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THE COMMUNITY SERVICE PROGRAM

Project Abstracts

AUGSBURG COLLEGE

Community Service Learning

The Community Service-Learning and Faculty/Curriculum Partnership (CSLFP), in its first year of funding from FIPSE, is an interdisciplinary program whose goals are to 1) develop, coordinate and oversee service learning programs and activities at Augsburg College 2) institutionalize community service-learning by integrating it into the curriculum of the College 3) find scholarships and salary/stipends for students with financial need who would otherwise be unable to get involved with service opportunities.

The outcome of the program will be increase community service opportunities and participation while decreasing their indebtedness. The Faculty/Curriculum Partnership will result in the integration of community service into the academic life of the College by developing a minimum of ten new courses with community service components within the next two years.

The CLSP consists of four core programs:

Tutoring/Literacy Program: A variety of age groups are tutored by Augsburg students at six sites in the community including a public elementary school, an alternative high school for Native American students, two inner city parochial schools, three community centers.

Homeless Program: Students volunteer at a shelter for homeless men and women.

Habitat for Humanity Program: Students help rehabilitate and build housing for low income families.

Faculty/Curriculum Partnership: Coordinator of the CSLFP develops appropriate learning sites for courses, meets with community agency directors to negotiate student placements and develops job descriptions for students, provides orientation and training for students, and act as an ongoing liaison between faculty and the community.

By working with faculty, Augsburg will develop curricular models and syllabi that can be shared with other colleges and universities.

A variety of evaluations will be carried out in order to determine the effectiveness of the program and curriculum partnership. Students, sites supervisors, and faculty will use formal evaluations and interviews to determine the effectiveness of the program.

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BARNARD COLLEGE OF COLUMBIA UNIVERSITY

Evaluating Community Service Internships

The FIPSE grant at Barnard College is being used to establish a system for evaluating community service internship programs administered through Barnard's Office of Career Services. The special focus of this project is two internship programs funded by grants from the Charles A. Dana and Ford Foundations. These grants enable Barnard students to receive financial support for participation in community service with sponsoring organizations which typically could not pay students for their work as interns. The Dana program has been in existence at Barnard since the fall of 1988 and the Ford since the summer of 1989.

Students' reports of their experiences, as well as sponsors' comments, suggest that these programs are valuable both for the students and the organizations in which they serve. Until now, however, formal and extensive evaluation of these programs has not been possible. Through the funding from FIPSE, we are in the first year of a project to study the experiences and effects of these programs on the students who benefit from them.

The purpose of the evaluation project is two-fold. Its first purpose is to describe, in a systematic way, the experiences of students who participate in community service internships and who receive financial support from Dana and Ford grants. The second and more important purpose is to identify the effects, both short- and long-term, of participation in such community service internships on students' academic performance, debt obligations, attitudes toward community service, level of interest in service-oriented careers, and subsequent levels of community service after graduation. This information will be used both to justify and to improve these existing programs.

The evaluation will be carried out as a longitudinal study involving surveys by written questionnaire of Barnard students who have served or will serve as Dana or Ford interns.

Students in unpaid community service internships will be used as comparison groups. Through evaluation of the Dana and Ford programs, as well as longitudinal comparisons with the other groups of students, we hope to answer the following questions:

- 1) Is it student characteristics or the internship itself which has more of an influence on students' attitudes and choices concerning community service?
- 2) Does participation in paid and unpaid internships inculcate a willingness to contribute to the public good or do negative experiences outweigh the positive ones, resulting in no increase in positive regard for, or commitment to, community service?
- 3) How important is debt relief for allowing students to engage in community service during school and after graduation?

It is hoped that this evaluation will benefit Barnard as well as other institutions of higher education. The establishment of an on-going system of evaluation will help Barnard students, faculty, and administrators -- as well as the communities served by the students -- to weigh the merit, if any, of programs such as Dana and Ford. The project may also serve as a model for evaluating other community service programs.

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BENEDICT COLLEGE

Student Volunteers for Primary Prevention

This community service project, implemented through FIPSE funding in August 1990, is called "Partners for Productive Parenting" (PPP) and is manned by student volunteers from the social work, education and social science departments of the college. In its second year, PPP continues to address the problem of child abuse and neglect from a proactive and preventive position. The service objectives of the project remain centered on support and strengthening of the parents who reside in the public housing neighborhoods surrounding the college. Though there is insufficient data to attest to the improvement in the parental functioning of the targeted group or a reduction in the level of child maltreatment so far, the level of voluntary use of the program's services in the recent months suggests potential for increased impact on the identified problem during the project's second year.

During the first year, it was determined that the services offered to the target group lacked sufficient appeal. At the start of the project, students were trained to model appropriate adult-child interactions and provide literacy training and job search skills to parents in the target population. Since the response to the in-house services of the program had been mostly limited to referrals from a public child welfare agency which required tertiary prevention or intensive intervention for rehabilitation beyond the capabilities of the students, the project was redesigned in mid-year in order to utilize the volunteers in a meaningful way. Students were given assignments in several community agencies which were providing support service to parents and used the skills they had developed to tutor and role model with parents who fit the profile. Other modifications were made to the original service package. New services offered include a library which was requested by parents, and babysitting services to provide a safe option when parents cannot easily take their children with them to appointments. Students are also distributing parenting information to parents in the public health clinics.

Institutionalization of the project goals and methodology has begun. A social work course, Intervention in Child Abuse and Neglect, has been revised and approved by the Curriculum Committee to allow students to earn variable credit depending on the clock hours given to their service-learning activities. A major academic goal of the project is to infuse primary prevention into the teaching of social work practice. On-going evaluation by an outside evaluator has provided objective and continuous feedback which facilitates strategic planning as needed. Stringent maintenance of records and materials is attempted and designed to make dissemination of the project methodology possible.

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BRIAR CLIFF COLLEGE

Briar Cliff Cares

Briar Cliff Cares is the community services arm of the college. In its second year of funding from FIPSE, BCCares has centralized and strengthened many of the community service activities already being done at the college. Many new community service initiatives were undertaken, the level of consciousness on campus about the need for community service was raised, and a network was established with the community service agencies in the city. Close to 5000 volunteer student hours were recorded.

Two of the primary objectives in establishing the Community Service Office at Briar Cliff College were:

- 1) to cultivate in students a sense of social responsibility and the habit of helping others by encouraging them to perform community service; and
- 2) to help reduce students' levels of educational debt through financial support of their work.

In its first year of operation BCCares has been successful in meeting these two goals. An additional objective is to further integrate community service into the academic division, so that service-learning becomes a part of each student's educational experience at Briar Cliff College.

Many of the community service programs undertaken by BCCares are initiated, organized, and carried out by students. Student leadership is an essential component of the work of this office. Participation in the programs offered through BCCares contributes to the character building of our students and equips them with attitudes of service that will make them better citizens and leaders in their communities in the future. At the same time, they are also serving the needs of the Sioux City community.

Just a few of the activities sponsored by the Community Service Office are:

Elder Parties - Residents of area retirement/nursing homes are invited to campus for lunch and entertainment.

Paint-a-thon - Senior/disabled residents get a fresh paint job on their houses.

Tutoring - Tutors contribute to the academic and self-esteem development of at-risk elementary and high school students.

Golden Harvest - City residents are canvassed in door-to-door food drives for the city's food pantries.

Service Trips - Cultural awareness trips in Appalachia and Mississippi use volunteers to assist with immediate service needs.

During the coming year service learning is a priority for the total campus. A service component has been added to the required freshman course, Liberal Arts 102. Student leaders are involved in developing the plan.

Evaluation of services is done with students and community service recipient agencies. Student leaders, faculty, and community advisory councils and staff evaluate the year's goals and plan of action.

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BROWARD COMMUNITY COLLEGE

Transitional Insights

The key to college success for special populations is decreased anticipation about college policy and procedure, coupled with increased academic remediation. "Transitional Insights", in its second year, is a peer mentoring program in which college student mentors are matched with high school students with learning disabilities, or emotional impairments including substance abuse, to provide information and act as positive role models.

High school students with disabilities generally experience difficulty in social and academic areas, often requiring individualized attention. As a result, these students are either academically underprepared for college, or filled with apprehension and anticipation.

Broward Community College recruits and trains college students to provide support, and to help increase the confidence level of high school students who are contemplating college. For their unselfish commitment, the college students receive a scholarship for tuition and books.

The primary intent of "Transitional Insights" is for college student mentors to assist high school students as they make the transition from high school to college. Our goal is to familiarize students to the college environment, and to give them the confidence to realize that they can be successful. By expanding the population served from primarily Learning Disabled students to include students with emotional impairments who also suffer from learning problems, we will increase the numbers of students graduating from high schools who attend college.

Another aspect incorporated into "Transitional Insights" has been a volunteerism component, in which mentors and high school seniors supply services to community agencies in need of assistance. This component is an effective means of increasing self-esteem of the high school seniors, by allowing them the experience of offering help that is graciously received.

During the first year of operation, 80% of Specifically Learning Disabled high school students who participated in the program applied to college for Fall admission. Program evaluations indicated significant academic progress of the program participants. During the second year of operation, the new target population will allow for increased numbers of program participants.

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BROWARD COMMUNITY COLLEGE

Volunteers in Action Student Service Program

The Volunteers in Action program, in its first year of funding from FIPSE, is a student service project whose ultimate goal is the development of a corps of student leaders and volunteers who will serve as community service aides, mentors, and tutors in local agencies and who will continue to be active community volunteers after their VIA experience has ended.

The two-year VIA program recruits up to 300 BCC students per year from every academic discipline. After receiving 12 hours of training in client sensitivity, communication, tutoring, and peer counseling skills, students are placed in community agencies to complete 50 hours of service each semester (25 hours for part-time students).

VIA students are then paired to work one-on-one with "at-risk" elementary, middle, and high school youth, that are referred by school drop-out prevention projects, tutoring programs, the justice system's juvenile diversionary programs, and Health & Rehabilitative Services agencies (e.g. foster care, shelters etc). By pairing these children with positive role models in the person of BCC students, many with similar backgrounds, we hope to provide the youngsters with some of the emotional support and encouragement they need to stay in school and out of trouble. Exposure to college students, college activities, and career information will also help to inspire these youngsters to pursue postsecondary education.

Volunteer activities provide our BCC students with real life experiences to supplement text book knowledge and enhance their growth as socially responsible citizens. VIA students receive service scholarships of \$300 each semester (\$600 per year) for participation in the program. In this way we are able to help students reduce potential loan indebtedness while addressing the need to provide assistance to social service organizations.

The program's effectiveness will be evaluated based on the youngsters' progress (positive attitude and behavior changes, grade improvement, and decreased involvement in the justice system). Referral agencies will assist in the tracking process. The degree to which the BCC students continue their volunteer activities will also be monitored.

Wanted: Information on successful tracking systems

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CHIPPEWA VALLEY TECHNICAL COLLEGE

Chippewa Volunteer Center

Chippewa Valley Technical College has become aware that although there is an immense need for volunteers in this community, and although its students are in possession of a myriad of skills beneficial to agencies needing volunteers, very few students are involved in volunteer work. At the same time the college has identified a strategic goal aimed at improving civic and leadership development opportunities for its student body.

The College is also painfully aware that nearly one third of its students are incurring substantial indebtedness in the process of preparing themselves for the job market in an area which manifests the lowest per capita income of any SMSA in Wisconsin and one of the lowest in the entire Great Lakes area.

It is the conclusion of College staff that the best means of alleviating the shortage of volunteers, increase student volunteerism, and reducing student indebtedness is for the College to assume a leadership role in establishing a Volunteer Center which will facilitate the flow of student volunteers into the Community. At the same time, the tuition reimbursement on behalf of the student volunteers will reduce the depth of their indebtedness at the time of graduation.

This proposal, structured accordingly, will (a) provide planning and administrative support toward the establishment of a Volunteer Center, through which student volunteers will be recruited; and (b) coordinate between the Volunteer Center and the College, serving as the locus of control over such factors as student promptness, quality of work, training, and safety.

The outcomes intended to result from this project are:

1. The establishment of a Volunteer Center.
2. Assessment of volunteer needs for 30 agencies.
3. Identification and assessment of the skills of 30 student volunteers.
4. Placement of 30 student volunteers in community agencies.
5. Reduction of indebtedness for 30 student volunteers.

6. Enhancement of services provided by 30 community agencies.

The College is committed to continue promoting student volunteerism following the model described in this proposal for the foreseeable future, following the two-year period of this project.

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THE COLLEGE OF ST. CATHERINE

The Community Service Careers Project

The Community Service Careers (CSC) Project was designed to address the following goals: a) to meet a significant community need, i.e., high quality interns readily available for local community service organizations; b) to provide opportunities for career exploration in community service for students at the College of St. Catherine; and c) to reduce student debt.

In order to achieve the above-mentioned goals, the CSC Project, now its second year of FIPSE funding, provides students at the College of St. Catherine the opportunity to participate in credit-based, scholarship-funded career exploration internships in community service. Consistent with St. Catherine's mission as a women's college, students proposing internships at sites that serve large numbers of women clientele receive priority consideration in funding.

Uniquely, the CSC Project has enabled a diversity of students to participate in the Project. Nontraditional students have been able to participate at a rate higher than for traditional, unpaid service internships. In addition, since the design of the Project is to encourage career exploration in community service (rather than career training, as in many internship experiences), students from both liberal arts and professional disciplines choose to participate. Plus, the nature of the tasks the students perform at the sites can range from direct service to public relations to outreach activities, etc., based on the student's interest and potential career path.

Though the success of the Project is yet to be fully assessed, it appears that its goals are being achieved. To date, at least 25 local community agencies have benefited from the presence of CSC Project interns. An equivalent number of CSC Project participants have been able to explore community service careers. Student debt statistics are not yet tallied, but it is likely that CSC Project participants will graduate with less debt on average than their non-participating cohorts since the scholarships awarded replaced equivalent amounts of loan monies the participants would have otherwise received.

At this time, fall interns are in place. The Director is putting energy into dissemination activities. Next, energies will focus on beginning to compile data for final evaluation purposes. Simultaneously, preparation continues for ensuring the life of the project beyond its grant funding. "The Continuation Think Tank" (a group of supportive administrators) has been formed to achieve that end.

Wanted: Creative ideas for disseminating projects.

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UNIVERSITY OF DUBUQUE

Students Helping Older People: A Service-Learning Program for the Dubuque Community

In this highly advanced and rapidly changing society, old people are considered to be socially "unnecessary" and economically "unproductive". This cultural evaluation of the old is in sharp contrast with traditional societies where the elders are respected and highly revered because of their life experience and accumulation of collective wisdom.

The situation is even worse for the old people who are facing economic hardships, poverty, inadequate housing, and geographic immobility. Based on the conviction that helping older people is a social responsibility and civic duty, the program focuses on the needs and concerns of people 65 years and older who live in poverty and hence are in urgent need of basic social services in the community.

The dominance of the free enterprise culture in this country forces the young to be competitive to survive, which in turn reinforces individual selfishness and diminishes collective effort for the common good. The program aims to achieve the ideal of team work and collective responsibility while promoting the value of community service among students.

With the full support and commitment of four community agencies that serve old people, each semester the University of Dubuque selects, trains, and supervises 20 students to help the underprivileged elderly in Dubuque County to improve their overall quality of life. Student responsibilities include home visits, daily home-delivered hot meals, household chores, services information, and home delivered food.

It is hoped that the implementation of this program will have the following outcomes:

- 1) To improve the overall quality of life in Dubuque by contributing to the well-being of the older people in our community; and
- 2) To promote community service and cross-cultural cooperation.

The ethnic diversity of student populations at the University of Dubuque (10 percent African-Americans, 15 percent international students from 25 countries, and 42 percent out-of-state students) will add a positive and unique dimension to the latter objective.

The program outcomes and student volunteers' performances will be regularly and closely monitored and evaluated throughout the academic year by the Project Director, and the representatives from the four social agencies.

WANTED: Discussion of the public domain, community service, and the right of individuals/clients for privacy.

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COLUMBIA UNIVERSITY

Community Impact: Student Volunteer Initiative Providing Social Services to the Local Community

The students of Columbia University find themselves in a unique position. In classrooms they learn about ways to change the world to make it a better place. In their daily lives, they see the poverty that ravages the Morningside Heights and Harlem neighborhoods. Community Impact links these two diverse visions together. Each day 23 volunteer programs serve the needs of homeless and low-income families, children and individuals.

Three of the major problems that affect the homeless and low-income population that Community Impact serves are: (1) insufficient funds to adequately provide basic needs for themselves and their families; (2) a lack of access to information about the social services that are available to address these shortcomings; and (3) inadequate education and training to obtain a job in today's labor force. It is the mission of Community Impact to address these needs. Through the use of over 650 student volunteers, our organization provides services which meet emergency food needs, refer individuals to appropriate services and encourage self-sufficiency for 200 families and 1,000 individuals each week.

We have learned that a high school diploma alone will not assure our clients of success. Therefore, Community Impact has developed a forum for those who use our services not only to obtain a high school equivalency diploma but to also discuss their problems, and to begin to find solutions and to carry out the goals they set with us.

The project seeks to create opportunities for students to develop personal, analytical and organizational skills as well as a sense of responsibility which will enable them to effect change within the various communities in which they live and serve. The project will also encourage individual and community self-determination by providing companionship, moral and emotional support, social service assistance, and education and job training opportunities.

Locally, Community Impact has provided essential primary services and educational opportunities for community residents. Twenty homeless and low-income residents have gained high school diplomas and 80 more have agreed to continue to

take the exam until they achieve their degree. Each year, several of our students have gained employment with governmental and public service agencies which will allow them to apply the knowledge they gained during their work at Community Impact.

Evaluation will be based on the number of students who choose to go into public service, the number of clients who are provided information and referral on training and education opportunities, the pass rate on the high school exam by our clients, and the number of clients who obtain employment or enter higher education. Bi-annual surveys will be conducted to measure the extent to which students and clients feel we are meeting their needs.

Wanted:

Discussion of program models that produced successful re-entry into the working world for formerly homeless people, and discussion of models that motivate students to enter the public service arena.

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CONNECTICUT COLLEGE

The Third Step ~ Urban Internship Program

Responding to a recent local United Way Needs Assessment for New London which identified a need for volunteers to work with at-risk children, adolescents and adults, the Connecticut College Third Step Urban Internship Program attempts to: 1. meet the needs of an overcrowded, underfunded school system by increasing the number of volunteer tutors; 2. institute an after school tutorial program in the city's lowest-income housing project, the Winthrop High Rise Apartments, which is overrun with crime and drugs; 3. assist a newly-formed, struggling Winthrop Tenants Association in organization and advocacy; 4. increase the numbers of mentor/protege matches in the Mentor/RAD (Recreational Alternatives to Drugs) Program.

In order to do this, the Connecticut College Office of Volunteers for Community Service established a Community Service Urban Internship Program for 54 financially disadvantaged undergraduates over a two year period. Students will earn up to \$1,000 per year in wages (7 to 10 hours/week) as interns and will receive an annual reduction of up to \$1,000 in their loan award depending on their class. These interns will be trained in all aspects of community service organization and will act as liaisons, principally in the Tripartite Tutorial and Mentoring Program and in the new Winthrop High Rise Neighborhood Program. They will directly recruit, match, train, supervise and evaluate over 300 college volunteers per year and will work with the New London Public School system and the New London Housing Authority in programs for the tenants of the lowest-income housing projects in the city.

