - becomes more urgent. In 1986, the median earning power of a single female head of household with a high school degree was \$3,200 per year. With a B.A. degree her earning power would be \$16,000 plus benefits.

The welfare population of the country consists almost entirely of women and children, most of whom have no chance to escape welfare - and the dependence it breeds - except through education and training. That education and training must not, however, simply be a short term, "quick fix" program. In order to avoid a revolving door of welfare benefits the education and training must be substantial enough to result in a good job - one which will enable the single parent and children to remain off welfare.

Growing out of a FIPSE (Fund for the Improvement of Post-Secondary Education) Program grant to assist colleges in starting or improving single parent projects, the Consortium seeks to further that work and expand the availability of single parent programs nationwide.

Many single parents on welfare have the ability to excel in college (one program reports all participants are academically successful and 65% are on the Dean's List!), but they need special programs shaped to their particular needs (child care, financial assistance, housing assistance, support services, etc.). The Consortium is committed to advocating for these students.

FOR MORE INFORMATION CONTACT:

BRUCE DARWIN SPECTOR, J.D.
TRINITY COLLEGE OF VERMONT
208 COLCHESTER AVE.
BURLINGTON, VT. 05401
(802) 658-0337 EXT. 331



Community Service Learning Program

COMMUNITY SERVICE SCHOLARS

ALL OF THE TRINITY COLLEGE COMMUNITY SERVICE SCHOLARS ARE LOW - INCOME SINGLE PARENTS ATTENDING COLLEGE FULL TIME WHILE CARING FOR THEIR FAMILIES AND PERFORMING AT LEAST 6 HOURS OF COMMUNITY SERVICE PER WEEK. SINCE THE PROGRAM BEGAN IN THE FALL OF 1989 OVER HALF OF THE SCHOLARS HAVE ACHIEVED ACADEMIC HONORS.

Paula is a 34 year old mother of four boys ages 14, 13, 5 and 6. She has volunteered at the Chittenden Community Correctional Center and the Salvation Army. Careers in Mediation, Dispute Resolution and family services (specifically, working with pregnant women) interest Paula and she is majoring in Social Work. Paula is a graduate of Rice Memorial High School in South Burlington, Vermont. She is highly motivated and hopes to lead her children to a better life through the education she obtains and the example she sets. Paula believes "there is a better way of life out there if you want it badly enough and are truly willing to work for it." Paula's academic performance at Trinity is excellent.

Allison has a 7 year old daughter and is 27 years old. She began her education at Trinity College in the Fall of 1989 and has proven to be an excellent student. Her major is Business Administration and she has been very active in Community Service projects over the past few years. Allison is a Burlington native and graduated from High School in Essex Junction. She would like to develop a program to teach welfare recipients better money management techniques.

Kathleen C. received her Associates Degree from Champlain College and will pursue a Bachelor's degree in Education at Trinity. She has two children, a boy and a girl ages 11 and 10 respectively, and is 33 years old. Her volunteer experience includes working as a soccer coach and helping mentally handicapped teens. Kathleen is a Burlington native and graduate of Rice Memorial High School. She hopes to assist in the development of expanded child care services in the public schools for low income families.

Anne - Marie is 36 years old and the mother of 2 boys, ages 13 and 15. A lifetime resident of Vermont, she received her High School degree from the Essex Junction Educational Center. She has distinguished herself as a leader in the effort by Northgate residents to save their housing community from being converted from low income housing to condominiums. Anne - Marie has an associate degree in building technology and is pursuing a Bachelors Degree in Business Administration. She hopes to own her own business.

Michelle is pursuing a degree in Economics and plans on a career using her Economics knowledge to help lower and working class people. She is a busy 32 year old mother of two young girls and has volunteered as a Board Member of a Child Care Cooperative, a client advocate at Women Helping Battered Women, and as a clerk at the Vermont Development Credit Union. Michelle is a Texas native who now makes Burlington her home. She sees a significant unmet need in our society for infant day care.