To date, all interns have been trained and have started recruitment for volunteers, and have communicated with public school personnel, social service agencies and the new Winthrop High Rise Family Support Center. This center will be the main contact with the tenants and the Housing Authority, and the main assistance for the foundation of the Winthrop High Rise Neighborhood Program. As yet, we are negotiating an intern job description with the Tenant Association.

Goals include: enhanced communication between the College and the most needy; expanded understanding of local socio-economic situations; assistance to a struggling High Rise Tenants Association; and an anti-drug, stay-in-school mentor program for at-risk High Rise Youth. These goals also include helping selected undergraduates gain the skills and abilities needed for program development, organization and implementation within a community setting, while earning real wages and reducing college loan debt.

This Urban Internship Program hopes to document the success of this community project in real "nuts and bolts", "how-to" terms, so as to be able to give it away to other colleges nationwide, through our many affiliations: i.e. Campus Compact, C.O.O.L. and Youth Services America. Evaluation tools (forms, reports) are being created in this our first year of the program.

WANTED: Information on institutional and fiscal support after the two year grant.

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HARCUM JUNIOR COLLEGE

Parents and Children Together in Learning (PACT)

Parents and Children Together In Learning (PACT), an intergenerational literacy program, serves at-risk, inner-city children by training their parents to be volunteer tutors in their neighborhood elementary schools. Parents represent a virtually untapped national resource for neighborhoods and schools. While many parents are willing to volunteer in the schools, they often lack the skills and/or self-confidence to do so effectively.

PACT builds on the premise that parents are the first and primary teachers of children. PACT helps these parents become the role models their neighborhoods so desperately need. It provides the parents with the personal skills and self-esteem of being college students. As parents develop self-confidence, they become good tutors and learn how to create an environment that fosters success for the children and for themselves. The volunteer experience reinforces their new found sense of self-esteem, and parents learn they can make a difference in their neighborhoods.

In order to train parents to become effective tutors, the unique services and activities offered by PACT are: (1) teaching parents literacy skills by training them to use cognitive instructional techniques, developed by DSI (Developmental Skills Institute) to tutor children; (2) providing counseling which focuses on both parenting skills and the adult's career needs; (3) enrolling parents as college matriculants in Metacognitive Literacy Skills (12 credits) at no cost to them; (4) providing the neighborhood schools with volunteers who work six hours per week as reading and math tutors; and (5) bringing together the teaching/learning team of parents, children and teachers.

The first PACT Program was established in a Philadelphia elementary school which serves a primarily Latino population (75%). Subsequently, PACT was expanded to three other schools, which serve a primarily African-American population. Initial evaluations show increase in the reading scores for both parents and children involved in the PACT Program. The first group of parents who completed the program showed increases averaging 1.72 years in their reading scores, with some individuals gaining as much as 7.2 years.

The children who participated in the PACT Program were identified as at-risk by the neighborhood school staff. Over 260 children received tutoring totaling in excess of 2,000 sessions. Fifty students were chosen by the parents as the subjects for their anecdotal case studies. These children, who were tutored during a four month periods, showed an average increase of .8 years in their reading scores.

PACT empowers parents with skills and confidence to mobilize their own and their children's potential for growth and development. It fosters a new spirit of volunteerism within inner-city neighborhoods. It enriches the nation.

The PACT Program will serve over 120 at-risk parents and an estimated 1,000 children this academic year. With increased funding we will establish PACT Programs in the seventeen schools which are currently on a waiting list. A PACT Program Manual is being produced so that other educational institutions and social agencies may replicate PACT in their own communities.

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HAMPSHIRE COLLEGE

The Holyoke Community Education Project

With a grant from FIPSE, Hampshire College, a private, independent, four year, coeducational college of 1,250 students, encourages students at Hampshire and at Holyoke Community College, a public, two-year institution, to do meaningful community-service work in exchange for financial assistance and/or academic credit. The "Holyoke Community Education Project" began this September (ESL) and place students as assistant teachers, under the direction of professional teachers, providing much-needed ESL instruction to Spanish-speaking families in the city of Holyoke, Massachusetts.

Puerto Ricans and other Latin Americans constitute almost 20 percent of the population of Holyoke; Latino children make up 60 percent of public school enrollment. The language barriers facing the adults often result in unemployment or underemployment, insufficient access to health care, inadequate housing, and a limited involvement in the schooling of their children. The initiative for this project came about when Holyoke community leaders, impressed with Hampshire College's innovative approach to community service, asked the College to address the need for English as a Second Language instruction in their city.

The Holyoke Community Education Project offers ESL instruction to Latino adults, with day and late afternoon classes held in the neighborhoods where the majority of these families live. Each Course cycle runs for three months, with classes meeting three days per week, two hours per day. The classes are offered in a parish-sponsored community center. Two professional ESL teachers provide principal instruction to the adult learners, and college work-study students serve as assistant teachers.

At this writing, the undergraduate work-study candidates have been selected and are about to begin their training in ESL methods and materials. In addition to the five students who are working with the Holyoke Community Education Project this

semester, two more are working with the children of the adult learners in the after-school arts center program, and two with a "sister program" of ours, also in the area of community-based education, in the nearby city of Springfield.

The project offers Latino adults in Holyoke an intensive but practical means for gaining adequate English language skills, which will prepare them for further education and/or increased employment opportunities. At the same time, Hampshire and Holyoke Community College students have an opportunity to receive valuable training and to earn academic credit and/or funds to apply against the cost of their undergraduate education through participation in educationally meaningful community service.

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HARVARD UNIVERSITY

Community Service Fellowship Program and Workshop Course

The Community Service Fellowship Program and Workshop Course is beginning its first year. The goal of the project is to improve the quality of volunteer community service programs at Harvard and relieve students' debt burden from professional school, which can be an impediment to them in pursuing careers in community service. In addition, the project will enhance the education of students in public policy by integrating projects in community service improvement with classroom education.

The project has two major components. The first is a public service fellowship program for experienced professional students at the Kennedy School. Fellowships will be awarded to those students most likely to contribute both to public service at Harvard and to leadership in social policy after they graduate. Fellowship recipients will participate in a public service project at Harvard throughout the academic year. To this end, we have initiated a partnership with a K through 8 public school in Cambridge that needs help. Students attending this school represent a large diversity of ethnic backgrounds and a relatively high poverty rate. Another initiative involves assisting Phillips Brooks House, the undergraduate community service organization for Harvard undergraduates, where 1500 undergraduates volunteer for 75 programs with the help of only two full-time program people. In connection with the FIPSE grant, this organization has asked for assistance from our students. In addition, students participating in the program may develop their own community service projects.

The second major component of the project will be a workshop seminar course introducing students to general concepts and good practices for program design and management in social services organizations that rely on volunteer help. As part of this course, which will begin in February 1992, students will analyze a component of the public service offerings at Harvard and design materials or systems to improve it.

The project's intended outcomes include improvements in the effectiveness of community service programs at Harvard; incentives for prospective students interested in community service to attend professional school; a greater range of

employment options for graduates interested in community service because of reduced debt burden; and enhanced training for future leaders in community service and social policy.

Thanks to the FIPSE program, the Kennedy School is providing funds for Community Service Fellowships. Our hope is that when the program initiated by FIPSE is over, the Kennedy School will institute the fellowships and the workshop course.

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LIMESTONE COLLEGE

Volunteers In Caring to Our Region

Limestone College is the only postsecondary institution in Cherokee County, South Carolina, a low-income area with a 30% illiteracy rate and a 28% high school dropout rate. Limestone students tend to be the first generation of college students from this area. Most borrow heavily to finance their education, and they also work. They believe they have no time to volunteer for community service, yet they comprise the largest pool of potential volunteers in the area.

Volunteers in Caring to Our Region (VICTOR) is an attempt to address adult literacy, the high school dropout rate, and lack of volunteerism on the part of the students. They may choose the program that best matches their talents with the needs of the community. The three programs are: teaching basic literacy, teaching English for speakers of other languages, and tutoring "at risk" junior and senior high school students.

Students will receive a \$500 tuition credit for giving 3 hours per week during the academic year. The College has made a commitment to continue the \$500 tuition credits beyond the two year developmental period.

Limestone students will learn that they can give a little time and make a big difference. They will also learn skills that are an asset to any community.

VICTOR has the potential to be a model project for other colleges in similar communities where one institution is the chief intellectual resource and where college financial resources do not allow a large stipend for each student.

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UNIVERSITY OF MARYLAND BALTIMORE COUNTY

Community Service and Learning

Community Service and Learning Experiences (Project SAIL - Service and Integrative Learning), sponsored by the newly created Center for Learning Through Work and Service at the University of Maryland Baltimore County (UMBC), provides students the opportunity to participate in direct service delivery to economically and environmentally disadvantaged areas of the community and to reflect on and learn from the service experience. To distinguish Community Service from charity, volunteerism, or paternalism, a reflective learning component has been formulated. Students are required to maintain a daily journal and to attend a series of seminars. In addition, students may earn academic credit through independent studies and courses linked to their service experience. The intention of the learning component is to enhance students' awareness of the policies and cultural habits that contribute to social problems such as homelessness, illiteracy, and juvenile delinquency.

The development and implementation of UMBC's SAIL program reflect the public's growing awareness of and concern about social problems. The focus of the current social reform movement is the involvement of the nation's youth (including middle school, high school and college or university students) in the provision of needed human and environmental services. Commitment to youth involvement in service delivery comes from all levels of government and the community. President Bush has initiated his Points of Light Campaign; students have coordinated themselves into organizations such as Campus Outreach Opportunity League (COOL). Many of these initiatives, promoted as "volunteerism" or "youth service," emphasize the importance of direct service delivery. One important component mission from these programs is an academic base. The Johnson Foundation has proclaimed that it is crucial to combine service toward the common good with reflective learning "to assure that service programs of high quality can be created and sustained over time, and to help individuals appreciate how service can be a significant and ongoing part of life," (The Johnson Foundation, 1989). In addition, "through reflection, we can increase our sensitivity to community issues, and therefore expand our capacity as volunteers."

Reflection within an academic group setting can help foster a long-term commitment by increasing a sense of belonging and decreasing the likelihood of burnout or the feeling that we are failing to make a difference (Campus Compact/Campus Partners in Learning, 1990).

The Service and Learning model implemented by the University of Maryland Baltimore County will hopefully provide an example for other colleges and universities that wish to ground their students' service experiences in an academic setting.

Information regarding our program has been disseminated to university administrators in the form of a Community Service and Learning Databook, to faculty through face-to-face discussions, and to students through various recruitment techniques (e.g., mailings, classroom presentations, advisory meetings). These audiences have expressed support for our model of combining community service with reflective learning. For instance, several academic departments will provide students with vehicles for earning credit linked to their service experiences. The focus of our efforts thus far has been on 12 community agencies, as well as The Choice Program, a delinquency prevention program managed by The Center.

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MESSIAH COLLEGE

Service as Learning: An Integrated Approach

Messiah College is in its first year of funding from FIPSE. The goal of the project is to develop a comprehensive service learning program which integrates cocurricular service activities with formal classroom learning toward the goals of promoting service and reconciliation as a hallmark of a Messiah education, giving students opportunity to wed theory and practice, developing in students a broader world perspective, and preparing students for service in cultures different from their own. The project addresses the questions: (1) How can the quality of service provided by student volunteers be enhanced? and (2) How can the learning value of service activities be increased? The project is based upon the assumption that both questions can be addressed by linking service and learning in a formal classroom setting.

The goals of the project plan include increasing the number of noncredit and for-credit service opportunities available to students; encouraging greater integration of volunteer service and formal learning, and backing-up the institution's service rhetoric with financial aid dollars. Implementation of the program includes (1) hiring a Director of Service/Learning Programs, (2) development and introduction of a 6-hour service/learning course sequence, and (3) an institutional commitment of financial aid for students involved in specified service projects.

Director of Service Learning Programs. A national search will result in the hiring of a Director who will coordinate all noncredit service activities, assist faculty wishing to incorporate volunteer projects in existing courses, and teach the six-hour service learning course. The Director will also act as a liaison between the College and the agencies with which students are working, monitoring student performance, and counselling those whose performance needs improvement. Beyond the formal responsibilities of the Director, this person will be an adult leader who has the time and expertise to motivate students to explore in a deeper way what volunteerism is really about. The director will be someone who will challenge students not merely to serve, but to understand their motives for serving, and to act on that understanding.

Service Learning Course Sequence. The keystone of the project is a six-hour service learning course sequence which will provide interested students with in-depth exposure to volunteer service, both practically and in theory. The proposed service learning courses will extend over two semesters and include a required summer service experience of at least four weeks duration. A three-credit spring semester course will prepare students for their summer service experiences. Students will then come together in the fall for a second three-credit course which will emphasize reflection on the service experiences, including the writing of a major paper.

The formal in-class sessions will introduce students to the history and nature of volunteerism in America, the interaction of culture and service, causes of poverty, and approaches to solving social problems. Students will be assisted in finding summer placements by the Director of Service Learning Programs. In the second semester, students will present their personal philosophies of service, based on what they have learned and experienced through the course.

Financial Aid Assistance. Financial aid assistance in the form of a \$1,500 tuition reduction will be provided for students enrolled in the service learning course. Also, students choosing to work in the 2020 Project, an urban outreach center in Harrisburg, will be provided with room and board. While many students at Messiah are and will continue to be involved in noncredit service projects, the purpose of the tuition reduction is to assist those students who evidence the strongest commitment to service by enrolling in the service learning course. It will also provide the opportunity for volunteerism to be opened to all students, regardless of economic situation.

WANTED: Program evaluation techniques. Discussion with other community service grant recipients.

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MOTT COMMUNITY COLLEGE

Volunteer Voices: Magazines by Telephone for the Visually Impaired

This program addresses the need for visually impaired residents to have consistent access to daily newspapers and weekly magazines and will encourage students to commit to community service.

It will build upon a volunteer reading service started by MCC's Phi Theta Kappa Honor Society who will establish a studio for Newspapers for the Blind (NFTB) in the Learning Center. Each semester, fifteen honor students will be selected based on need, interest, and leadership potential to serve as volunteer studio staff for ten hours a week. Five of the students will serve as editors, and ten of the students will serve as mentors for twenty at-risk students from Mott Middle College, an alternative high school located on the campus. The mentors will be responsible for rehearsing the readings with the middle college students so that the final product is of recordable quality. Five magazines will be recorded on the NFTB computer system each week.

Intended outcomes include:

- o Six hundred visually impaired residents having access to five weekly magazines by telephone.
- o Twenty at-risk middle college students each semester gaining poise in reading aloud, additional reading skills, and a greater awareness of world events.
- o Fifteen college students each semester gaining self-esteem and leadership skills, as well as tuition waivers for 12 credit hours.
- o All program participants gaining an appreciation of the value of community service.

- o Expansion of Newspaper for the Blind services to other community colleges in the state and nation.

Gail Knapp
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NAZARETH COLLEGE OF ROCHESTER

Partners for Learning

The Partners for Learning Project is a new interdisciplinary program establishing a partnership between Nazareth College and an urban elementary school in the Rochester City School District. Project goals include: a) to engage Nazareth students in community service for which they receive either tuition debt reduction or academic credit; and b) to encourage our students to help raise the academic performance and educational aspirations of economically disadvantaged children, while sharpening their own professional skills.

The program will have three main components:

1) 25 Nazareth students will each receive \$1,000 credit toward their tuition for giving 10 hours of service at School #4 for 25 weeks; 20 students will receive mini-grants of \$250 each for giving 50 hours of service.

2) Five academic departments at Nazareth have identified twelve courses which will include a community service component at School #4. Each of these courses will require that some or all of the students enrolled do some work in response to previously identified needs at School #4. Such service is related directly to course content and is required in order to successfully receive academic credit. Participating departments include: Education, Social Work, Math and Computer Science, Art, and Theater Arts.

3) School #4 students, faculty, and staff will have access to some of the facilities and programs at Nazareth College.

The Partners for Learning Project attempts to address problems at both School #4 and Nazareth. Given limited resources, urban schools face many challenges in trying to respond to their students' needs. School #4 is an identified Chapter 1 School that services 422 students. Sixty-six percent of the students come from families whose income falls at or below poverty level. In recent years concerns have arisen because of dangerously low student performance on the New York State PEP test. We hope that the tutoring and special services given by Nazareth students will help improve test scores and other skills. At the same time our Nazareth students need to earn money now and in the future to pay current expenses and to repay student loans. Many

Nazareth students work 20 hours per week or more, in addition to full academic schedules, leaving little time for community service. The \$30,000 in tuition credit given by Nazareth will make it possible for more students to participate. Community service can offer our students some of the most challenging and rewarding learning experiences in their personal development and professional preparation. This program offers our students opportunities that make this commitment possible in the face of demands on their time and finances.

Since we are in the initial implementation stage, it is too soon to evaluate.

Wanted: Discussion on liability.

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NEW JERSEY INSTITUTE OF TECHNOLOGY

Project CARES: Community Action Rewarding Educational Service

NJIT's Project CARES addresses a two-fold problem: to help reduce the financial burden on the NJIT student, many of whom are from low-income, working class families, and to provide much needed service to the citizens of the city of Newark which is grappling with the problems that widespread poverty brings.

Project CARES is a comprehensive service learning initiative that is designed to address both of these issues through courses in all the university's colleges over the next two years. To foster coordination and enhance communication, project coordinators, faculty and agency personnel will be linked via an electronic information system and community service projects will be listed on a computerized bulletin board. The project's goals are to demonstrate the viability of service learning across curricula, as well as the effective use of technology to increase the involvement of a university in community service.

While Fall 1990 marks the start of the implementation of the first group of course modules, much has already been accomplished. Outreach to the agencies was begun in the summer to identify field placements and service projects. To date, fifteen agencies in Newark will serve as community service sites for a minimum of sixty students in six courses within NJIT's School of Management and the College of Science and Liberal Arts. An Advisory Board consisting of representatives from the participating agencies, faculty, and administrators has also been established. A meeting was held in July that included a presentation by invited consultant Dr. Giles from Cornell's College of Human Ecology.

Issues that NJIT faces include: 1) identifying the appropriate courses to permit expansion of modules within the curricula of the College of Engineering; 2) encouraging additional faculty from all four Collegiate units to participate; and 3) refining the orientation, reflection, and classroom incorporation processes to make them more effective.

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OREGON HOUSING AND COMMUNITY SERVICE DEPARTMENT

Volunteers in Service to Oregon

Student indebtedness and its impact on postsecondary students has been a subject of concern and research in Oregon during the 1980's. The Oregon Office of Educational Policy and Planning (OOEPP) recently determined that the Guaranteed Student Loan Program was the largest source of financial aid in the State; that loans had increased 72% over a five year period; and that the average loan had increased 105% during that same time span. The study also found that students entering "lower income" professions experienced problems handling debts resulting from these loans. Another study conducted by OOEPP found that financially dependent students may be discouraged from pursuing careers in the "helping and public service professions" which, as a rule, involve lower paying positions.

In an effort to reduce student over-dependence on loans and to increase student interest in and awareness of public service activities, the Oregon Housing and Community Services Department is developing the Volunteers in Service to Oregon (VISTO) Program. Through that program, high school students preparing for college and college students at risk of over-dependence on student loans will receive tuition vouchers for volunteer work at local human service agencies. Students will receive a twenty-five dollar tuition voucher for each eight hours volunteered.

During the program's first year, the Department's VISTO Coordinator will develop coordinated strategies with the Oregon State Scholarships Commission, Department of Human Resources Volunteer Program and local agencies to recruit and place two-hundred students with human service agencies. An additional two-hundred fifty students will be recruited and placed in the second year. Participating students will receive vouchers averaging \$1,000 to \$1,200 annually.

Other program objectives include developing volunteer placements that improve operation of human service agencies and provide students with volunteer experiences that complement their academic work and increase their social awareness. The Coordinator also will be responsible for establishing a recruitment and placement system that will continue the program after the end of FIPSE support.

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UNIVERSITY OF REDLANDS

Community Service Learning

The Mission Statement of the University of Redlands calls for the development of "responsible citizenship as part of a complete education." One way in which the University has worked to achieve this goal has been to encourage and to coordinate student service and volunteer efforts in the surrounding community, albeit with very limited administrative support. Local research indicates, however, that students—increasingly dependent on work study awards to cover expenses while in school—are hindered in their efforts to help others due to financial pressures which require part-time paid employment. Many of the on-campus work positions created for students lack the challenge and responsibility found in jobs that meet actual needs.

This grant establishes a new Office of Community Service Learning on the University of Redlands campus. The Office will serve three current needs in an integrated fashion: to assist students in finding meaningful jobs; to help students reduce debt; and to support students who have the desire to help others. A cornerstone of the new Office will be the Community Service Internship Program, which will coordinate the placement and supervision of students in paid, responsible positions in various community service organizations. Many of the positions will also provide academic credit for the student participants. These internships will be funded in large part by a transfer of student work-study funds from on-campus jobs.

The Office of Community Service Learning will provide the necessary administrative support to initiate, monitor, and evaluate Community Service Internships, as well as other aspects of student service and volunteerism. A Director, Administrative Assistant, and two student interns, working with input and cooperation from other key University of Redlands personnel, will be involved in the ongoing task of matching community needs to student skills and interests, while working to raise the profile of community service on campus. It is a given that persons immediately served by community service efforts will benefit significantly upon creation of the Office of Community Service Learning, but so too will students, who will receive valuable lessons about themselves and their society. Community service will take its appropriate place as a fundamental tool within the University of Redlands collegiate experience.

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UNIVERSITY OF SOUTH CAROLINA

Community Service

The concept of community service has been supported at the University of South Carolina for many years. However, due to a lack of resources, encouragement and advisement for students who become involved in the community has not been available. Many students and student groups participate in periodic fund raising efforts or charity drives, yet most students do not volunteer their time on a continual basis. Those students who do volunteer are not accounted for nor fully recognized on a consistent basis. Thus, the continued rewards of "giving of yourself" are not reaped by the students or community.

A program to increase individual as well as group civic responsibility and concern for others as well as to assist in relieving the students' growing educational debt was clearly needed at the University of South Carolina. The University's new Office of Community Service Programs (OCSF) is designed to provide a central resource for information and services related to volunteer service needs, opportunities and benefits in the Columbia area and eventually in the communities of the eight USC satellite campuses.

The concept of reduction of educational debt while becoming involved in community service is a key component of this program. The development of close working relationships and continued interface between OCSF, University, and community agencies will be essential to the program's success.

The program includes: The Community Service Internship Program (recruitment, training, supervision, and educational debt reduction); the Computer Clearinghouse (placement and referral services); publications and resources; solicitation of additional funding to reduce the educational debt of students involved in community service; advisement of the University's student-run philanthropic group (Carolina Cares); education of students, faculty and staff regarding the need for and benefits of service; special projects and recognition; and research and evaluation (pre- and post-tests, attitudinal surveys, etc.).

Funded by FIPSE beginning late July 1989, the Office of Community Service Programs (OCSF), is

still in the developmental stages. Progress has been made on initial assessments of community service agency needs, marketing of the program, and foundations for the internships to begin this fall. Groundwork for the Computer clearinghouse is underway as is initial assessment/evaluation of campus attitudes toward community service.

WANTED: Discussion of methods by which to motivate students to action in community service; evaluation of ideas and suggestions; additional funding ideas; general FIPSE grant tips.

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CITY COLLEGE OF SAN FRANCISCO

Project SAVE

Project SAVE, a newly-funded FIPSE Program, addresses the need for AIDS prevention education among ethnic minorities through the training and use of minority students as peer educators.

1. Students on college work assignments train as peer educators with a City College Health Sciences instructor team and continue training with community-based AIDS organizations working in ethnic communities.
2. The Project SAVE students have their own counselor, whose assignment is to provide support through academic and personal counseling in relation to the peer education activities.
3. Members of the community organizations which participate in student training also engage in biweekly support groups to help the students perform their peer education tasks at optimum commitment levels.
4. Students then do AIDS prevention education in City College classrooms and with student groups on campus.
5. Students also undertake to recruit volunteers via their campus presentations to do community service with the community-based organizations that trained them.

It is our hope that Project SAVE will provide a working model for peer health education projects to address minority students. Our local community needs AIDS prevention education among minorities, where the bulk of the new HIV cases are appearing. If our Project achieves success in this area, it could serve as a model for postsecondary institutions nation-wide.

Institutionalization of the Project is proceeding slowly. Among the factors retarding institutionalization are: the newness of the program; the coincidence of late funding decisions and an early (August) Fall semester start; funding difficulties affecting public postsecondary institutions in California, resulting from a state budget shortfall; and recruiting staff for reassignment and students

committed to Project goals. Nevertheless, after the weeks' lead time (as of this writing), obstacles are yielding and the desire to institutionalize is growing. The Project SAVE instructors-designate are already talking about getting AIDS education and peer education training into the regular curriculum. Course outlines and offerings may be in place as early as Spring, 1992. Department chairs have proved willing and cooperative in handling faculty reassignments to enable their participation in the program.

WANTED: Discussion of institutionalization in times of decreasing funding of public postsecondary institutions.

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TEXAS SOUTHERN UNIVERSITY

Patient Counseling Program for Low Income Patients

Texas Southern University College of Pharmacy and Health Sciences plans to develop a model Patient Counseling Program to teach twenty (20) fourth and fifth year' pharmacy students each year to counsel low income Black and Hispanic patients in the Harris County Hospital District Community Health Center Programs, who are noncompliant with their medications due to lack of knowledge. The proposed program will develop an elective course addressing the need for training of and sensitivity to elderly patients. Recent studies by the Harris County Hospital District have shown that elderly Black and Hispanic patients seek less information about their medications and other health related problems, and comprise a majority of their non-compliant patients. The counseling efforts of the program is designed to improve patient awareness, increase medication compliance, decrease drug misuse, decrease health center visits, decrease hospital admissions, as well as emergency room visits. This will ultimately improving the overall well being of the patient through better health care delivery, therefore increasing cost effectiveness in the hospital district.

The students will receive financial assistance that will aid them with their educational costs and therefore enable them to be more sensitive to the needs of the elderly Black and Hispanic patients. The training they receive will also provide them with the level of expertise necessary to better served this patient population, therefore will yield better patient compliance and improve the overall health of the patients.

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THIEL COLLEGE

Community Service in an Academic Framework: A Model for Building Student, Faculty, and Institutional Commitment

The Thiel College Community Service project addresses the need to stimulate greater student interest in community service, and the problem of student indebtedness and how it impacts on attitudes toward community service and career choice in the unique context of a small, private liberal arts institution.

Thiel is located in a region experiencing economic distress and the need for community service is great. Its undergraduates have come increasingly from blue-collar, first generation college families. A growing percentage are non-traditional students, many of them dislocated workers. Students not only lack role models for whom community service is a tradition, but also face unusually severe debt burden problems.

A centralized Community Service Center has been created. The Center has four major goals: 1) to serve as a comprehensive office of student volunteer services, developing service projects and training and recruiting volunteers; 2) to develop service-learning internship opportunities for those students considering careers in public service; 3) to bring students, staff, faculty and the community at-large together to discuss and define the role of community service at Thiel; and 4) to develop financial and non-financial incentives to serve.

During year one, over 200 students participated in projects sponsored by the Center. Projects ranged from community clean-up days, fundraisers, and food drives, to long-term projects such as youth mentoring, visiting the elderly, and building homes for the homeless. With faculty support, several students earned academic credit while serving as interns in various non-profit agencies such as the local Victim/Witness Program and the Children's Aid Society. The majority of the participants were female with pre-college experience in church and community activities. Most indicated "interest in the project" or an "opportunity to help others" as motivators for participation.

A faculty development seminar was conducted to

promote dialogue about curriculum-based community service. Predictably, the discussion centered on a working definition of service-learning and on the issue of ensuring quality in experiential learning.

As part of our financial inducement strategy, we are implementing a Community Service Credit Bank so that students can earn tuition credits for hours logged in volunteer activities. Additionally, college departments have been encouraged to release their paid student employees for one to two hours each week so that they may participate in projects of interest while still earning their regular work study income. Non-financial inducements have included letters of thanks, letters of recommendation, student awards and certificates from the dean and president, and group recognition dinners.

Year two will focus on creating more diversity among student participants, strengthening ties with existing student services (i.e. Student Life, Campus Ministry, Cooperative Education), continuing dialogue on curriculum-based service-learning, and developing a strategy for funding beyond year two.

New projects include a multi-cultural children's literature program which teams of Thiel students will make weekly presentations to local fourth grade social studies classrooms a speakers forum in which community activists will address classes and other campus audiences on their work in the areas of hunger and homelessness, mentoring, environmental education, etc.; and expansion of the youth mentoring project to include a big brother/big sister program at a local elementary school.

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WHEATON COLLEGE

To Serve, To Learn, To Lead

The aim of Wheaton's FIPSE FELLOWS program is to reinforce the institutional ethos of service as learning and to inaugurate in the work of students chosen as FIPSE FELLOWS an innovative approach to peer advising in service contexts. In 1992, 20 student Fellows will be selected for Wheaton-stipended summer placements in local agencies and will return to campus for a year of structured activities as service team-leaders, disseminators on social issues related to their placements and, most significantly, as peer advisors to other students interested in learning from their volunteerism.

In 1987, Wheaton initiated an omnibus approach to helping students recognize and record their learning outside the classroom. Through the unique Wheaton Work and Public Service Record, students can set learning goals for work, service and internship experiences, assess their learning afterwards, and document the activity in an official "second transcript" of the institution.

Our goal for the Fellows is to make them a pioneering cadre of peer educators on service-learning, conducting outreach to other Wheaton students in the techniques and value of the Wheaton Work & Public Service Record. Upon return from their summer postings, the Fellows would not only educate the community at large about the issues tied to their particular placements, but they would also work in collaboration with the Filene Center for Work @ Learning to counsel and advise the many other Wheaton students interested in or currently performing public service.

Each Fellow will conduct both workshops and individual sessions with students to help them capture the learning potential from volunteer activity. Like tutors in academic disciplines, the Fellows would mentor their cohort; in this case guiding them through the Work and Public Service stages of goal-setting and self-assessment.

Wheaton hopes to wed its institutional focus on student-centered service with its dedication to documenting learning outside the classroom in the FIPSE FELLOWS project. Volunteer action, leading to thoughtful reflection, culminating in official documentation--this is the College approach, and the FELLOWS will be more than role models in this regard. They will catalyze service and service-learning

in their peers, further eradicating the artificial notion that true learning occurs primarily in the classroom.

WANTED:

Further ideas on training and motivating peer tutors.

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1990-1991

FUND FOR THE IMPROVEMENT OF
POSTSECONDARY EDUCATION

PROJECT ABSTRACTS

THE COMMUNITY SERVICE PROGRAM

BENEDICT COLLEGE

Student Volunteers for Primary Prevention

This interdisciplinary project is designed to train thirty (30) Benedict College volunteers annually for work in a project planned to prevent child maltreatment and neglect. It is to be administered by the Certificate Program in Child Protective Services (CPCPS) with the assistance of faculty members in Social Work and Education (referred to as Program Associates). The project's goal is to increase student altruism and diminish educational debt by structured volunteer service with approximately two hundred (200) young mothers with limited parenting skills and minimal resources.

There are three low-income housing projects located within walking distance of the college. Project activities will take place in a nearby Model Child Development Center and a CPCPS Resource Center. Activities include: student training in primary prevention; facilitation of parent support and education groups; provision of role models preparation for the GED; parent training in self-regulatory behaviors; student and parent observation of a preschool play therapy group, and evaluation and documentation of the effects of debt reduction.

This two year collaborative project can help meet a crucial demand to train teachers and social workers (those most likely to encounter this problem) in the early identification of maltreatment and to intervene when young children are at risk.

Thirty (30) students will receive \$1,000 annual tuition forgiveness.

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BOSTON UNIVERSITY

The Boston University-Chelsea Schools Student Service Project

Providing quality education for the children of the poor is an endemic problem in the United States. Our failures breed more failures as new cohorts of young people enter adulthood lacking the skills needed to participate in a modern economy. The Boston University-Chelsea Project is an attempt to interrupt this cycle of failure. The Boston University FIPSE Project is a part of the University's and the School's overall effort to redesign and reform the educational, medical and social services offered in the Chelsea community.

The Boston University FIPSE Project recruits, trains, and places thirty undergraduate students a year in one of Chelsea's five schools, the Williams School, a K-7 combined elementary and middle school. Each of our FIPSE volunteers is an undergraduate (either an education major or a student preparing for a teaching certificate), and each student has already had an introduction to education course and a field placement. The format of our program is to train and to place fifteen prospective teachers a semester in particular classrooms, typically the most demanding, in the Williams School. The FIPSE students are placed on the basis of need and the willingness of the regular teacher to take on a volunteer aide. In general, the role of the FIPSE students is to give individualized help to at-risk students, of which there is no shortage in the Williams School. The volunteers are clustered in the later years, grades six and seven, because the school's administrators and teachers have determined their most severe problems are at this end of the student spectrum.

The format of our project is to have each FIPSE student spend one full school day (or two half days) a week in his or her Chelsea classroom and participate in a two hour seminar each week. The seminar, in turn, has two foci: first, to train the FIPSE students to be effective tutors and, second, to explore with them the concept of service. This exploration of the idea of service is done through various kinds of readings, from descriptions of school-based volunteer programs to the analysis of pieces of literature. As part of their seminar activity, the volunteers keep a journal and write a summative paper on their experiences.

Other than contributing to the overall goals of the Chelsea Project, our FIPSE Project aims first, to touch the minds and hearts of these at-risk students; second, to provide a positive experience in urban education for prospective teachers; and, third, to generate an intellectual basis for volunteerism among our future teachers; and fourth, to develop a new type of concept based practicum course at our university.

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BRIAR CLIFF COLLEGE

BCC CARES: Community, Action, Response, Employment, Service

Briar Cliff College's mission statement expresses its dedication to the Franciscan tradition of service, caring, and openness to all. We intend to expand this commitment in response to new community needs, as well as to substantially improve the effectiveness of the College's current service activities. An improved organizational structure will allow us to network with community service agencies, to centralize the College's community service activities, to place qualified students in employment positions with service agencies, and to seek out additional job opportunities. New scholarship and grant allocations, as well as community service job opportunities and work study employment will reduce students' debt burden. Employment with community service agencies, academic internships, and a community service competency requirement will all increase students' civic mindedness.

An Advisory Council for Community Service, made up of representatives of community service organizations, will meet to provide a network system with the community service agencies of Sioux City. A half-time professional Coordinator of Community Services provides the link between the College and civic community and will work with college students to organize appropriate responses to service needs. Six positions of Component Group Leaders are established. These leaders will be responsible for service projects in the areas of 1) Hispanic, Native American, and other minority populations, 2) elderly, and 3) the poor/disadvantaged. A Community Service Competency for all Briar Cliff students will be built into the general education curriculum requirements.

The College's financial commitment through new scholarships, grant commitments, new work-study allocations, and jobs offered by community service agencies will result in debt reduction for students. Expected outcomes of this project are that Briar Cliff graduates will continue to exercise civic responsibility, students' debt burden will be significantly reduced, and a structure will be in place that will allow for the continuation of this project.

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BROOKDALE COMMUNITY COLLEGE

Academic Mentoring Program

The Academic Mentoring Program addresses the issue of school "drop out." Brookdale mentors are working with 8th and 9th grade students from schools with significant drop out rates. The students selected for the program have the potential to graduate, but have also been identified as needing additional help to reach that goal.

Strategy for improvement is focused on the one-to-one relationship that a mentorship provides, which includes self-esteem techniques, as well as academics. Our best indication that the program is working comes from mentees who are returning to school and continuing contact with their mentors.

Establishing a productive working relationship with school systems has been the most difficult task. As a result, planned first-year activities were delayed at least six months.

The program has goals for mentors, mentees, and the community at large. We expect that mentees will show an improvement in grades, reduction in absenteeism and behavioral problems, and enhancement in self-esteem. We expect that mentors will gain valuable experience, reinforce their own knowledge, and develop additional self-confidence. The community will benefit from the establishment of a mentorship center which will include a resource library of materials on mentorship programs.

Evaluation procedures include utilization of the Coopersmith Inventory of Self-Esteem, as well as grades and absenteeism rates. Mentors, mentees, and school personnel are asked to provide their comments on training, programming, etc.

Information about the project will be primarily disseminated at a statewide mentorship conference to be held at Brookdale in April of 1991.

Institutionalization of the project will include having mentorship become a volunteer opportunity in the Service-Learning Program, as well as an internship possibility for education students.

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BROWARD COMMUNITY COLLEGE

Challenge to Youth Student Mentoring Program

Broward Community College, a two-year public institution located in Broward County, Florida, one of the nation's fastest growing areas, received FIPSE funding in July 1989 to initiate the Challenge to Youth student mentoring program in response to the Innovative Projects for Student Community Service. Broward Community College was one of only four community colleges in the United States to receive funding.

This two-year project targets up to 40 Broward Community College students per year to participate in courses which train them to mentor juveniles identified by the Broward County Juvenile Justice System, Health and Rehabilitative Services, and local schools. These at-risk youth are selected as most likely to benefit from academic, career, and personal mentoring. By pairing these youngsters with positive role models in the person of BCC students, the Challenge to Youth program attempts to break the cycle of academic failure, low self-esteem and socially unacceptable behavior that often leads to serious criminal or delinquent behavior at a later age. At the same time, the seeds of encouragement to pursue post-secondary education and a vision of a brighter future are nurtured in the youngsters through exposure to college students and participation in college life. The development of role model relationships between mentors and their young charges gives the youngsters the emotional support and encouragement necessary to stay in school and reduce repeat offenses.

In turn, the program serves as a fresh response to the current low levels of social consciousness among American youth of college age by providing an opportunity for the student mentors to serve their community. Students are awarded scholarships of \$1,500 per year in exchange for performing their duties which are directly linked to the development of social awareness and civic responsibility. The Challenge to Youth program thereby reduces potential loan defaults while addressing the need to provide an alternative to incarceration among the county's burgeoning juvenile offenders' case loads.