Tishka received her Associate's Degree from Champlain College. She has volunteered at Women Helping Battered Women and assisted at a Food Cooperative. She is interested in Business Management and has her sights set on obtaining a Master's Degree someday. She is 27 years old and has two daughters. Tishka was born in Keene, New Hampshire and graduated High School in Brattleboro, Vermont.

Ashe-Maria is 27 and has a seven year old son. She has been attending Trinity since Fall 1989 and has excelled academically. She is pursuing a degree in Business Administration and Accounting. She has been involved extensively in assisting people in need of food and shelter. A native of Manchester, New Hampshire, she hopes to own her own accounting company someday. She has volunteered at soup kitchens and at the Howard Mental Health agency, and believes strongly in the need for many more "Big Brother - Big Sister" type programs in our communities to help children who are at-risk.

Sandra is 40 and the mother of four children. She lives in Burlington with the two minor children and is a Social Work major. She has served on the Board of Directors of Vermont Legal Aid and has also been a member of the Women's Rape Crisis Hotline and a Girl Scout Leader. Her career goals include working with male and female victims of sexual assault.

Anna has been involved with many community service projects including the Multiple Sclerosis Walk-a-thon. She exhibits superb academic performance and is driven to graduate Trinity as Valedictorian. Anna's 25 and has a young daughter. She is a native of Burlington and a graduate of Mount Mansfield Union High School. Anna believes strongly in improving our public education system and hopes to do so by becoming a guidance counselor. She wants to set a good example her daughter and other young people can follow.

Helene is a 42 year old mother of one boy. She has lived in Burlington nearly all her life, earning her diploma from Burlington High School. She has developed a special interest in working with hearing impaired children and is enrolled in the Special Education program at Trinity (minoring in Psychology). She volunteers as an interpreter for the hearing impaired. Helene views her education as a means primarily of helping others of greater need.

Kathleen S. intends to be a teacher. She has four children (21, 20, 6, and 4) and is 43 years old. Kathleen's 20 year old daughter

also attends school at Trinity. Kathleen has volunteered for the Girl Scouts for many years, would like to establish a support group in the Grand Isle area for mothers of pre-schoolers, and volunteers currently for the Futures Program sponsored by Women Helping Battered Women. She is a native of Maine.

Elaine, 30 years old, is the mother of two young children. She received her diploma from Bellows Free Academy in St. Albans, Vermont. Her primary interest is in working with young children. She has worked as a volunteer in many pre-school and elementary school settings and has completed a 200 hour course of study to become certified as a nurse assistant (to assist in a Hospice Program). She and her children have also volunteered as respite care givers for the Vermont State Foster Child for the March of Dimes. She recently completed a significant research project on Single Parent programs at American colleges, and currently interns with the Vermont Children's Forum. Elaine plans to develop her own integrated pre-school for children with special needs.

Laura is 21 and has one young daughter. She has worked as a teen panelist for the past several years discussing issues related to teen pregnancy with young women. Laura wants to obtain a degree in education and become a high school English teacher. She was born in Bellows Falls, Vermont, and volunteers at the Peace And Justice Center in Burlington.

Nancy is 36 and the mother of a 13 year old girl. She graduated from Mount Mansfield Union High School and is majoring in Art. Nancy has volunteered for 4-H and the Fanny Allen Hospital. She is very interested in working with area and state environmental organizations to study and remedy damage to Vermont river ecosystems.

Denise (33) has two young children and has worked the past couple of years with children at the Edmunds school in Burlington. She is majoring in education and minoring in history. Denise has volunteered for many Girl Scout activities and is interested in assisting the Baird Center for Children. Denise was born in Saranac Lake, New York and received her high school diploma there. She is very concerned about youth at risk of delinquency, school failure and substance abuse and she hopes to work on programs to help some of these young people.