During 1989 over 70 youngsters and 36 BCC students participated in the program. A significant number of the youngsters exhibited positive behavioral changes, and set and accomplished goals as a result of their involvement with their BCC mentors in college and community activities, and personal responsibility and enrichment workshops. Program evaluations indicate these experiences are the keys

to having a meaningful impact on, and affecting positive change in, this population of youngsters.

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BROWARD COMMUNITY COLLEGE

Transitional Insights

The key to college success for special populations is decreased anticipation about college policy and procedure, coupled with increased academic remediation. It is estimated that of nearly 1300 identified Learning Disabled high school students in Broward County, approximately 600 have expressed a desire to attend college. Due to specific academic deficits and the demand of this population for individualized attention, high school personnel and remedial services have been unable to prepare the increasing number of Learning Disabled students who desire and are capable of community college level work.

Broward Community College is presently implementing "Transitional Insights," a program that will train outstanding college students to serve as academic tutors and positive role models to Learning Disabled high school seniors. These tutors will provide the high school seniors with academic support and an orientation to college life prior to their admission. In return for assisting the high school students, the college tutors will receive scholarships.

The intended outcome of the program is for specifically Learning Disabled students to enter college with confidence and already familiar with the college environment and what is expected of them as college freshmen. A long term goal will be that Learning Disabled high school students become tutors for future incoming groups of Learning Disabled high school seniors. In this way, credibility will be added to the information passed on by the tutors, who will be able to use their own success as evidence in helping to foster feelings of self confidence and security.

The first year of program funding is 1990-91; therefore "Transitional Insights" is in its initial start-up phase. Institutional response has been favorable, resulting in student referrals from the scholarship coordinator and honors program. Campus-wide advertising, correspondence with high schools, and faculty publications have been the major sources of dissemination of information.

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CORNELL UNIVERSITY MEDICAL COLLEGE

Community Service Program

The Community Service Program at Cornell University Medical College has increasingly become an important component of medical education here. The medical school is sending a message to students that medicine encompasses more than the basic sciences; it means caring for people of all ethnicities, ages, social, and economical backgrounds. Student's ideas about new projects, and ways to expand on-going ones have further developed the program this year.

While there has been a history of student-initiated projects at Cornell, the Community Service Program has been developed in response to an ever-growing interest on the part of the students. The goals of the program are to provide administrative and financial support; to work with students interested in volunteering their time; and to aid students in developing new community service project ideas. The Community Service Office serves as the clearinghouse for information about New York's myriad agencies, and helps avoid overlap of student projects.

In February 1990 the first Community Service Newsletter was published including summaries written by student representatives from each project. It was distributed to faculty members at Cornell's affiliate hospitals and participating community agencies. The response was enthusiastic from faculty, staff members and community organizations and included ideas about developing projects in other areas.

An exciting addition to Cornell's year round programs is our collaboration with New York University Medical School students who started an Urban Health Care Program three years ago. This program provides summer jobs for pre-clinical students in non-hospital settings. Students are closely supervised by both an on-site advisor and a faculty member with whom the student meets regularly. The student's community work is enriched and informed through an educational orientation and weekly seminars which focus on important health care issues and health policy and include representatives from the participating agencies. To deepen engagement and understanding, each student participant completes a research project beneficial to the community organization.

A Conference on Medical Education and Community Service will be held in the spring of 1991 in New York. Medical students are an untapped resource in this city. Providing public and private voluntary organizations and medical students an opportunity

to share experiences and pool resources, this conference will encourage other medical schools in New York to develop similar programs. We also want to encourage students with public health and primary care interests to consider medical education in New York City so that they can have hands-on experience and can begin to problem solve while in school. We hope to interest foundations and others concerned with health care in New York to support student community service so we may reduce the debts of students considering careers in primary care, public health, and teaching.

A brochure for incoming students includes photographs of students involved in community service projects as well as their comments on the value of the experience. This will be widely distributed to college advisors and student applicants during their interviews or on campus visits by the Admissions Committee. In addition, the brochure will go with a fundraising appeal to potential donors and alumni.

Cornell is interested in establishing a joint program with another FIPSE grantee, the Community Service Program at Kansas State University. This program targeted for this joint venture will provide an opportunity for students to experience and understand the economic, social and health problems which are pandemic to rural areas. To date, we have met with the Director of this rural program and are in the process of planning a student exchange program for summer 1991.

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FOUNDATION FOR LONG TERM CARE

Coordinated Student Involvement in Elder Care

This project tests the placement of college students in elder care settings as paid employees and combines the placement with what we believe to be the first undergraduate seminar on long term care issues. We believe that this innovative approach addresses both the need for college students to become more involved in social issues in general and aging issues in particular. It also serves to reduce student indebtedness.

The FLTC has established a consortium of eleven elder care agencies and three colleges for this project. Students work from six to twelve hours a week in an agency and receive a competitive wage while also receiving college credit for the seminar. The seminar, led by the Director of the Ringel Institute of Gerontology of the State University of New York at Albany (SUNYA), integrates the hands-on experience of the students with issues relating to health care practice and policy for the elderly.

For the students, the proposal can reduce indebtedness and provide insight into a variety of disciplines: medicine, nursing, sociology, management and public policy. The program allows students to test their own interest in a career with the aged. Because the elder care agencies allow the students to work part-time hours, the work commitment can be integrated with class schedules.

For society as a whole, the project offers a short-range goal of addressing a critical shortage of health care workers and a long range goal of equipping students with the compassion and knowledge needed to create caring elder care programs and services.

We have finished our first year of this project in which thirteen students participated. We expect this number to double in the second year.

From our first year's formative evaluation, we know that finding meaningful work is crucial and that we need to discuss more about the context of nursing home care to avoid a negative perception of work with nursing home residents. Finding excellent

paid work placements proved difficult; evaluation consists of pre- and post-tests and open-ended post-experience questionnaires.

An end result of the project will be a manual for colleges and elder care agencies interested in replicating this kind of project.

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JOINT COUNCIL ON ECONOMIC EDUCATION

Economics and Entrepreneurship Education: E³

E³ is an innovative new program which teaches economics and entrepreneurship to economically disadvantaged high school juniors and seniors. The program is designed to empower young people with the skills, knowledge, and attitudes that will enable them to become productive participants in the economy. Under the guidance of committed and caring mentors, and through summer internships, students will experience a different set of work opportunities than they might otherwise consider. In a series of special units of study, students will understand the significant role entrepreneurship has played in U.S. and world history. Through two unique courses, students will learn basic economic concepts such as: scarcity, supply and demand, markets, prices, etc; basic assessment and decision-making; how entrepreneurs contribute to job creation, enhanced competition, and economic growth; and how economic events and political decisions affect entrepreneurial behavior. E³ will make a solid contribution to the community by encouraging and training its own young people to become its future entrepreneurs and by offering today's leaders the opportunity to "give back" something to their community by serving as mentors.

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KANSAS STATE UNIVERSITY

Elderserve

Rural and small-town Kansas is experiencing an economic and social crisis resulting in a shrinking and aging population. Many Kansas State University (KSU) and community college students are from economically depressed communities, and have been directly affected by the rural crisis. Older Kansans have also been affected by this crisis in that many want to remain in their homes and continue to contribute to their communities, but the lack of necessary support services often hampers their ability to do so.

In response to these concerns, the Kansas State University Community Service Program developed Elderserve, a project designed to provide KSU students with intergenerational learning opportunities, while working to meet the needs of older residents in rural communities. Now in its second year, Elderserve has developed partnerships with 19 rural communities, four community colleges, and four Area Agencies on Aging.

Elderserve Community Teams - Teams of students work with rural Kansas communities, on projects designed by community leaders, in an effort to develop programs, networks, and systems which better enable communities to meet the needs of their aging residents. Team projects include needs assessments, establishing a disability support group, developing a databank of service providers, and doing outreach to rural minority elders. Approximately 25 students, 10 faculty members, and 9 communities participate each year. Students receive a stipend for their participation.

Homeserve - Students are matched and make weekly home visits to local older adults, assisting with minor home maintenance and repair needs. As students interact with their older counterparts, a new awareness and understanding of the unique needs and abilities of each generation develops. Approximately 45 student volunteers are involved in homeserve each year.

Link-AGE Homeshare - The homesharing program activity allows students to share a home with a local homeowner who agrees to provide low-cost alternative housing in exchange for services such as house cleaning, yard work, and companionship.

In addition to these activities, Elderserve is excited to be working with the Cornell Community Service Program, also a current FIPSE grantee, to develop a student exchange program. Two KSU students will spend 8 weeks during the 1991 summer participating in urban community service activities

while living in New York City, and two Cornell students will spend 3 weeks living and working in a rural Kansas community as part of a Community Service Program summer team.

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LIMESTONE COLLEGE

Volunteers In Caring To Our Region (VICTOR)

Limestone College is the only postsecondary institution in Cherokee County, South Carolina, a low-income area with a 30% illiteracy rate and a 28% high school dropout rate. Limestone students tend to be first-generation college students from this area. Most borrow heavily to finance their education and also work. They believe they have no time to volunteer for community service, yet they comprise the largest pool of potential volunteers in the area.

Volunteers In Caring To Our Region (VICTOR) is an attempt to address adult illiteracy, the high school dropout rate, and lack of volunteerism on the part of the students. Students will receive a \$500 tuition credit for giving 3 hours per week during the academic year. They may choose the program that best matches their talents with the needs of the community. The 3 programs are: teaching basic literacy, teaching English for speakers of other languages, and tutoring "at risk" junior and senior high school students.

Limestone students will learn that they can give a little time and make a big difference. They will also learn skills that are an asset to any community.

The planned starting date of the project is August 1, 1990. The college has made a commitment to continue the \$500 tuition credits beyond the two-year developmental period.

VICTOR has the potential to be a model project for other colleges in similar communities where one institution is the chief intellectual resource and where college financial resources do not allow a large stipend for each student.

LULAC NATIONAL EDUCATIONAL SERVICE CENTERS, INC.

Save Our Students

Based on 1986 data provided by the Department of Education, Texas has one of the highest dropout rates in the country, the majority of them being Black and Hispanic. In order to address the high dropout rate among Hispanics in the Houston area, the LULAC National Educational Service Center (LWESC) has implemented a program called the "Save Our Students" Project.

This project, which is in its second year, has identified a target middle school, Deady Middle School, where the population is highly Hispanic and where 45% of the students come from low-income families and only 36% of the students finish high school (U.S. Bureau of the Census, 1980). Results of the Texas Educational Assessment of Minimum Skills (TEAMS) Test indicate that these students have a tremendous need for academic instruction, particularly in the areas of math, reading, and writing. The "SOS" Project has selected 100 at-risk students from the middle school and has placed them under the direction of 20 volunteer Peer Tutors/Counselors to provide counseling and tutorial assistance. The Peer Tutor/Counselors are chosen from the area high school, Milby Senior High School, and will receive scholarship monies for their community services from the University of Houston-Downtown and Houston Community College.

The progress made by the at-risk students as a result of the tutoring sessions has been positive. Monthly visits with teachers indicate that grades have remained steady and results of the TEAMS Test indicate overall improvement. The tutors have various financial aid workshops and seminars.

In addition to providing academic services for these students, a parent group has been developed so that parents may meet regularly to advise and support each other concerning issues facing the family. A mentor program, which includes participation of business people and other community members, has also been established in which each student meets monthly with a mentor. With generous contributions from various corporations, such as Compaq Computers, Inc., First City Bank, and the Imax Theaters, students have been able to attend various events throughout the city, including such cultural events as the Houston Ballet's performance of "The Nutcracker."

With the development of an excellent networking campaign among these corporations, efforts are being made to generate a corporate sponsor so that the "SOS" Project may continue its program. Plans are also to increase the number of at-risk students served by the program and to include additional postsecondary institutions.

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UNIVERSITY OF MARYLAND BALTIMORE COUNTY

Community Service and Learning

Community Service and Learning Experiences (S.A.L.E.) sponsored by the Office of Professional Practice at the University of Maryland Baltimore County (UMBC) provide students the opportunity to participate in direct service delivery to economically and environmentally disadvantaged areas of the community and to reflect on and learn from the service experience. To distinguish Community Service from charity, volunteerism, or paternalism, a reflective learning component has been formulated. Students are required to maintain a daily journal and to attend a series of seminars. In addition, students may earn academic credit through independent studies and courses linked to their service experience. The intention of the learning component is to enhance students' awareness of the societal policies and cultural habits that contribute to societal problems such as homelessness, illiteracy, and juvenile delinquency.

The development and implementation of UMBC's S.A.L.E. program reflects the public's growing awareness of and concern over social problems. The focus of the current social reform movement is the involvement of the nation's youth (including middle school, high school and college or university students) in the provision of needed human and environmental services. Commitment to youth involvement in service delivery comes from all levels of government and the community. President Bush has initiated his Points of Light Campaign; students have coordinated themselves into organizations such as Campus Outreach Opportunity League (COOL). Many of these initiatives, promoted as "volunteerism" or "youth service," emphasize the importance of direct service delivery. One important component missing from these programs is an academic base. The Johnson Foundation has proclaimed that it is crucial to combine service toward the common good with reflective learning "to assure that service programs of high quality can be created and sustained over time, and to help individuals appreciate how service can be a significant and ongoing part of life." (The Johnson Foundation, 1989). In addition, "through reflection, we can increase our sensitivity to community issues, and therefore expand our capacity as volunteers." Reflection within an academic group setting can help foster a long-term commitment by increasing a sense of belonging and decreasing the likelihood of burnout or the feeling that we are failing to make a difference. (Campus Compact/Campus Partners in Learning, 1990).

The Service and Learning model implemented by the University of Maryland Baltimore County will

hopefully provide an example for other colleges and universities that wish to ground their students' service experiences in an academic setting.

Information regarding our program has been disseminated to university administrators in the form of a Community Service and Learning Database, to faculty through face-to-face discussions, and to students through various recruitment techniques (e.g., mailings, classroom presentations, advisory meetings). These audiences have expressed support for our model of combining community service with reflective learning. For instance, several academic departments will provide students with vehicles for earning credit linked to their service experiences.

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UNIVERSITY OF MASSACHUSETTS AT BOSTON

The Collaborative for Community Service and Development

The Collaborative for Community Service and Development is in its second year of FIPSE funding. The Collaborative is located at UMASS' innovative College of Public and Community Service, which provides adult students with a competency based education grounded in an urban context. The Collaborative provides resources not previously available at the College to implement and support community service and development projects. A half-time staff Director, faculty release time, and project support costs are covered by the FIPSE grant, which is matched by tuition waivers provided to participating students by the University.

In its first year of operations, the Collaborative coordinated eight projects which involved more than 70 students and 12 faculty, who worked in teams with 10 dynamic community organizations in the Boston area. Collaborative projects introduced students to the world of community service and community organizations, and have resulted in 10,000 hours of volunteer and in-kind services over the first nine months of operations. The Collaborative also produced a Technical Resource Pack for community organizations, held a symposium to discuss Community Service Strategies for the 90s, and provided tuition waivers to over 40 students.

In its second year of operations, the Collaborative will: continue to implement projects which contribute to the development and stabilization of low income and other disenfranchised communities in the Boston area; ensure the utility of projects for partner community organizations and support students and faculty carrying out projects; hold a regional conference with national telecommunications satellite hook-up; raise funds to continue the Collaborative beyond the initial FIPSE grant; and institutionalize the Collaborative within the college curriculum.

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NEW JERSEY INSTITUTE OF TECHNOLOGY

Project CARES: Community Action Rewarding Educational Service

NJIT's Project CARES addresses a two-fold problem: to help reduce the financial burden on the NJIT student, many of whom are from low-income, working class families, and to provide much needed service to the citizens of the city of Newark which is grappling with the problems that widespread poverty brings.

Project CARES is a comprehensive service learning initiative that is designed to address both of these issues through courses in all the university's colleges over the next two years. To foster coordination and enhance communication, project coordinators, faculty and agency personnel will be linked via an electronic information system and community service projects will be listed on a computerized bulletin board. The project's goals are to demonstrate the viability of service learning across curricula, as well as the effective use of technology to increase the involvement of a university in community service.

While Fall 1990 marks the start of the implementation of the first group of course modules, much has already been accomplished. Outreach to the agencies was begun in the summer to identify field placements and service projects. To date, fifteen agencies in Newark will serve as community service sites for a minimum of sixty students in six courses within NJIT's School of Management and the College of Science and Liberal Arts. An Advisory Board consisting of representatives from the participating agencies, faculty, and administrators has also been established. A meeting was held in July that included a presentation by invited consultant Dr. Giles from Cornell's College of Human Ecology.

Issues that NJIT faces include: 1) identifying the appropriate courses to permit expansion of modules within the curricula of the College of Engineering; 2) encouraging additional faculty from all four collegiate units to participate; and 3) refining the orientation, reflection, and classroom incorporation processes to make them more effective.

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OHIO WESLEYAN UNIVERSITY

The Ohio University/Crestview Middle School Project

Now entering its second year, the Ohio Wesleyan University/Crestview Middle School Project has already doubled in size and documented clear impact upon test scores and attendance records of at-risk students. This pilot project in community service matches Ohio Wesleyan students with urban Columbus Middle School students in relationships aimed at raising self-esteem, academic performance and consciousness levels.

The project is three-fold, involving tutoring, mentoring, and college readiness activities for selected Crestview 6th, 7th and 8th graders. It is hoped that the one-on-one intervention will aid students who are at risk of not reaching their full potential.

The first aspect of the project is a tutoring program administered by Ohio Wesleyan's Education Department. Members of the Ed. Psych. #45 class travel to the middle school one morning per week for seven weeks. They spend part of the morning observing, and at least one class period tutoring assigned students. This may consist of helping with specific problem areas, or simply making sure that homework assignments are completed.

The mentoring aspect pairs Ohio Wesleyan students with Crestview students who have significant problems in areas such as school adjustment and attendance or have strong need for a positive role model. The mentors and mentees meet every other week each semester for periods of 2 to 3 hours. During that time they may visit each other's campus, go roller skating, walk in a park, pick up some fast food, or shoot some baskets. Mostly, they talk and listen to each other. Frequently, they have additional contact outside of the organized activities of the program.

The college readiness aspect is designed for approximately 25 eighth graders from Crestview who have the potential to go on to college, but may lack the motivation, family history or belief in themselves. Three times per semester, the Crestview students are hosted by 15 to 20 Wesleyan students who are called "campus visitation guides". During a typical day, they might experience a chemistry lab, eat lunch at a fraternity house and check out the college athletic facilities. Each college visitation day has a theme, such as "Science Day," "Minority Awareness Day," or "Fine Arts Day" with the goal of capturing the imagination or particular interest of the individual student. Each visit ends with 30 to 45 minutes of "free time" which gives the Wesleyan and Crestview students time to visit

and get to know each other informally: (this has been designated the "favorite" part of the program).

In order to prepare for the various aspects of this project, the Wesleyan students are trained in workshops, given written materials to study, and attend meetings where they can share frustrations and successes. The mentors, in particular, need the chance to come together in a supportive group setting to talk about their experiences in the project.

The Crestview Administration and staff have been enthusiastic in their support of this project. They report measurable improvements in attendance, performance levels and attitudes. For our part, we have certainly noticed personal growth and enthusiastic support from the participating Wesleyan students, faculty and staff.

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OREGON STATE COMMUNITY SERVICES

Community Service Program

State Community Services' (SCS) FIPSE Community Services Program is a two year project which focuses on developing consultant teams of upper-division undergraduate and graduate students from the University of Oregon's (U of O) Community Workshop Program and linking those teams with clients in Oregon's coastal region. Clients include local governments, Indian tribal organizations, private non-profit and for profit corporations. Consultant teams provide Oregon coastal communities and organizations with economic development and community development/revitalization planning assistance. The students gain valuable hands-on experience as well as earn stipends for their consultant services. SCS conducts an annual evaluation of the project to determine:

1. Student attitudes regarding the consultant-client experience;
2. Client perceptions of the effectiveness and usefulness of the consultant services;
3. The extent to which student loan dependency was reduced;
4. The degree to which the Oregon coast's regional economy and local economies were assisted and employment opportunities for low-income residents were generated;
5. The extent of Oregon State agencies' in employing student consultant teams for carrying out studies and planning activities associated with those agencies' responsibilities;
6. The extent to which students' academic and professional goals were enriched by their consultant work.

Evaluation findings from the first year of operation were used in structuring second year Program implementation. SCS is particularly interested in findings regarding the Program's success in increasing student participants' social awareness and interest in community service and the extent to which student consultant planning assistance resulted in concrete, measurable social and economic improvements for coastal communities.

Our ultimate goals are expansion of the project into other economically distressed areas of the state and the development of similar programs on other campuses. The main problem encountered so far has been convincing a wide variety of state agencies to utilize the U of O consultant teams as part of their ongoing planning process.

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PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Expanding the Pool of Potential Teachers

As the recent reform movement in elementary and secondary education has progressed toward increasing standards in the name of better preparing students for the worlds of work and further education, a potentially reform-killing realization has become apparent. As school systems raise standards, fewer and fewer beginning teachers are capable of preparing students to meet such high standards. The best and brightest high school students are not pursuing higher education experiences which would lead them to become public school teachers. Thus one of America's most significant problems is that our country faces a shrinking pool of qualified teachers, a problem that is then compounded when one considers the difficulty of attracting qualified minorities to the teaching profession.

Funded by FIPSE beginning in July 1989 and fully supported by Bowie State University, this project will demonstrate an effective approach for increasing the pool of prospective teachers. The objective is to provide high school students with an understanding of the intellectual and substantive challenges of the teaching profession, the altruistic as well as the other benefits of teaching, and the career line one can follow within the profession. Using techniques specifically developed for this purpose, the project will have three phases: 1) "future teacher clubs" will be established in each of the system's 20 high schools, where students will be exposed to careers in education and the contributions a career in teaching makes to society; 2) "paid college internships" providing students with financial assistance in exchange for educational services to the school system (e.g. substitute teaching); 3) "successful graduate hiring program" offering successful participants in phases 1 and 2 of the program teaching positions within the county school system. Thus the benefits of the program will extend to students, University, and the local school system alike.

In the short run (over the two-year period of the grant), the Prince George's County School System will have demonstrated that public school systems can play a major role in increasing the number of high school students entering college with the intention of pursuing a career in teaching. Further, it is hoped that teaching will become a more respected and viable career option for the students of Prince George's County. Participating students who otherwise would have incurred a significant debt in college will be relieved of this debt in addition to gaining a head start in

the preparation for this career and will earn a guaranteed place in that profession. In the long run, the project will document an increase in the number of high school students who enter college, major in education, and actually become full-time employees of the school system. Once the project has started, data will be collected on club activities, materials used, the mentor process, the number and characteristics of students entering the program, and of those who eventually enter the teaching profession in Prince George's County.

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THE COLLEGE OF ST. CATHERINE

The Community Service Careers Project

In keeping with the goals of "Innovative Project for Student Community Service", "The CSC Project" aims to: a) provide opportunities for students to participate in community service; and b) to reduce student debt through a program of stipended internships in community services. More specifically, the CSC project will make available stipended, credit-based internships at sites which serve either primarily or exclusively women and/or minority clients. This focus reflects both the college's mission as a women's college and its hope for future movement toward cultural diversity.

The project is housed in the college's Career Services department, and a departmental goal is to expand career exploration opportunities in community service settings. Especially noteworthy is the project's availability for all students, including not only traditional students but also weekend college students, the vast majority of whom work part or full-time, are re-entry adult students who often have careers in the home and/or volunteer settings, and who can bring their expertise to the CSC Project sites. Students will be selected for the project based on the following criteria: debt potential, major, type of internship, and site selections.

Presently, The CSC Project is in its first semester which was written into the proposal as a "planning semester." Activities at this time include soliciting possible sites, developing project forms, promoting the project to faculty, staff, students, and the community, and fine tuning institutional procedures for student selection.

The project will be easy to institutionalize as it expands an already established, successful, and supported internship program. Ideally, The CSC Project will culminate with the establishment of endowed "stipends" for community service internships. A collaborative arrangement might exist with the College's women's studies program which is currently considering curriculum revision to include a required internship. Such an arrangement could serve as a model for institutions of higher education seeking to act entrepreneurially in regard to women's studies and internships programs.

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ST. NORBERT COLLEGE

Campus Outreach to the Community

The fostering of community and service is the hallmark of the Norbertine experience; these principles have become a framework for St. Norbert College itself. The Community Outreach effort has developed into a decentralized program involving three areas of Student Life. First, the office of Campus Outreach works to increase student participation in community service. Community needs are assessed and volunteers are placed to meet those needs. Several shelter trips, taken over vacation periods, have also been coordinated to reach out on a national basis to those in need.

Second, the Center for Leadership Development has prepared several workshops to assist in training volunteers for their experiences. Currently, briefing and debriefing sessions are being formulated to enhance reflection on the volunteer process. A Confidence Course is also utilized to enhance self confidence, team building, and leadership skills.

Finally, the Professional Practice Program has established more "advanced" volunteer positions called service-learning internships. These interns complete intensive, unpaid service experiences for one organization or agency. At the end of the year the College recognizes these students by a monetary reduction in their student educational indebtedness. The professional practice program, along with faculty members, also have developed a course in service-learning to be offered Fall, 1990.

Due to the decentralized format of the Community Outreach program, we found it necessary to create a formal community service network. The three program areas were represented along with student activities, residence life and members of the student body. This network assisted in coordinating the program and alleviated many possible communication problems. As a direct result of this network, a campus wide recycling project was successfully established. This was an unexpected but wonderful result!

In the second year of our FIPSE Community Service grant we plan to continue present efforts, add additional evaluation measures, and increase student participation. Two new projects include a community workshop on volunteerism and a videotape training program for new volunteers.

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UNIVERSITY OF SOUTH CAROLINA

Community Service Program

The concept of community service has been supported at the University of South Carolina for many years. However, due to a lack of resources, encouragement and advisement for students who become involved in the community has not been available. Many students and student groups participate in periodic fund raising efforts or charity drives, yet most students do not volunteer their time on a continual basis. Those students who do volunteer are not accounted for nor fully recognized on a consistent basis. Thus, the continued rewards of "giving of yourself" are not reaped by the students or community.

A program to increase individual as well as group civic responsibility and concern for others as well as to assist in relieving the students' growing educational debt was clearly needed at the University of South Carolina. The University's new Office of Community Service Programs (OCSP) is designed to provide a central resource for information and services related to volunteer service needs, opportunities and benefits in the Columbia area and eventually in the communities of the eight USC satellite campuses.

The concept of reduction of educational debt while becoming involved in community service is a key component of this program. The development of close working relationships and continued interface between OCSP, University, and community agencies will be essential to the program's success.

The program includes: The Community Service Internship Program (recruitment, training, supervision, and educational debt reduction); the Computer Clearinghouse (placement and referral services); publications and resources; solicitation of additional funding to reduce the educational debt of students involved in community service; advisement of the University's student-run philanthropic group (Carolina Cares); education of students, faculty and staff regarding the need for and benefits of service; special projects and recognition; and research and evaluation (pre- and post-tests, attitudinal surveys, etc.).

Funded by FIPSE beginning late July 1989, the Office of Community Service Programs (OCSP), is still in the developmental stages. Progress has been made on initial assessments of community service agency needs, marketing of the program, and foundations for the internships to begin this fall. Groundwork for the Computer clearinghouse is underway as is initial assessment/evaluation of campus attitudes toward community service.

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THE SPORTS MIND, INC.

The Sports Mind Student Athlete Program

The Sports Mind/Student Athlete Program is examining the issues related to getting more young persons involved in purposeful community service and is focusing on a special population on any college campus---the student athlete. Using Harvard University as a testing ground, it will be our aim to increase the involvement of student-athletes in community service projects, thereby providing in some cases an opportunity for them to fulfill their much needed work-study commitment. At the same time, it will provide a mechanism for them to examine their personal roles as community volunteers, and it will place them in a situation where they can be effective and influential role models for their peers, classmates, and all the young persons and individuals with whom they come into contact.

After completing preliminary surveys and discussions with a broad sampling of student athletes on campus, we determined quickly that given the opportunity, with a support mechanism in place, many student athletes would seek a community service-type position over a more routine, student work-study job on campus. Many of the athletes have never had a chance to involve themselves in important social service roles---but when asked, the majority of respondents said they would definitely like to participate. We have had a tremendous response from agencies throughout the Boston area who would like to offer placement. In almost every case they are willing to provide the modest stipend needed to cover the wages of the student. This autumn we will be soliciting students to participate and will be monitoring their involvement from original placement, through their first few weeks and months of work. Early indications show us that we will have a good response from student athletes who wish to contribute to this program's success.

Our argument is quite simple. We think athletes have a particular and unique role in the student body and in many cases they are seen as student leaders---usually because of their leadership roles in their particular sport. If students can see athletes taking the time to make this kind of social service commitment, then we think more students will be eager to look at weekly volunteer positions. We also think that many athletes possess unique talents and skills that will make them ideal community servants. We therefore think agencies will benefit from their involvement. On a personal level, athletes will be able to examine some personal objectives that will help them throughout

life. We anticipate sharing this model program with other colleges. Already the Ivy League Conference has endorsed the concept and wishes to follow our progress for the coming year. We aim to take the program to the NCAA for their review and we hope they will endorse it and help us spread its mission.

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SYRACUSE UNIVERSITY

Community Service in an Educational Context

Problem: Students enrolled in institutions of higher education are perceived to be uninterested in public life (and studies seem to confirm this). They do not seem to view helping others as an activity they find meaningful. Further, those students who might be inclined to engage in community service are often unable to do so because of financial obligations and work responsibilities. This concern with the civic character of the young and possible impediments to its nurturance is the context of our project.

Strategy: The CSEC Project offers the 600 students in the Syracuse University Honors Program an opportunity to participate in community service within the context of a credit bearing seminar. Students are awarded a \$900 scholarship which frees students from work study or work obligations during the semester they are enrolled in a project course. In return students provide ten hours of community service organized into a project and supervised by a community mentor. All community service projects address the public concern which organizes the seminar. The CSEC project offers three seminars each year in the Spring semester. Seminars are developed and taught in each of the three divisions of the liberal arts college. The public concern addressed reflects the public dimension of each division, e.g. the "Humanities in Public Life" seminar focuses upon architectural preservation; all students enrolled in that seminar provide ten hours of service in preservation organizations.

Goals: The CSEC Project is designed to introduce students to the complexities and tensions in democratic communities as those communities confront important public issues. The goal is not simply to have students emerge as good citizens in some abstract and static sense. Rather we hope students will become critical thinkers about and active participants in democratic life. We believe that critical thinking appropriate to democratic life is best developed by bringing together experience and the varying theoretical orientations which help order or explain experience. This tension between the world as experienced and conceptual efforts to make sense out of such experience is a fertile context for discovering the tension between political rhetoric and the practices of actual communities.

Dissemination: Our project is a model for other institutions which take seriously their institutional mandate to prepare young citizens for democratic life. We have recently completed an extensive evaluation of our project to determine the manner in which students have come to understand their relationship to public life, their role as democratic citizens and the ambiguities, pleasures, and tensions inherent in democratic practices.

This fall the Project Director will present three papers on the project at two professional and academic conferences. Information about the CSEC project is available through WSIEE publications and through the Kettering Foundation's Public Leadership Education Project.

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THIEL COLLEGE

Community Service in an Academic Framework: A Model for Building Student, Faculty, and Institutional Commitment

The Thiel College community services project addresses two major issues facing higher education: 1) the need to stimulate greater student interest in community service; 2) the problem of student indebtedness and how it impacts on attitudes toward community service and career choice. The project addresses these inter-related issues in the unique context of a small, private liberal arts institution.

Marianne Calenda
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The Thiel model offers special potential in that: it stimulates greater community service among a student body where barriers to such service may be particularly strong. Thiel is located in a region experiencing economic distress where the need for community service is great. Its undergraduates have come increasingly from blue-collar, first generation college families. A growing percentage are non-traditional students, many of them dislocated workers. Students not only lack role models for whom community service is a tradition, but also face unusually severe debt burden problems.

The Thiel model attacks these issues through: 1) on-campus centralization of service; 2) strong community input; 3) special orientation training programs for students, faculty and agency personnel; 4) non-financial inducements; a campus-wide Service/Experiential Learning Transcript system which will be a vital component of all college placement; Student Community Service Awards which will be a part of the annual campus Awards Convocation program; and 5) financial inducements: to link community service provisions to specific existing scholarship programs and to develop new loan/grant percentage formulas as part of financial aid packages that shift the grant ratio to reduce the debt burden for those undertaking community service.

In a recent Pittsburgh Press investigative report questioning the overall effectiveness of the American Red Cross disaster response program, it was noted that the average age of volunteers who responded to the devastating Shadyside, Ohio flood was 69. Certainly the need for a new generation of volunteers is great and we are confident that a coordinated and integrated effort to increase student involvement in community service will lead students to public service careers and create an inherent commitment to volunteerism.

TRINITY COLLEGE

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 in the Fall of 1989. The program provides full financial assistance for the students, the students carry a full time course load, and they perform eight hours per week of community service relevant to their educational program.

In August of 1989 these twelve women (average age 32) attended a week long residential orientation program on the Trinity campus. Subsequent evaluation of the first semester indicated the women found the orientation program (especially the residential component of it) to be extraordinarily helpful to them. It helped bridge the gap into the world of academia, made them feel more comfortable with the 18-22 year old "traditional" college students they would be in class with, bonded the 12 Scholars together, and formed the basis for an ongoing support group.

Two of the 12 Scholars exited the program for academic reasons, one voluntarily withdrew from the program but remained in the College, and one is on leave because of severe long-distance travel problems. The 8 remaining have achieved extraordinary success. Their Grade Point Averages are all over the program requirement and 5 of the Scholars recorded Averages over 3.0 (3.1, 3.4, 3.4, 3.5, and 3.8).

The Scholars performed over 2000 hours of community service by the end of this school year in a variety of community organizations:

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

The Program is undergoing extensive evaluation by Dr. Barbara Cheng. The Cheng research 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?

In this, the second year of the Scholars program, seventeen (17) students will be enrolled in the program. Trinity will continue to supply a \$2,000 per student Scholarship to meet the

gap between expenses and financial aid. The students will be placed in community service jobs averaging eight hours per week and in fields consistent with the students' educational goals. The Cheng research will continue and accelerate. The support group will be slightly more formalized, and special services (such as talks on self-esteem, career development, etc.) will be provided.

The one week residential orientation session will be held the week of August 19 - 24 along the same lines as last year's. The current Scholars will assist in this second year of the orientation program by telling the incoming Scholars "what it's really like" and sharing their success stories and problem tales. One current Scholar will also be selected to serve as a Resident Assistant for the orientation week.

The students in the program and the community will benefit greatly. For students, intended 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 will benefit from a skilled, mature pool of volunteers, an opportunity to train tomorrow's employees, an opportunity to assist in developing models for peer advocacy and self-help. Benefits will 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 we hope to spark replication projects nationwide.

Bruce Spector,
Community Service Learning Program
Trinity College
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Burlington, VT 05401

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WAYNE STATE UNIVERSITY

Community Service Corps

Careers in public or community service are not attracting as great a number of bright, skilled college students as in previous years; the numbers have decreased steadily at Wayne State University (WSU), as at other higher education institutions. More attractive salaries in the private sector are one cause; education debts are also an increasingly significant factor. This is graphically demonstrated at WSU by the large number of students receiving financial aid (over 60%) and the large number who work while attending college (75%).

The WSU Student Community Service Corps project will set up one or two semester paid internships for seniors and graduate students in municipal, community, and county agencies in the Detroit metropolitan area. These carefully planned projects will be requested by the agencies, which will provide an exemplary employee as the intern supervisor. This supervisor will participate in interview, selection, and evaluation of the intern. Interns will work 10-15 hours per week for a 14-week semester, allowing time for class and final exams and will attend a monthly interdisciplinary seminar for discussion and integration. Interns will receive up to \$1000 for their internship to offset tuition costs. The College of Urban, Labor and Metropolitan Affairs will commit \$10,000 for student stipends in each of the two year, supplemented by contributions to be negotiated with each agency.

The project, as conceived, would accomplish several goals: 1) Increase the students' sense of social responsibility and interest in helping others through social service and public service careers; 2) Offset tuition costs for needy students so that they could be involved in community service without incurring education debts; 3) Expose students to the wide range of options in local government and community agencies in order to influence career decisions; and 4) Provide local agencies with student interns who will bring up-to-date skills and technological expertise to meet urban service needs.

WESLEYAN COLLEGE

Wesleyan Volunteers Against Illiteracy

The percentage of college students nationally showing an interest in community service work has declined over the past two decades. The trend toward careerism and away from altruism also exists on the Wesleyan campus and is supported by data obtained on a Cooperative Institutional Research Program (CIRP) survey given to students in 1987. Most of Wesleyan's students are not unlike students nationally in regard to another issue -- tuition indebtedness. A large percentage of Wesleyan's students receive financial aid, and half of those secure loans to pay for their college education.

The concept that community service be linked to scholarship and student indebtedness appears in a recent Carnegie Foundation report by Frank Newman entitled "Higher Education and the American Resurgence". Newman suggested that college students receive scholarships in return for community service to prepare them better for civic responsibility and to lessen the burdens of student indebtedness. Newman suggested that the Nation's colleges redefine "merit" as service rather than test scores.

An area of service that matches student capability with a defined problem in Middle Georgia is the battle against illiteracy. It is estimated that 35,000 Bibb County, Georgia, citizens are illiterate; and, at the time the project began, there were only fifty-one local volunteers addressing the problem. In cooperation with Project Read, Bibb County's literacy program, 50 Wesleyan students received tuition reductions of 24% through Volunteer Leadership awards in the amount of \$1,500 per year in exchange for learning the Laubach Method and teaching reading to illiterate adults. The program attracted non-award volunteers on campus as well.

The project's objectives continue to be to produce a more positive attitude toward volunteer service among Wesleyan College students by involving 50 students (10% of the student body) this year in the Wesleyan Volunteers Against Illiteracy Project, to train a minimum of 50 students how to teach reading to illiterate adults, to increase the reading level of a minimum of 100 illiterate adults in Bibb County, Georgia by two grade levels, to increase the total number of non-award students performing volunteer service from semester to semester and, from last year to this year, to determine that 15 student volunteers in the literacy project participated in volunteer activity during summer vacation of 1991.