**COMMUNITY SERVICE SCHOLARS
1991 ADMITTEES**

Louise is a 30 year old mother of two children. She began her Trinity education last Spring after completing a two year degree at Champlain College. Her major is Social Work and she has already distinguished herself as a very strong member of that program. Louise's past volunteer activities are many and varied: Ethan Allen Daycare, Sara Holbrook Center, Lund Family Center, North Avenue Christian School, Burlington Parks and Recreation, REACH-UP, and the Northgate Tenants' Association. She is very determined to achieve her goals of obtaining a degree in Social Work and eventually playing a role in shaping Social Service policies. Louise's interests include swimming, bowling and travel. She's also looking forward to trying rollerblading someday.

Jean (32) has lived in Hancock, Vt. for the past few years with her three children (ages 11, 12 and 14) and has travelled far and wide during that time to complete her A.S. degree from Community College of Vermont. Jean's very high energy level and her superb management skills served her well as a member of the Hancock School Board in recent years, and she looks forward to using those same skills to attain her degree in Business Administration at Trinity. She brings a wealth of practical knowledge about business and government with her as she embarks on this next phase of her formal education. Her interests include desktop publishing and helping a friend do nature photography.

Sandra is 24 years old and lives in Colchester with her 5 year old daughter. She comes to Trinity with an A.S. degree and plans to major in Psychology, Social Work or Human Services. Sandra has been a Social Work intern for CVOEO-Community Action Project Self-Sufficiency working directly with clients to help them meet their goals. She sees a great need for high school age youth to be educated in life skills issues such as time management, budgeting, problem solving, stress management, communications, parenting and career development. Sandra enjoys reading and spending time with her daughter.

1992 ADMISSIONS TO COMMUNITY SERVICE SCHOLARS PROGRAM

CLAIRE lives in Colchester with her two children, a daughter 6yrs. old and a son 4 yrs. old. She was raised in Vermont and spent several years in the mountain regions of California. Having previously volunteered in her daughter's school, she is now very interested in recycling and other activities aimed at protecting and preserving the environment. Claire has her sights set on a Bachelor's Degree in Elementary Education.

AMY will celebrate her birthday this month (June) with the help of her 6 year old daughter. She has volunteered at the Lawrence Barnes Elementary School and is interested in ways to help with literacy education in Burlington's Old North End. A Business Administration major, Amy already has much of her college work accomplished and is thrilled at how much a liberal arts education has done to open her mind and expand her interests and goals.

JACLYNNE lives in Bristol, Vt. with her two children (ages 8 and 5). She's been active in her community assisting the elementary school and helping with community events. JacLynne's interested in learning more about the Burlington community and its service needs. One reason for JacLynne's attending college is to be a good example for her children and to show them that individuals have the power to choose and mold their future. Having started college last Fall, she finds it has "opened [her] eyes" , "broadened [her] awareness" and caused her to rediscover a love of writing.

KERRY and her 8 year old son and 2 year old daughter live in Burlington's North End. She describes herself as "outgoing", "flexible" and a "good friend". Kerry's very interested in ways to help her neighborhood improve it's sense of community and it's self identity. She hopes to use radio and television communication skills she has acquired to help inform people in the neighborhood about services which could help them and about ways they can work together to improve the community.

TRUDY lives in Burlington with her teenage son. Self-described as "vivacious", "out-going" and "good in diverse settings", she plans on a degree in Social Work. Trudy's also very interested in women's studies, particularly as they relate to single women. Her community service interests concern hunger and homelessness and ways in which the business community can help solve these problems.

DEBBIE and her 4 year old daughter recently moved to Burlington from Northfield so Debbie could attend Trinity College. She is very concerned about environmental protection and recycling. She has many creative ideas which she hopes to put to good use someday in the business world with a degree in business administration. Debbie successfully completed the two year degree program at Community College of Vermont two years ago and is eager to resume her studies.