The project began last year with fifty students having been selected to participate in the literacy project and awarded the Volunteer Leadership Awards. A volunteer coordinator was employed. A brochure was prepared and distributed to all Wesleyan students at a campus-wide volunteer convocation. At this convocation, the project was announced formally to the campus community with the result that 15 additional student participants who would not receive tuition reduction for volunteer service were recruited. Forms for monitoring the activities and performance of the student volunteers were developed and training sessions for student volunteers were held.

Most clients moved impressively in the direction of increased reading skill. Because the extent of the average Wesleyan student's load was underestimated, it was extremely difficult for Wesleyan Volunteers to work with more than one literacy client each semester. For the 1990-91 academic year, each Wesleyan student will be assigned one literacy client.

Wesleyan College believes strongly that volunteer service is an important activity and that it is the volunteer sector of American society that is responsible for enhancing the quality of life. This project has had a significant, measurable effect on Wesleyan's campus ethos. The altruistic spirit and commitment to volunteer service have increased throughout the campus in an extraordinary way. Volunteer activities and sponsorships by our students are indicative of the altruistic spirit which enveloped the Wesleyan campus last year, in large part due to the very visible Wesleyan Volunteers Against Illiteracy Project. The project already has served as an innovative model for other colleges of similar size and resources.

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UNIVERSITY OF WISCONSIN - EAU CLAIRE

Hmong Association Community Service Project

The Hmong are a pre-literate agrarian tribal people displaced from Laos because of their support for the U.S. in Vietnam. They are now being resettled in a mechanized, urban, literacy-based environment without the skills that allow them to succeed in that transition. Since 1976, Wisconsin has become home to nearly 20,000 of the Hmong, who now account for nearly 1 out of every 28 residents, and the influx of refugees continues through immigration and secondary resettlement.

This concentration of a high-need population and the growing number of Hmong refugees is straining human service and educational resources. The Eau Claire Hmong have an 85-86% unemployment rate and a 77% illiteracy rate. Teaching them English is particularly difficult, as the Hmong written language was developed only recently and only a small percentage of Hmong learned to read and write because of the war, poverty, and traditional gender roles.

Their illiteracy and large families (averaging 6 children) make it difficult for the Hmong to escape the cycle of public dependence to regain their self-sufficiency. This continuing dependency creates resentment. In addition, the Hmong themselves have little impact on policies affecting them. (Only 144 Eau Claire Hmong are citizens, although more than 800 are eligible.)

Funded by FIPSE beginning in July 1989, the Hmong Community Service Project will take literacy and basic skills classes to the Hmong in their own community center. Developed in co-operation with their Hmong Association, the Project will offer classes in Hmong literacy, English, basic math and citizenship within walking distance of most Hmong households.

The Project's basic math and English classes expand upon previous on-campus classes for Hmong adults and upon the Hmong community's own attempts to set up classes. The citizenship classes fill a void, as none are unique (perhaps in the country) for, although research conducted in Thai refugee camps has shown that Hmong who learn to read and write in their own language first will learn English more quickly, we are unaware of any other projects directly linking Hmong literacy with English-as-a-second-language.

In this project, UWEC student workers will receive training in the history, culture, and learning styles of the Hmong, and on issues of poverty and public assistance. The students will also be trained in how to present the subject matter by faculty advisers.

In addition to aiding the Hmong community, the Project's objectives are: to assist UWEC students in developing a stronger interest in public service; to increase their awareness about and exposure to another culture; to develop their awareness about poverty and public assistance, and to provide students with a means for reducing their college debt burden. (Currently, 50% of UWEC students receive financial aid.) These objectives will be measured by means of a pre-test, a cultural awareness test, a post-test, a 6-month and on-year follow-up comparison studies, and an assessment of academic standing before, during and after six months.

Elizabeth Perkins
Courses and Conferences Manager
Arts and Sciences Outreach
20 Schonfield Hall
University of Wisconsin
Eau Claire, WI 54702-4004

(715) 836-2031

To Tina
Date 3/22 Time 3:30

WHILE YOU WERE OUT

M Charles Nies
of Hobart College
Phone (315) 781-3360

Area Code	Number	Extension
TELEPHONED	☒	PLEASE CALL ☒
CALLED TO SEE YOU		WILL CALL AGAIN
WANTS TO SEE YOU		URGENT

RETURNED YOUR CALL ☒

Message

Operator Be



AMPAD
EFFICIENCY®

23-021 - 200 SETS
23-421 - 400 SETS

CARBONLESS

To Tina
Date _____ Time _____

WHILE YOU WERE OUT

M Sue Hill
of Messiah Coll.
Phone 717 691-6217

Area Code	Number	Extension
TELEPHONED		PLEASE CALL
CALLED TO SEE YOU		WILL CALL AGAIN
WANTS TO SEE YOU		URGENT

RETURNED YOUR CALL

Message

VERN BLACKWOOD

BENTLEY & COMPANY MA

ED ZWONSKI

Operator



AMPAD
EFFICIENCY®

23-021 - 200 SETS
23-421 - 400 SETS

CARBONLESS

c → Peter

f/u

Brown ps loan for.

Union

Other

law schools, Kennedy school

M E M O R A N D U M

TO: Rick Allen
Diana Aldridge
FR: Julia Moffett
DT: 02/15/93
RE: Background on service programs at Notre Dame University,
South Bend, Indiana

I wanted to provide some brief background on the programs which I recently mentioned to you. I learned of them while working on the President's visit and speech to Notre Dame during the campaign. They might prove to be good sites for a visit, or may have information that might be useful down the road. There is certainly no urgency to this--just something to file in the data bank.

Notre Dame currently has a Center for Social Concerns, a model for promoting student social service opportunities. Almost 10% of Notre Dame seniors take part in full-time, domestic or international service after graduation. Each year, a "service Send-Off Ceremony" is held on graduation weekend, honoring the 125 or so graduating seniors who will be doing one or more years of service when they leave.

* The Center has two components. The Alumni Summer Service Projects program has grown from five pilot programs in 1980 to more than 130 sites in 1992. Students work at sites in local communities serving the poor for 8 summer weeks in return for \$1400 in tuition credit. Over 850 students have participated so far. In addition to the service, students required to take a "Reflections on Service" for-credit class as well.

The Center for the Homeless is another component of the Center for Social Concerns, and is a partnership between the University, the City of South Bend, the United Religious Community and the Junior League of South Bend. The center has approximately 700 volunteers, 300 of whom are Notre Dame students, who provide comprehensive and integrated services for the homeless--everything from job counseling to voter registration.

Notre Dame falls under the Indiana Consortium for Voluntary Service, comprised of six institutions and 13 campuses. The university service program has received grants from the Commission on National and Community Service.

Susan -
* Could this be a good model for
us in how the "vouchers" will
actually work (mechanically w/
the schools)?
RA
2-19

CAMPUS COMPACT

The Project for Public & Community Service

FAX SHEET

THIS IS BEING FAXED TO: _____

DATE: 3/1/93 TIME: _____

TO: Susan Groul

FROM: Melissa Smith

IF A PROBLEM OCCURS WITH THIS TRANSACTION PLEASE
CONTACT SUE OR BETTY AT THE PHONE # BELOW:

CAMPUS COMPACT PHONE #: (401) 863-1119

CAMPUS COMPACT FAX #: (401) 863-3779

COVER SHEET + 1 PAGES TO FOLLOW

MESSAGE:

Susan - I will send the phone/fax
1st thing tomorrow - it's taking
a long time to print Expect
many pages.

Melissa

- Campuses providing financial aid for service

CA

Claremont McKenna College

of students: 10

University of San Francisco

of students: 93

CT

Connecticut College

of students: 21

Yale University

of students:

IA

Briar Cliff College

of students: 6

Grinnell College

of students: 2

KY

Berea College

of students: all

MI

Andrews University

of students:

Calvin College

of students: 50-70

Michigan State University

of students: 10

Western Michigan University

of students: 3-5

NB

College of Saint Mary

of students:

NJ

N.J.I.T.

of students: 150

NY

Cornell University

of students: 600

University of Rochester

of students: 24-36

OH

Oberlin College

of students: 10

Ohio Wesleyan University

of students: 59

University of Dayton

of students: 1

PA

Bicomsburg University

of students: 6

Dickinson College

of students: 5

Messiah College

of students: 25

Penn State Harrisburg

of students: 1

Thiel College

of students: 25

UT

University of Utah

of students: 10

VA

Ferrum College

of students: 50

VT

Norwich University

of students: 6

Trinity College of Vermont

of students: 18

WV

Concord College

of students: 60

Susan
 specific's as we find
 them out + write them
 up.

3/1/93
 Fall to SES

1990-91 Member Survey Responses Concerning Work Study and Financial Aid

Cornell University, NY

TYPE	community college		private	y	religious	
	state university		land grant	y	women's	Black
SETTING	rural	y	commuter		single campus	
	urban		residential		multi campus	
CALENDAR	quarter		trimester		3 4-1-4	
	semester	y	continuous			
STUDENTS	undergrad	12,377		full time	12,377	grad 4,942
	female	5,543		part time	0	
	male	6,834				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	
	are community service work study jobs available?		y		for how many students?	

Hob. and Wil. Smith Colleges, NY

TYPE	community college		private	y	religious	
	state university		land grant		women's	Black
SETTING	rural	y	commuter		single campus	y
	urban		residential	y	multi campus	
CALENDAR	quarter		trimester	y	3 4-1-4	
	semester		continuous			
STUDENTS	undergrad	1,900		full time	1,900	grad
	female	850		part time		
	male	1,050				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	2.5
	are community service work study jobs available?		n		for how many students?	

1990-91 Member Survey Responses Concerning Work Study and Financial Aid

Metropolitan State Univ., MN

MN

TYPE	community college		private		religious	
	state university	y	land grant		women's	Black
SETTING	rural		commuter	y	single campus	
	urban	y	residential		multi campus	y
CALENDAR	quarter	y	trimester		3 4-1-4	
	semester		continuous			
STUDENTS	undergrad	6,602		full time		grad 278
	female	3,829		part time	990	
	male	2,773				
FINANCIAL AID						
	is service rewarded with financial assistance?	y		for how many students?	32	
	are community service work study jobs available?	y		for how many students?	20	

University of Minnesota, MN

MN

TYPE	community college		private		religious	
	state university		land grant	y	women's	Black
SETTING	rural		commuter	y	single campus	
	urban	y	residential		multi campus	y
CALENDAR	quarter	y	trimester		3 4-1-4	
	semester		continuous			
STUDENTS	undergrad	30,000		full time		grad 10,000
	female	15,000		part time		
	male	15,000				
FINANCIAL AID						
	is service rewarded with financial assistance?	y		for how many students?		
	are community service work study jobs available?	y		for how many students?	140	

1990-91 Member Survey Responses Concerning Work Study and Financial Aid

Hood College, MD

MD

TYPE	community college		private	y	religious	
	state university		land grant		women's	Black
SETTING	rural		commuter	y	single campus	y
	urban	y	residential	y	multi campus	
CALENDAR	quarter		trimester		3 4-1-4	
	semester	y	continuous			
STUDENTS	undergrad	1,176		full time	824	grad 800
	female	1,065		part time	352	
	male	111				
FINANCIAL AID						
	is service rewarded with financial assistance?		y	for how many students?	20	
	are community service work study jobs available?		n	for how many students?		

Univ. of Mar.-Balt. Cty., MD

MD

TYPE	community college		private		religious	
	state university	y	land grant		women's	Black
SETTING	rural		commuter	y	single campus	y
	urban	y	residential		multi campus	
CALENDAR	quarter		trimester		3 4-1-4	y
	semester		continuous			
STUDENTS	undergrad	8,542		full time	6,105	grad 1,198
	female	4,561		part time	2,437	
	male	3,981				
FINANCIAL AID						
	is service rewarded with financial assistance?		y	for how many students?	6	
	are community service work study jobs available?		y	for how many students?	60	

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Radcliffe College, Massachusetts

MA

TYPE	community college	private	y	religious	
	state university	land grant		women's	Black
SETTING	rural	commuter		single campus	y
	urban	y	residential	y	multi campus
CALENDAR	quarter	trimester		3 4-1-4	
	semester	y	continuous		
STUDENTS	undergrad	2,669		full time	2,669
	female	2,669		part time	0
	male	0			
FINANCIAL AID					
	is service rewarded with financial assistance?	y		for how many students?	
	are community service work study jobs available?	y		for how many students?	

Univ. of Mass.-Boston, MA

MA

TYPE	community college	private		religious	
	state university	land grant	y	women's	Black
SETTING	rural	commuter	y	single campus	
	urban	y	residential		multi campus y
CALENDAR	quarter	trimester		3 4-1-4	
	semester	y	continuous		
STUDENTS	undergrad	10,532		full time	7,628
	female	6,000		part time	
	male	4,532			
FINANCIAL AID					
	is service rewarded with financial assistance?	y		for how many students?	500
	are community service work study jobs available?	y		for how many students?	200

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Foothill Community College, CA

TYPE	community college	y	private	religious	
	state university		land grant	women's	Black

SETTING	rural	commuter	single campus
	urban	residential	multi campus

CALENDAR	quarter	trimester	3 4-1-4
	semester	continuous	

STUDENTS	undergrad	full time	grad
	female	part time	
	male		

FINANCIAL AID			
is service rewarded with financial assistance?	y	for how many students?	
are community service work study jobs available?	y	for how many students?	

Kalamazoo College, MI

TYPE	community college		private	y	religious	
	state university		land grant		women's	Black

SETTING	rural	commuter	single campus	y
	urban	residential	multi campus	

CALENDAR	quarter	y	trimester	3 4-1-4
	semester		continuous	

STUDENTS	undergrad	1,200	full time	1,200	grad
	female	650	part time		
	male	550			

FINANCIAL AID			
is service rewarded with financial assistance?	y	for how many students?	
are community service work study jobs available?	y	for how many students?	

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Loyola College, MD

TYPE	community college		private	y	religious	
	state university		land grant		women's	Black
SETTING	rural		commuter		single campus	y
	urban	y	residential	y	multi campus	
CALENDAR	quarter		trimester		3 4-1-4	
	semester	y	continuous			
STUDENTS	undergrad	3,428		full time	3,247	grad 2,930
	female	1,876		part time	181	
	male	1,552				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	8
	are community service work study jobs available?		n		for how many students?	

New Jersey Inst. of Tech., NJ

TYPE	community college		private		religious	
	state university	y	land grant		women's	Black
SETTING	rural		commuter	y	single campus	y
	urban	y	residential		multi campus	
CALENDAR	quarter		trimester		3 4-1-4	
	semester	y	continuous			
STUDENTS	undergrad	3,200		full time	4,000	grad 2,713
	female	485		part time	3,644	
	male	2,715				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	65
	are community service work study jobs available?		y		for how many students?	20

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Cal. State Univ.-Long Beach, CA

CA

TYPE	community college		private	religious			
	state university	y	land grant	women's	Black		
SETTING	rural		commuter	y	single campus	y	
	urban	y	residential		multi campus		
CALENDAR	quarter		trimester		3 4-1-4		
	semester	y	continuous				
STUDENTS	undergrad	26,730		full time	18,837	grad	6,142
	female	17,718		part time	14,029		
	male	9,012					
FINANCIAL AID							
	is service rewarded with financial assistance?			y	for how many students?		30
	are community service work study jobs available?			y	for how many students?		20

Cal. State Univ.-Los Angeles, CA

CA

TYPE	community college			private	religious		
	state university	y		land grant	women's	Black	
SETTING	rural			commuter	y	single campus	y
	urban	y		residential		multi campus	
CALENDAR	quarter	y		trimester		3 4-1-4	
	semester			continuous			
STUDENTS	undergrad	15,383		full time	10,446	grad	5,421
	female	8,719		part time	10,358		
	male	6,664					
FINANCIAL AID							
	is service rewarded with financial assistance?			y	for how many students?		50
	are community service work study jobs available?			y	for how many students?		47

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Cal. Pol. St. U.-San L. Obispo, CA

CA

TYPE	community college		private		religious	
	state university	y	land grant		women's	Black
SETTING	rural	y	commuter	y	single campus	y
	urban		residential		multi campus	
CALENDAR	quarter	y	trimester		3 4-1-4	
	semester		continuous			
STUDENTS	undergrad	15,860		full time	13,655	grad 1,129
	female	5,581		part time	3,354	
	male	10,279				
FINANCIAL AID						
	is service rewarded with financial assistance?		y	for how many students?		
	are community service work study jobs available?		y	for how many students?	15	

Cal. State Univ.-Bakersfield, CA

CA

TYPE	community college		private		religious	
	state university	y	land grant		women's	Black
SETTING	rural	y	commuter	y	single campus	y
	urban		residential		multi campus	
CALENDAR	quarter	y	trimester		3 4-1-4	
	semester		continuous			
STUDENTS	undergrad	3,532		full time	5,068	grad 1,536
	female	2,135		part time	2,347	
	male	1,397				
FINANCIAL AID						
	is service rewarded with financial assistance?		y	for how many students?	150	
	are community service work study jobs available?		n	for how many students?		

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Cal. State Univ.-Sacramento, CA

CA

TYPE	community college		private		religious	
	state university	y	land grant		women's	Black
SETTING	rural		commuter	y	single campus	
	urban	y	residential		multi campus	y
CALENDAR	quarter		trimester		3 4-1-4	
	semester	y	continuous			
STUDENTS	undergrad	19,350		full time	15,443	grad 5,514
	female	10,540		part time	9,421	
	male	8,810				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	
	are community service work study jobs available?		y		for how many students?	

Cal. State Univ.-San Bern., CA

CA

TYPE	community college		private		religious	
	state university	y	land grant		women's	Black
SETTING	rural		commuter	y	single campus	y
	urban		residential		multi campus	
CALENDAR	quarter	y	trimester		3 4-1-4	
	semester		continuous			
STUDENTS	undergrad	7,914		full time	10,873	grad 2,959
	female	4,685		part time	2,488	
	male	3,229				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	135
	are community service work study jobs available?		n		for how many students?	

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Cal. State Univ.-Stanislaus, CA

CA

TYPE	community college		private	religious	
	state university	y	land grant	women's	Black
SETTING	rural	y	commuter	y	single campus
	urban		residential		multi campus y
CALENDAR	quarter		trimester		3 4-1-4 y
	semester		continuous		
STUDENTS	undergrad	4,028		full time	3,080
	female	2,525		part time	2,465
	male	1,503			grad 1,517
FINANCIAL AID					
	is service rewarded with financial assistance?	y		for how many students?	80
	are community service work study jobs available?	y		for how many students?	2

Foothill College, CA

CA

TYPE	community college	y	private	religious	
	state university		land grant	women's	Black
SETTING	rural		commuter	y	single campus
	urban		residential		multi campus y
CALENDAR	quarter	y	trimester		3 4-1-4
	semester		continuous		
STUDENTS	undergrad	19,000		full time	5,700
	female	10,260		part time	13,300
	male	8,740			grad
FINANCIAL AID					
	is service rewarded with financial assistance?	y		for how many students?	
	are community service work study jobs available?	y		for how many students?	