Office of Admissions

Trinity College Community Service Scholars
Academic Year 1993-94

Description: Trinity College of Vermont's Community Service Scholars Program assists low-income, single parents in attending Trinity College on a full-time, degree-seeking, non-residential basis. The program provides grants to welfare-eligible, single parents. Students participate in structured community work experiences of six hours/week. Participants must satisfy Vermont residency requirements as defined by the VSAC grant program.

Amount of Award: \$2,000.

Guidelines: Applicants to the Scholars program must meet the following criteria:

- o acceptance to Trinity College
- o welfare eligibility
- o single parent, head of household (child/children must reside with applicant)

Applicants meeting these criteria will be encouraged to apply for assistance through the Scholars program, based on demonstrated potential for academic success and ability to perform community work experience.

Application Procedure: Upon acceptance to the College through general admissions, prospective applicants will be invited to complete written application for the Scholars program. Reference letters will be required. Final applicants will be interviewed for selection into the program.

Application Deadlines: Applications will be available from Trinity College Admissions. Materials must be completed and returned by May 14, 1993. See below for pre-orientation dates.

Orientation to Program: Accepted Scholars will be required to attend a residential orientation and training program on the Trinity College campus from August 8 through 11. Lodging will be provided.

Information: For further information about the Scholars program or the orientation week, please call:

Bruce Spector
Community Service
Mercy Hall
Trinity College
658-0337 X331

Julie Trottier
Reach-up Case Manager
Mann Hall
Trinity College
658-0337 X230

Carol Hamlin
Admissions
Mann Hall
Trinity College
658-0337 X218

October, 1992

Trinity College Community Service Scholars Program

Selection

The award is targeted to those welfare-eligible, single, custodial parents in a full-time, degree-seeking program who have demonstrated a commitment to service, leadership potential and good scholastic ability.

Eligibility

- o Demonstrated scholastic ability
- o Demonstrated interest in and commitment to public service
- o Leadership potential

Application (Parts I through IV must be completed by May 14, 1993.)

- Part I - Application to and acceptance into a degree-seeking program at Trinity College.
- Part II - Submission of completed financial aid application packet to Financial Aid Office, Trinity College.
- Part III - Written application for scholarship.
- Part IV - Letters of recommendation, including one from your caseworker and two others from such sources as previous employers, academic advisors, instructors and volunteer supervisors.
- Part V - An interview will be required of all finalists.

Renewal

If program funding continues to be available, the award may be renewed based on:

1. Maintenance of an annual academic average of 2.5 on a 4.0 scale.
2. Successful completion of community work during the academic year (6 hours weekly).
3. Continued demonstration of financial need.
4. Compliance with Program Guidelines.
5. Completion of Application for Renewal form.

Deadlines: This form must be completed by the candidate and submitted to: Community Service Scholars Program, Trinity College Admissions, 208 Colchester Avenue, Burlington, VT 05401 by May 14, 1993.

3. Describe a goal you have set for yourself and how you have worked towards that goal. Identify obstacles that you have met along the way and describe how you have dealt with these obstacles.

4. Identify an area of need that you have observed within the community. If you were given an opportunity to address that need, what would you do?

5. Identify the most significant personal challenge you have faced to date: and what do you see as the most significant personal challenge you will face while earning your degree at Trinity?

LETTER OF RECOMMENDATION
Trinity College Community Service Scholars Program

Applicant's Name _____

The Trinity College Community Service Scholars Program awards scholarships to welfare-eligible, single, custodial parents based on a commitment to service, leadership potential and good scholastic ability.
Please comment on the following areas:

Commitment to Service _____

Leadership Potential _____

Problem-solving Abilities _____

Vision for the Future _____

Interpersonal Skills _____

Academic Potential _____

Additional Comments (Feel free to continue on the reverse if necessary): _____

Signature: _____ Date: _____

Name: _____ Address: _____

Organization: _____ Title: _____

Phone Number: _____

How long have you known the applicant? _____

In what capacity? _____

Please return this recommendation to: Community Service Scholars Program,
Trinity College Admissions, Burlington, VT 05401, by May 10, 1993.

LETTER OF RECOMMENDATION
Trinity College Community Service Scholars Program

Applicant's Name _____

The Trinity College Community Service Scholars Program awards scholarships to welfare-eligible, single, custodial parents based on a commitment to service, leadership potential and good scholastic ability.
Please comment on the following areas:

Commitment to Service _____

Leadership Potential _____

Problem-solving Abilities _____

Vision for the Future _____

Interpersonal Skills _____

Academic Potential _____

Additional Comments (Feel free to continue on the reverse if necessary): _____

Signature: _____ Date: _____

Name: _____ Address: _____

Organization: _____ Title: _____

Phone Number: _____

How long have you known the applicant? _____

In what capacity? _____

Please return this recommendation to: Community Service Scholars Program,
Trinity College Admissions, Burlington, VT 05401, by May 10, 1993.

LETTER OF RECOMMENDATION
Trinity College Community Service Scholars Program

Applicant's Name _____

The Trinity College Community Service Scholars Program awards scholarships to welfare-eligible, single, custodial parents based on a commitment to service, leadership potential and good scholastic ability.

Please comment on the following areas:

Commitment to Service _____

Leadership Potential _____

Problem-solving Abilities _____

Vision for the Future _____

Interpersonal Skills _____

Academic Potential _____

Additional Comments (Feel free to continue on the reverse if necessary): _____

Signature: _____ Date: _____

Name: _____ Address: _____

Organization: _____ Title: _____

Phone Number: _____

How long have you known the applicant? _____

In what capacity? _____

Please return this recommendation to: Community Service Scholars Program,
Trinity College Admissions, Burlington, VT 05401, by May 10, 1993.



Community Service Learning Program

COMMUNITY SERVICE SCHOLARS PROGRAM

Trinity College's Community Service Scholars Program began in the Summer of 1989 with the acceptance of 12 low income single parents into the program for classes starting that Fall. The program provides substantial financial assistance for the students, and the students carry a full time course load and perform six hours per week of community service relevant to their educational program.

Each August, the newly selected scholars (average age 32) attend a 3 1/2 day residential orientation program on the Trinity campus. Subsequent evaluations indicate the women find the orientation program (especially the residential component of it) to be extraordinarily helpful to them. It helps bridge the gap into the world of academia, makes them feel more comfortable with the 18-22 year old "traditional" college students they will be in class with, bonds the scholars together, and forms the basis for an ongoing support group.

The college has initiated fundraising efforts aimed at enabling it to continue the program beyond the initial 2 year period which was supported by a federal grant and Trinity College. A Community Service Scholars Sponsors Program seeks local contributions to defray the uncovered cost of the tuition plan for these students.

Thirty-two women have entered the program between Fall of 1989 and Fall of 1992. Of those, 5 have graduated, two exited the program for academic reasons, five voluntarily withdrew from the program but remained in the college, one transferred to a college closer to home, and two became financially ineligible for the scholarship but continued to attend the college. They typically achieve extraordinary academic success. Cumulative grade point averages for 15 of the 18 scholars in 1991 exceeded 3.0 on a 4.0 scale. Nine of the eighteen scholars had cumulative grade point averages in excess of 3.5.

The program has received solid assistance from the Vermont Student Assistance Corporation, the Department of Social Welfare, and Reach-Up - a State government program charged with fostering self-sufficiency. In the 1991-1992 academic year, Trinity College contracted with Reach-Up (and Burlington College) to base a Reach-Up Case Manager on campus to provide improved service to students.

The program has also enjoyed substantial media coverage and was highlighted at the Single Parent Conference at Goddard College in 1989 and the Single Parent Conferences in Lexington, Kentucky in July of 1990 and July of 1991.