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Loyola Marymount University, CA

TYPE	community college	private	y	religious	Roman Catholic
	state university	land grant		women's	Black
SETTING	rural	commuter	y	single campus	
	urban	y	residential	multi campus	y
CALENDAR	quarter	trimester		3 4-1-4	
	semester	y	continuous		
STUDENTS	undergrad	4,054	full time	3,692	grad 2,386
	female	2,233	part time	362	
	male	1,821			
FINANCIAL AID					
	is service rewarded with financial assistance?	y	for how many students?		
	are community service work study jobs available?		for how many students?		

San Fran. Comm. Coll. Dist., CA

TYPE	community college	y	private	religious	
	state university		land grant	women's	Black
SETTING	rural	commuter	y	single campus	
	urban	y	residential	multi campus	y
CALENDAR	quarter	trimester		3 4-1-4	
	semester	y	continuous		
STUDENTS	undergrad	63,428	full time	7,173	grad
	female		part time	56,255	
	male				
FINANCIAL AID					
	is service rewarded with financial assistance?	y	for how many students?		
	are community service work study jobs available?	n	for how many students?		

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San Jose State University, CA

CA

TYPE	community college		private	religious		
	state university	y	land grant	women's	Black	
SETTING	rural		commuter	y	single campus	y
	urban	y	residential		multi campus	
CALENDAR	quarter		trimester		3 4-1-4	
	semester	y	continuous			
STUDENTS	undergrad	22,790		full time	15,583	grad 5,769
	female	11,353		part time	7,207	
	male	11,437				
FINANCIAL AID						
	is service rewarded with financial assistance?		y	for how many students?	30	
	are community service work study jobs available?		n	for how many students?		

Stanford University, CA

CA

TYPE	community college		private	y	religious	
	state university		land grant		women's	Black
SETTING	rural		commuter		single campus	y
	urban	y	residential	y	multi campus	
CALENDAR	quarter	y	trimester		3 4-1-4	
	semester		continuous			
STUDENTS	undergrad	6,000		full time		grad 6,000
	female	2,950		part time		
	male	3,050				
FINANCIAL AID						
	is service rewarded with financial assistance?		y	for how many students?	40	
	are community service work study jobs available?		y	for how many students?	12	

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Ohio Wesleyan University, OH

OH

TYPE community college private y religious United Methodist
state university land grant women's Black

SETTING rural commuter single campus y
urban y residential y multi campus

CALENDAR quarter trimester 3 4-1-4
semester y continuous

STUDENTS undergrad 1,900 full time 2,000 grad
female 950 part time
male 950

FINANCIAL AID

is service rewarded with financial assistance? y for how many students? 35
are community service work study jobs available? n for how many students?

Gannon University, PA

PA

TYPE community college private y religious Roman Catholic
state university land grant women's Black

SETTING rural commuter single campus
urban y residential y multi campus y

CALENDAR quarter trimester 3 4-1-4
semester y continuous

STUDENTS undergrad 4,600 full time 2,780 grad 556
female 1,525 part time 1,344
male 3,075

FINANCIAL AID

is service rewarded with financial assistance? y for how many students? 1
are community service work study jobs available? y for how many students? 1

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Hazareth Coll. of Rochester, NY

NY

TYPE	community college	private	y	religious	
	state university	land grant		women's	Black

SETTING	rural	commuter	y	single campus	y
	urban	residential	y;	multi campus	

CALENDAR	quarter	trimester		3 4-1-4	
	semester	continuous	y		

STUDENTS	undergrad	1,894	full time	1,394	grad	988
	female	1,458	part time	500		
	male	436				

FINANCIAL AID					
	is service rewarded with financial assistance?	y	for how many students?	1	
	are community service work study jobs available?	n	for how many students?		

University of Rochester, NY

NY

TYPE	community college	private	y	religious	
	state university	land grant		women's	Black

SETTING	rural	commuter		single campus	
	urban	residential	y	multi campus	y

CALENDAR	quarter	trimester		3 4-1-4	
	semester	continuous	y		

STUDENTS	undergrad	4,600	full time		grad	2,400
	female		part time	2,000		
	male					

FINANCIAL AID					
	is service rewarded with financial assistance?	y	for how many students?		
	are community service work study jobs available?	y	for how many students?		

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Brown University, RI										RI	
TYPE	community college			private	y	religious					
	state university			land grant		women's		Black			
SETTING	rural				commuter		single campus		y		
	urban	y			residential		y	multi campus			
CALENDAR	quarter				trimester		3 4-1-4				
	semester	y			continuous						
STUDENTS	undergrad	5,500				full time		grad	1,000		
	female					part time					
	male										
FINANCIAL AID											
is service rewarded with financial assistance?					y	for how many students?				28	
are community service work study jobs available?					y	for how many students?				50	

Rice University, TX							TX		
TYPE	community college			private	y	religious			
	state university			land grant		women's		Black	
SETTING	rural		commuter			single campus		y	
	urban	y	residential		y	multi campus			
CALENDAR	quarter		trimester			3 4-1-4			
	semester	y	continuous						
STUDENTS	undergrad	2,716		full time		2,877	grad	1,312	
	female	1,060		part time		41			
	male	1,656							
FINANCIAL AID									
is service rewarded with financial assistance?					y	for how many students?		1	
are community service work study jobs available?					y	for how many students?		1	

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Messiah College, PA

PA

TYPE	community college	private	y	religious	Brethren in Christ
	state university	land grant		women's	Black
SETTING	rural	y	commuter	single campus	y
	urban		residential	multi campus	
CALENDAR	quarter		trimester	3 4-1-4	y
	semester		continuous		
STUDENTS	undergrad	2,271	full time	2,219	grad 0
	female	1,393	part time	52	
	male	878			
FINANCIAL AID					
	is service rewarded with financial assistance?	y	for how many students?	5	
	are community service work study jobs available?	y	for how many students?	53	

St. Joseph's University, PA

PA

TYPE	community college	private	y	religious	Roman Catholic
	state university	land grant		women's	Black
SETTING	rural		commuter	single campus	y
	urban	y	residential	multi campus	
CALENDAR	quarter		trimester	3 4-1-4	
	semester	y	continuous		
STUDENTS	undergrad	2,381	full time		grad 2,265
	female	1,250	part time		
	male	1,131			
FINANCIAL AID					
	is service rewarded with financial assistance?	y	for how many students?	10	
	are community service work study jobs available?	y	for how many students?	5	

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Berea College, KY

KY

TYPE	community college		private	y	religious	
	state university		land grant		women's	Black
SETTING	rural	y	commuter		single campus	y
	urban		residential	y	multi campus	
CALENDAR	quarter		trimester		3 4-1-4	y
	semester		continuous			
STUDENTS	undergrad	1,550		full time	1,500	grad
	female	877		part time	50	
	male	673				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	
	are community service work study jobs available?		y		for how many students?	

Harvard University, MA

MA

TYPE	community college		private	y	religious	
	state university		land grant		women's	Black
SETTING	rural		commuter		single campus	
	urban	y	residential	y	multi campus	y
CALENDAR	quarter		trimester		3 4-1-4	
	semester	y	continuous			
STUDENTS	undergrad	8,000		full time	8,000	grad 20,000
	female	4,000		part time		
	male	4,000				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	150
	are community service work study jobs available?		y		for how many students?	150

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Brevard Community College, FL

FL

TYPE community college y private religious
state university land grant women's Black

SETTING rural commuter y single campus
urban y residential multi campus y

CALENDAR quarter trimester 3 4-1-4
semester y continuous

STUDENTS undergrad 13,524 full time 4,594 grad 0
female 7,493 part time 8,930
male 6,031

FINANCIAL AID

is service rewarded with financial assistance? y for how many students? y
are community service work study jobs available? y for how many students?

University of Notre Dame, IN

IN

TYPE community college private y religious Roman Catholic
state university land grant women's Black

SETTING rural commuter single campus y
urban y residential y multi campus

CALENDAR quarter trimester 3 4-1-4
semester y continuous

STUDENTS undergrad 7,591 full time grad 2,289
female 2,657 part time
male 4,934

FINANCIAL AID

is service rewarded with financial assistance? y for how many students? 110
are community service work study jobs available? n for how many students?

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Univ. of Cal.-Irvine, CA

CA

TYPE	community college		private		religious	
	state university	y	land grant		women's	Black
SETTING	rural		commuter	y	single campus	y
	urban	y	residential		multi campus	
CALENDAR	quarter	y	trimester		3 4-1-4	
	semester		continuous			
STUDENTS	undergrad	12,491		full time		grad 1,680
	female	6,543		part time	230	
	male	5,948				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	
	are community service work study jobs available?		y		for how many students?	

Univ. of Cal.-Los Angeles, CA

CA

TYPE	community college		private		religious	
	state university		land grant	y	women's	Black
SETTING	rural		commuter	y	single campus	
	urban	y	residential	y	multi campus	y
CALENDAR	quarter	y	trimester		3 4-1-4	
	semester		continuous			
STUDENTS	undergrad	23,540		full time	23,540	grad 11,705
	female	12,052		part time		
	male	11,488				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	56
	are community service work study jobs available?		y		for how many students?	

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Westmont College, CA

CA

TYPE	community college	private	y	religious	Christian
	state university	land grant		women's	Black
SETTING	rural	commuter		single campus	y
	urban	y	residential	y	multi campus
CALENDAR	quarter	trimester		3 4-1-4	
	semester	y	continuous		
STUDENTS	undergrad	1,256		full time	1,251
	female	761		part time	5
	male	495			grad
FINANCIAL AID					
	is service rewarded with financial assistance?	y		for how many students?	1
	are community service work study jobs available?	y		for how many students?	40

Yale University, CT

CT

TYPE	community college	private	y	religious	
	state university	land grant		women's	Black
SETTING	rural	commuter		single campus	y
	urban	y	residential	y	multi campus
CALENDAR	quarter	trimester		3 4-1-4	
	semester	y	continuous		
STUDENTS	undergrad	5,100		full time	5,100
	female	2,244		part time	
	male	2,856			grad 5,200
FINANCIAL AID					
	is service rewarded with financial assistance?	y		for how many students?	100
	are community service work study jobs available?	y		for how many students?	

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Trinity College, VT

VT

TYPE	community college	private	y	religious	Roman Catholic
	state university	land grant		women's	y Black

SETTING	rural	commuter	single campus	y
	urban y	residential y	multi campus	

CALENDAR	quarter	trimester	3 4-1-4
	semester y	continuous	

STUDENTS	undergrad	1,074	full time	520	grad
	female	889	part time	554	
	male	185			

FINANCIAL AID

is service rewarded with financial assistance?	y	for how many students?	12
are community service work study jobs available?	y	for how many students?	1

St. Norbert College, WI

WI

TYPE	community college	private	y	religious	Roman Catholic
	state university	land grant		women's	Black

SETTING	rural	commuter	single campus	y
	urban y	residential y	multi campus	

CALENDAR	quarter	trimester	3 4-1-4
	semester y	continuous	

STUDENTS	undergrad	1,950	full time	1,867	grad	14
	female	1,072	part time	83		
	male	878				

FINANCIAL AID

is service rewarded with financial assistance?	y	for how many students?	25
are community service work study jobs available?	n	for how many students?	

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Liberty University, VA

VA

TYPE	community college	private	y	religious	Baptist
	state university	land grant		women's	Black
SETTING	rural	commuter		single campus	y
	urban	y	residential	y	multi campus
CALENDAR	quarter	trimester		3 4-1-4	
	semester	y	continuous		
STUDENTS	undergrad	4,770		full time	4,411
	female	2,366		part time	359
	male	2,404		grad	318
FINANCIAL AID					
	is service rewarded with financial assistance?	y		for how many students?	300
	are community service work study jobs available?	n		for how many students?	

Urbinoch University, VT

VT

TYPE	community college	private	y	religious	
	state university	land grant		women's	Black
SETTING	rural	y	commuter		single campus
	urban		residential	y	multi campus
CALENDAR	quarter		trimester		3 4-1-4
	semester	y	continuous		
STUDENTS	undergrad	2,200		full time	1,500
	female	800		part time	700
	male	1,400		grad	316
FINANCIAL AID					
	is service rewarded with financial assistance?	y		for how many students?	8
	are community service work study jobs available?	y		for how many students?	5

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Foothill Community College, CA

TYPE	community college	y	private	religious	
	state university		land grant	women's	Black
SETTING	rural		commuter	single campus	
	urban		residential	multi campus	
CALENDAR	quarter		trimester	3 4-1-4	
	semester		continuous		
STUDENTS	undergrad		full time	grad	
	female		part time		
	male				
FINANCIAL AID					
	is service rewarded with financial assistance?		y	for how many students?	
	are community service work study jobs available?		y	for how many students?	

Kalamazoo College, MI

TYPE	community college		private	y	religious	
	state university		land grant		women's	Black
SETTING	rural		commuter	single campus	y	
	urban	y	residential	y	multi campus	
CALENDAR	quarter	y	trimester	3 4-1-4		
	semester		continuous			
STUDENTS	undergrad	1,200	full time	1,200	grad	
	female	650	part time			
	male	550				
FINANCIAL AID						
	is service rewarded with financial assistance?		y	for how many students?		
	are community service work study jobs available?		y	for how many students?		

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Loyola College, MD

TYPE	community college		private	y	religious	
	state university		land grant		women's	Black
SETTING	rural		commuter		single campus	y
	urban	y	residential	y	multi campus	
CALENDAR	quarter		trimester		3 4-1-4	
	semester	y	continuous			
STUDENTS	undergrad	3,428		full time	3,247	grad 2,930
	female	1,876		part time	181	
	male	1,552				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	8
	are community service work study jobs available?		n		for how many students?	

New Jersey Inst. of Tech., NJ

TYPE	community college		private		religious	
	state university	y	land grant		women's	Black
SETTING	rural		commuter	y	single campus	y
	urban	y	residential		multi campus	
CALENDAR	quarter		trimester		3 4-1-4	
	semester	y	continuous			
STUDENTS	undergrad	3,200		full time	4,000	grad 2,713
	female	485		part time	3,644	
	male	2,715				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	65
	are community service work study jobs available?		y		for how many students?	20

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Cal. Pol. St. U.-San L. Obispo, CA

CA

TYPE	community college		private	religious	
	state university	y	land grant	women's	Black
SETTING	rural	y	commuter	y	single campus y
	urban		residential		multi campus
CALENDAR	quarter	y	trimester		3 4-1-4
	semester		continuous		
STUDENTS	undergrad	15,860		full time	13,655
	female	5,581		part time	3,354
	male	10,279			
FINANCIAL AID					
	is service rewarded with financial assistance?		y	for how many students?	
	are community service work study jobs available?		y	for how many students?	15

Cal. State Univ.-Bakersfield, CA

CA

TYPE	community college		private	religious	
	state university	y	land grant	women's	Black
SETTING	rural	y	commuter	y	single campus y
	urban		residential		multi campus
CALENDAR	quarter	y	trimester		3 4-1-4
	semester		continuous		
STUDENTS	undergrad	3,532		full time	5,068
	female	2,135		part time	2,347
	male	1,397			
FINANCIAL AID					
	is service rewarded with financial assistance?		y	for how many students?	150
	are community service work study jobs available?		n	for how many students?	

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Cal. State Univ.-Long Beach, CA

CA

TYPE	community college		private		religious	
	state university	y	land grant		women's	Black
SETTING	rural		commuter	y	single campus	y
	urban	y	residential		multi campus	
CALENDAR	quarter		trimester		3 4-1-4	
	semester	y	continuous			
STUDENTS	undergrad	26,730		full time	18,837	grad 6,142
	female	17,718		part time	14,029	
	male	9,012				
FINANCIAL AID						
	is service rewarded with financial assistance?		y	for how many students?	30	
	are community service work study jobs available?		y	for how many students?	20	

Cal. State Univ.-Los Angeles, CA

CA

TYPE	community college		private		religious	
	state university	y	land grant		women's	Black
SETTING	rural		commuter	y	single campus	y
	urban	y	residential		multi campus	
CALENDAR	quarter	y	trimester		3 4-1-4	
	semester		continuous			
STUDENTS	undergrad	15,383		full time	10,446	grad 5,421
	female	8,719		part time	10,358	
	male	6,664				
FINANCIAL AID						
	is service rewarded with financial assistance?		y	for how many students?	50	
	are community service work study jobs available?		y	for how many students?	47	

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Cal. State Univ.-Sacramento, CA

CA

TYPE	community college		private	religious	
	state university	y	land grant	women's	Black
SETTING	rural		commuter	y	single campus
	urban	y	residential		multi campus y
CALENDAR	quarter		trimester		3 4-1-4
	semester	y	continuous		
STUDENTS	undergrad	19,350		full time	15,443
	female	10,540		part time	9,421
	male	8,810			
FINANCIAL AID					
	is service rewarded with financial assistance?		y	for how many students?	
	are community service work study jobs available?		y	for how many students?	

Cal. State Univ.-San Bern., CA

CA

TYPE	community college		private	religious	
	state university	y	land grant	women's	Black
SETTING	rural		commuter	y	single campus y
	urban		residential		multi campus
CALENDAR	quarter	y	trimester		3 4-1-4
	semester		continuous		
STUDENTS	undergrad	7,914		full time	10,873
	female	4,685		part time	2,488
	male	3,229			
FINANCIAL AID					
	is service rewarded with financial assistance?		y	for how many students?	135
	are community service work study jobs available?		n	for how many students?	

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Cal. State Univ.-Stanislaus, CA

CA

TYPE	community college		private	religious	
	state university	y	land grant	women's	Black
SETTING	rural	y	commuter	y	single campus
	urban		residential		multi campus y
CALENDAR	quarter		trimester		3 4-1-4 y
	semester		continuous		
STUDENTS	undergrad	4,028		full time	3,080
	female	2,525		part time	2,465
	male	1,503			
				grad	1,517
FINANCIAL AID					
	is service rewarded with financial assistance?		y	for how many students?	80
	are community service work study jobs available?		y	for how many students?	2

Foothill College, CA

CA

TYPE	community college	y	private	religious	
	state university		land grant	women's	Black
SETTING	rural		commuter	y	single campus
	urban		residential		multi campus y
CALENDAR	quarter	y	trimester		3 4-1-4
	semester		continuous		
STUDENTS	undergrad	19,000		full time	5,700
	female	10,260		part time	13,300
	male	8,740			
				grad	
FINANCIAL AID					
	is service rewarded with financial assistance?		y	for how many students?	
	are community service work study jobs available?		y	for how many students?	

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Loyola Marymount University, CA

CA

TYPE	community college	private	y	religious	Roman Catholic
	state university	land grant		women's	Black

SETTING	rural	commuter	y	single campus
	urban	y	residential	multi campus
				y

CALENDAR	quarter	trimester	3 4-1-4
	semester	y	continuous

STUDENTS	undergrad	4,054	full time	3,692	grad	2,386
	female	2,233	part time	362		
	male	1,821				

FINANCIAL AID	is service rewarded with financial assistance?	y	for how many students?
	are community service work study jobs available?		for how many students?

San Fran. Comm. Coll. Dist., CA

CA

TYPE	community college	y	private	religious
	state university		land grant	women's
				Black

SETTING	rural	commuter	y	single campus
	urban	y	residential	multi campus
				y

CALENDAR	quarter	trimester	3 4-1-4
	semester	y	continuous

STUDENTS	undergrad	63,428	full time	7,173	grad
	female		part time	56,255	
	male				

FINANCIAL AID	is service rewarded with financial assistance?	y	for how many students?
	are community service work study jobs available?	n	for how many students?