The scholars combine to perform approximately 3,000 hours of community service each school year in a variety of community organizations, such as:

(over)

208 Colchester Avenue
Burlington, Vermont 05401
802/658-0337

Emergency shelters, a tenants' association (low income), the Food Shelf, Chittenden Community Action, the Baird Children Center, the Medical Center Hospital, the Salvation Army, and respite care.

The scholars are recognized for their academic achievements at Honors Convocation and for their community service achievements at the Community Service Volunteer Recognition Dinner. Some scholars visit community sites to discuss the program and recruit future participants.

Also, the Program is undergoing evaluation by Dr. Barbara Cheng of the Basic and Applied Social Sciences staff, and will hopefully be part of a 6 to 10 year longitudinal study of the effects of such educational programs.

The Cheng research, which was featured at the University of Kentucky's Second Annual National Conference on Single Parent Education, speaks to the importance of listening to disadvantaged groups directly. It addresses questions such as:

- What are the motivational profiles of these students?
- What barriers have they overcome?
- What strengths have sustained them?
- What specific needs do they present with educationally?
- What is the value of the community service component?

Currently, eighteen (18) students are enrolled in the program. Trinity provides a \$2,000 per student Scholarship to meet the gap between expenses and financial aid. The students are placed in community service jobs averaging six hours per week in fields consistent with the students' educational goals.

The community and the students in the program benefit greatly. For students, outcomes include the development of career and job skills necessary for professional success, development of a positive attitude towards civic and social responsibility, and a continued commitment to community service beyond completion of the program. The community benefits from a skilled, mature pool of volunteers, an opportunity to train tomorrow's employees and an opportunity to assist in developing models for peer advocacy and self-help. Benefits also accrue to the children of the program participants, and the higher education community. By extensive sharing of the program idea and results with others, Trinity hopes to spark replication projects nationwide.



Community Service Learning Program

Jina Sanone
Office of National Service
Room 145
OEOB
The White House
Washington, D.C. 20500

April 1, 1993

Re: COMMUNITY SERVICE SCHOLARS PROGRAM

Dear Ms. Sanone:

Thank you for inquiring about our Community Service Scholars Program. As I indicated in our phone conversation, and as the enclosed materials indicate, the program assists 18 low-income single parents attending Trinity College of Vermont, a small, Catholic, liberal arts college founded by the Sisters of Mercy 68 years ago.

The Scholars program is a comprehensive one and was initiated in 1989 with the support and cooperation of F.I.P.S.E.(the Fund for the Improvement of Post-Secondary Education) and Vermont's department of social welfare. Eighteen women are currently in the program combining full time academic study with community service and parenting. More than half of the Scholars are on the Dean's list (a 3.5 GPA or better). They each receive a \$2,000 per year scholarship, supported in part by donations from community residents, businesses and foundations. The program includes important support services such as an intensive, residential orientation and an on-campus social service case manager. Almost all graduates of the program have good jobs in their fields and are no longer on welfare. One is on scholarship in the doctoral degree program in economics at the University of Colorado.

The program is proof that service-learning works and that reducing financial barriers to higher education can lift people out of poverty. **So long as programs are permitted to develop locally, with care given to the needs of the local community and the special circumstances present locally, these programs can be wonderfully successful.** Our program has been heralded nationally as a model and we welcome every opportunity to help other colleges establish programs. We have worked with many other colleges during the past four years to try to establish the Single Parent Education Consortium to spread the message and replicate programs.

After you have reviewed the enclosed materials please call me if you have other questions. We have much experience in the field of service-learning, not only as it relates to the Scholars Program, and are eager to help shape the national plans (among my other experiences, I participated in the Wingspread conference on National Service in the summer

of 1991).

Sincerely,

A handwritten signature in blue ink, appearing to read 'Bruce Darwin Spector', with a long horizontal flourish extending to the right.

Bruce Darwin Spector, J.D.