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San Jose State University, CA

CA

TYPE	community college		private		religious	
	state university	y	land grant		women's	Black
SETTING	rural		commuter	y	single campus	y
	urban	y	residential		multi campus	
CALENDAR	quarter		trimester		3 4-1-4	
	semester	y	continuous			
STUDENTS	undergrad	22,790		full time	15,583	grad 5,769
	female	11,353		part time	7,207	
	male	11,437				
FINANCIAL AID						
	is service rewarded with financial assistance?		y	for how many students?	30	
	are community service work study jobs available?		n	for how many students?		

Stanford University, CA

CA

TYPE	community college		private	y	religious	
	state university		land grant		women's	Black
SETTING	rural		commuter		single campus	y
	urban	y	residential	y	multi campus	
CALENDAR	quarter	y	trimester		3 4-1-4	
	semester		continuous			
STUDENTS	undergrad	6,000		full time		grad 6,000
	female	2,950		part time		
	male	3,050				
FINANCIAL AID						
	is service rewarded with financial assistance?		y	for how many students?	40	
	are community service work study jobs available?		y	for how many students?	12	

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Univ. of Cal.-Irvine, CA

CA

TYPE	community college		private		religious	
	state university	y	land grant		women's	Black
SETTING	rural		commuter	y	single campus	y
	urban	y	residential		multi campus	
CALENDAR	quarter	y	trimester		3 4-1-4	
	semester		continuous			
STUDENTS	undergrad	12,491		full time		grad 1,680
	female	6,543		part time	230	
	male	5,948				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	
	are community service work study jobs available?		y		for how many students?	

Univ. of Cal.-Los Angeles, CA

CA

TYPE	community college		private		religious	
	state university		land grant	y	women's	Black
SETTING	rural		commuter	y	single campus	
	urban	y	residential	y	multi campus	y
CALENDAR	quarter	y	trimester		3 4-1-4	
	semester		continuous			
STUDENTS	undergrad	23,540		full time	23,540	grad 11,705
	female	12,052		part time		
	male	11,488				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	56
	are community service work study jobs available?		y		for how many students?	

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Westmont College, CA

CA

TYPE	community college	private	y	religious	Christian
	state university	land grant		women's	Black
SETTING	rural	commuter		single campus	y
	urban	y	residential	y	multi campus
CALENDAR	quarter	trimester		3 4-1-4	
	semester	y	continuous		
STUDENTS	undergrad	1,256		full time	1,251
	female	761		part time	5
	male	495			
FINANCIAL AID					
	is service rewarded with financial assistance?	y		for how many students?	1
	are community service work study jobs available?	y		for how many students?	40

Yale University, CT

CT

TYPE	community college	private	y	religious	
	state university	land grant		women's	Black
SETTING	rural	commuter		single campus	y
	urban	y	residential	y	multi campus
CALENDAR	quarter	trimester		3 4-1-4	
	semester	y	continuous		
STUDENTS	undergrad	5,100		full time	5,100
	female	2,244		part time	
	male	2,856			
FINANCIAL AID					
	is service rewarded with financial assistance?	y		for how many students?	100
	are community service work study jobs available?	y		for how many students?	

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Brevard Community College, FL

FL

TYPE	community college	y	private	religious	
	state university		land grant	women's	Black
SETTING	rural		commuter	y	single campus
	urban	y	residential		multi campus y
CALENDAR	quarter		trimester		3 4-1-4
	semester	y	continuous		
STUDENTS	undergrad	13,524		full time	4,594
	female	7,493		part time	8,930
	male	6,031			
				grad	0
FINANCIAL AID					
	is service rewarded with financial assistance?	y		for how many students?	y
	are community service work study jobs available?	y		for how many students?	

University of Notre Dame, IN

IN

TYPE	community college		private	y	religious	Roman Catholic
	state university		land grant		women's	Black
SETTING	rural		commuter		single campus	y
	urban	y	residential	y	multi campus	
CALENDAR	quarter		trimester		3 4-1-4	
	semester	y	continuous			
STUDENTS	undergrad	7,591		full time		grad 2,289
	female	2,657		part time		
	male	4,934				
FINANCIAL AID						
	is service rewarded with financial assistance?	y		for how many students?	110	
	are community service work study jobs available?	n		for how many students?		

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Berea College, KY

KY

TYPE	community college		private	y	religious	
	state university		land grant		women's	Black
SETTING	rural	y	commuter		single campus	y
	urban		residential	y	multi campus	
CALENDAR	quarter		trimester		3 4-1-4	y
	semester		continuous			
STUDENTS	undergrad	1,550		full time	1,500	grad
	female	877		part time	50	
	male	673				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	
	are community service work study jobs available?		y		for how many students?	

Harvard University, MA

MA

TYPE	community college		private	y	religious	
	state university		land grant		women's	Black
SETTING	rural		commuter		single campus	
	urban	y	residential	y	multi campus	y
CALENDAR	quarter		trimester		3 4-1-4	
	semester	y	continuous			
STUDENTS	undergrad	8,000		full time	8,000	grad 20,000
	female	4,000		part time		
	male	4,000				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	150
	are community service work study jobs available?		y		for how many students?	150

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Radcliffe College, Massachusetts

MA

TYPE	community college		private	y	religious	
	state university		land grant		women's	Black
SETTING	rural		commuter		single campus	y
	urban	y	residential	y	multi campus	
CALENDAR	quarter		trimester		3 4-1-4	
	semester	y	continuous			
STUDENTS	undergrad	2,669		full time	2,669	grad 0
	female	2,669		part time	0	
	male	0				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	
	are community service work study jobs available?		y		for how many students?	

Univ. of Mass.-Boston, MA

MA

TYPE	community college		private		religious	
	state university		land grant	y	women's	Black
SETTING	rural		commuter	y	single campus	
	urban	y	residential		multi campus	y
CALENDAR	quarter		trimester		3 4-1-4	
	semester	y	continuous			
STUDENTS	undergrad	10,532		full time	7,628	grad 2,052
	female	6,000		part time		
	male	4,532				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	500
	are community service work study jobs available?		y		for how many students?	200

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Hood College, MD

MD

TYPE	community college		private	y	religious	
	state university		land grant		women's	Black
SETTING	rural		commuter	y	single campus	y
	urban	y	residential	y	multi campus	
CALENDAR	quarter		trimester		3 4-1-4	
	semester	y	continuous			
STUDENTS	undergrad	1,176		full time	824	grad 800
	female	1,065		part time	352	
	male	111				
FINANCIAL AID						
	is service rewarded with financial assistance?		y	for how many students?	20	
	are community service work study jobs available?		n	for how many students?		

Univ. of Mar.-Balt. Cty., MD

MD

TYPE	community college		private		religious	
	state university	y	land grant		women's	Black
SETTING	rural		commuter	y	single campus	y
	urban	y	residential		multi campus	
CALENDAR	quarter		trimester		3 4-1-4	y
	semester		continuous			
STUDENTS	undergrad	8,542		full time	6,105	grad 1,198
	female	4,561		part time	2,437	
	male	3,981				
FINANCIAL AID						
	is service rewarded with financial assistance?		y	for how many students?	6	
	are community service work study jobs available?		y	for how many students?	60	

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Metropolitan State Univ., MN

MN

TYPE	community college		private		religious	
	state university	y	land grant		women's	Black
SETTING	rural		commuter	y	single campus	
	urban	y	residential		multi campus	y
CALENDAR	quarter	y	trimester		3 4-1-4	
	semester		continuous			
STUDENTS	undergrad	6,602		full time		grad 278
	female	3,829		part time	990	
	male	2,773				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	32
	are community service work study jobs available?		y		for how many students?	20

University of Minnesota, MN

MN

TYPE	community college		private		religious	
	state university		land grant	y	women's	Black
SETTING	rural		commuter	y	single campus	
	urban	y	residential		multi campus	y
CALENDAR	quarter	y	trimester		3 4-1-4	
	semester		continuous			
STUDENTS	undergrad	30,000		full time		grad 10,000
	female	15,000		part time		
	male	15,000				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	
	are community service work study jobs available?		y		for how many students?	140

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Cornell University, NY

NY

TYPE	community college		private	y	religious	
	state university		land grant	y	women's	Black
SETTING	rural	y	commuter		single campus	
	urban		residential		multi campus	
CALENDAR	quarter		trimester		3 4-1-4	
	semester	y	continuous			
STUDENTS	undergrad	12,377		full time	12,377	grad 4,942
	female	5,543		part time	0	
	male	6,834				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	
	are community service work study jobs available?		y		for how many students?	

Hob. and Wil. Smith Colleges, NY

NY

TYPE	community college		private	y	religious	
	state university		land grant		women's	Black
SETTING	rural	y	commuter		single campus	y
	urban		residential	y	multi campus	
CALENDAR	quarter		trimester	y	3 4-1-4	
	semester		continuous			
STUDENTS	undergrad	1,900		full time	1,900	grad
	female	850		part time		
	male	1,050				
FINANCIAL AID						
	is service rewarded with financial assistance?		y		for how many students?	2.5
	are community service work study jobs available?		n		for how many students?	

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Sacred Heart College of Rochester, NY

NY

TYPE	community college	private	y	religious	
	state university	land grant		women's	Black

SETTING	rural	commuter	y	single campus	y
	urban	residential	y	multi campus	

CALENDAR	quarter	trimester	3 4-1-4
	semester	continuous	

STUDENTS	undergrad	1,894	full time	1,394	grad	988
	female	1,458	part time	500		
	male	436				

FINANCIAL AID

is service rewarded with financial assistance?	y	for how many students?	1
are community service work study jobs available?	n	for how many students?	

University of Rochester, NY

NY

TYPE	community college	private	y	religious	
	state university	land grant		women's	Black

SETTING	rural	commuter		single campus	
	urban	residential	y	multi campus	y

CALENDAR	quarter	trimester	3 4-1-4
	semester	continuous	

STUDENTS	undergrad	4,600	full time		grad	2,400
	female		part time	2,000		
	male					

FINANCIAL AID

is service rewarded with financial assistance?	y	for how many students?	
are community service work study jobs available?	y	for how many students?	

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Ohio Wesleyan University, OH

OH

TYPE community college private y religious United Methodist
state university land grant women's Black

SETTING rural commuter single campus y
urban y residential y multi campus

CALENDAR quarter trimester 3 4-1-4
semester y continuous

STUDENTS undergrad 1,900 full time 2,000 grad
female 950 part time
male 950

FINANCIAL AID

is service rewarded with financial assistance? y for how many students? 35
are community service work study jobs available? n for how many students?

Gannon University, PA

PA

TYPE community college private y religious Roman Catholic
state university land grant women's Black

SETTING rural commuter single campus
urban y residential y multi campus y

CALENDAR quarter trimester 3 4-1-4
semester y continuous

STUDENTS undergrad 4,600 full time 2,780 grad 556
female 1,525 part time 1,344
male 3,075

FINANCIAL AID

is service rewarded with financial assistance? y for how many students? 1
are community service work study jobs available? y for how many students? 1

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Messiah College, PA

PA

TYPE community college private y religious Brethren in Christ
state university land grant women's Black

SETTING rural y commuter single campus y
urban residential y multi campus

CALENDAR quarter trimester 3 4-1-4 y
semester continuous

STUDENTS undergrad 2,271 full time 2,219 grad 0
female 1,393 part time 52
male 878

FINANCIAL AID

is service rewarded with financial assistance? y for how many students? 5
are community service work study jobs available? y for how many students? 53

t. Joseph's University, PA

PA

TYPE community college private y religious Roman Catholic
state university land grant women's Black

SETTING rural commuter y single campus y
urban y residential multi campus

CALENDAR quarter trimester 3 4-1-4
semester y continuous

STUDENTS undergrad 2,381 full time grad 2,265
female 1,250 part time
male 1,131

FINANCIAL AID

is service rewarded with financial assistance? y for how many students? 10
are community service work study jobs available? y for how many students? 5

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Brown University, RI

RI

TYPE	community college	private	y	religious	
	state university	land grant		women's	Black
SETTING	rural	commuter		single campus	y
	urban	y	residential	y	multi campus
CALENDAR	quarter	trimester		3 4-1-4	
	semester	y	continuous		
STUDENTS	undergrad	5,500		full time	grad 1,000
	female			part time	
	male				
FINANCIAL AID					
	is service rewarded with financial assistance?	y		for how many students?	28
	are community service work study jobs available?	y		for how many students?	50

Rice University, TX

TX

TYPE	community college	private	y	religious	
	state university	land grant		women's	Black
SETTING	rural	commuter		single campus	y
	urban	y	residential	y	multi campus
CALENDAR	quarter	trimester		3 4-1-4	
	semester	y	continuous		
STUDENTS	undergrad	2,716		full time	2,877
	female	1,060		part time	41
	male	1,656			
FINANCIAL AID					
	is service rewarded with financial assistance?	y		for how many students?	1
	are community service work study jobs available?	y		for how many students?	1

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Liberty University, VA

VA

TYPE	community college		private	y	religious	Baptist	
	state university		land grant		women's		Black
SETTING	rural		commuter		single campus	y	
	urban	y	residential	y	multi campus		
CALENDAR	quarter		trimester		3 4-1-4		
	semester	y	continuous				
STUDENTS	undergrad	4,770		full time	4,411	grad	318
	female	2,366		part time	359		
	male	2,404					
FINANCIAL AID							
	is service rewarded with financial assistance?		y		for how many students?	300	
	are community service work study jobs available?		n		for how many students?		

Urborough University, VT

VT

TYPE	community college		private	y	religious		
	state university		land grant		women's		Black
SETTING	rural	y	commuter		single campus		
	urban		residential	y	multi campus	y	
CALENDAR	quarter		trimester		3 4-1-4		
	semester	y	continuous				
STUDENTS	undergrad	2,200		full time	1,500	grad	316
	female	800		part time	700		
	male	1,400					
FINANCIAL AID							
	is service rewarded with financial assistance?		y		for how many students?	8	
	are community service work study jobs available?		y		for how many students?	5	

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Trinity College, VT

VT

TYPE	community college	private	y	religious	Roman Catholic	
	state university	land grant		women's	y	Black
SETTING	rural	commuter		single campus	y	
	urban	y	residential	y	multi campus	
CALENDAR	quarter	trimester		3 4-1-4		
	semester	y	continuous			
STUDENTS	undergrad	1,074		full time	520	grad
	female	889		part time	554	
	male	185				
FINANCIAL AID						
	is service rewarded with financial assistance?	y		for how many students?	12	
	are community service work study jobs available?	y		for how many students?	1	

St. Norbert College, WI

WI

TYPE	community college	private	y	religious	Roman Catholic	
	state university	land grant		women's		Black
SETTING	rural	commuter		single campus	y	
	urban	y	residential	y	multi campus	
CALENDAR	quarter	trimester		3 4-1-4		
	semester	y	continuous			
STUDENTS	undergrad	1,950		full time	1,867	grad
	female	1,072		part time	83	14
	male	878				
FINANCIAL AID						
	is service rewarded with financial assistance?	y		for how many students?	25	
	are community service work study jobs available?	n		for how many students?		

Campuses providing financial aid for service

CA

✓ Claremont McKenna College SUSAN VAN DIRT 916-714-4211
of students: 10
University of San Francisco JANICE BAROLA 415-476-5782
of students: 93

CT

✓ Connecticut College 203-447-1911 GIPSE
of students: 21
Yale University
of students:

IA

✓ Briar Cliff College SHARON AMERSON 712-279-5227
of students: 8
✓ Grinnell College AMY ELMERT 515-269-4247
of students: 2

KY

✓ Berea College
of students: all

MI

Andrews University 616-471-3152
of students: LARRY ULERY
✓ Calvin College 616-957-6455 RHONDA BOERG
of students: 50-70
Michigan State University 517-353-4400
of students: 10 MARY EDENS
Western Michigan University 616-367-3230
of students: 3-5 JULIE WYBMA

NB

✓ College of Saint Mary NANCY MINESATH
of students: 402-399-2484

NJ

✓ N.J.I.T.
of students: 150

NY

✓ Cornell University
of students: 600
University of Rochester
of students: 24-36

OH

✓ Oberlin College AMANDA ZOLA
of students: 10 216-765-8055
✓ Ohio Wesleyan University
of students: 59
✓ University of Dayton NICHOLAS CARDILINO
of students: 1 513-229-2524

PA

Bloomsburg University REV. BOB PETERER
of students: 6 717-389-4000
✓ Dickinson College MARTY WILLARD
of students: 5 717-245-1267
✓ Messiah College
of students: 25
Penn State Harrisburg
of students: 1
Thiel College
of students: 25

UT

✓ University of Utah
of students: 10

VA

✓ Ferrum College
of students: 50

VT

✓ Norwich University
of students: 6
✓ Trinity College of Vermont
of students: 18

WV

✓ Concord College BOB BABER 304-384-1009
of students: 60

Season
specifics as we find
them act + write them
up.

3/1/93
Fax to SES

Rhode Island Service Trust for Higher Education

2. SUMMARY: The Rhode Island Service Trust for Higher Education (RI Service Trust) will increase access to higher education for students attending colleges in RI by providing educational stipends for community service performed for an academic year. It is designed as a demonstration project to provide educational debt reduction for community service.

Rhode Island faces tremendous challenges in meeting the social, educational, and human service needs of its residents while many RI college students struggle to finance higher education. These inter-related challenges allow the RI Service Trust to utilize the enthusiasm and strengths of students while addressing our critical community needs. The project will be administered by the RI Campus Compact.

Students will apply to the RI Service Trust in September and will perform 470 hours of service. Participation will be determined through a competitive application procedure. Students will design their project and develop a schedule appropriate to the project. Students will receive a \$2,000 scholarship for completing their projects. Fifty percent of the scholarship will be donated by the agency receiving the benefits of the student's service as a requirement of participation.

The RI Service Trust intends to address some of the critical needs of Rhode Island's local communities by encouraging more service on the part of college students. Additionally, the RI Service Trust will help support students who are hard-pressed to finance higher education.

Subtitle D

3. PROGRAM NARRATIVE

(3.)1. Goals and Objectives

Access to higher education presents a crucial problem for young people attending Rhode Island institutions of higher education. Increasingly college students are confronted with working twenty to thirty hours per week while attending college full-time. Increased economic constraints make work a necessity for larger numbers of low and middle income students, precluding involvement in community service. This formula presents a dual disadvantage to Rhode Island: 1) RI college students are unable to benefit from the educational advantages of community service-learning, and 2) the Rhode Island community is being denied the benefits of one of its great natural resources: the enthusiasm and strength of its college students.

Participants: In its demonstration phase, the RI Service Trust will remove the economic disincentives to doing service for (35) RI students. The RI Service Trust will provide educational stipends of \$2,000 a year to thirty-five participants. One half of the stipends will be provided by the agency sponsoring the projects as a requirement of their participation. All RI students will be eligible for this program. Applicants demonstrating significant financial need will be given priority.

Each participant will be required to serve for 470 hours in a community agency of his/her choice. This requirement is the equivalent of nine hours per week for fifty-two weeks. Students will be allowed to design a service schedule that addresses the need being addressed. For