

# COMMUNITY PARTNER TOOLKIT

## Helping Community Organizations More Effectively Access Community Service Work Study Programs

*By Josh Chamberlain*

Campus Compact *for New Hampshire*

LEARN AND SERVE

# COMMUNITY PARTNER TOOLKIT

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## INTRODUCTION

Developing innovative learning strategies and vehicles to enhance academic experiences is an ongoing challenge to higher education. The spectrum of student employment opportunities – Federal Work Study, internships, volunteering, etc. - are viewed as helpful tools in this regard as they address the needs of all parties in varying degrees of commitment and structure. The Federal Work Study program offers the most structured framework to off-campus agencies, organizations and companies interested in entering high level, committed partnerships with educational institutions in order to access subsidized student employment.

This Toolkit is designed to introduce community partners to the basic tools needed to work with students and campus officials in developing meaningful employment options under the Federal Work Study Program. A meaningful work study program presents a unique opportunity to demonstrate to students the everyday applications of academic coursework and at the same time develop the bonds that strengthen communities and serve the specific needs of community partners.

Perhaps just as important as these immediate results is the fact that work study puts students in a position to discover the connections between academics, work and service, connections that make critical contributions to not just the academic success but also civic engagement and democratic citizenship. For example, Community Service Work Study (CSWS), a priority within the Federal Work Study program, is receiving interest from campus officials, educators and students for its efficacy in helping students make connections between work and civic engagement. The goal of the Federal Work Study program, and the CSWS in particular, is for the overall experience to be one of many steps a student will take on a path of long term commitment to academic success, civic engagement and professional excellence.

Working with students and educational institutions does present distinct challenges for the Community Partner. Community Partners need to commit time and resources in order for their on site program to be effective in interacting with students' campus schedules and academic responsibilities as well as the guidelines governing the Federal Work Study program. The Work Study Toolkit describes how the traditional Federal Work Study and the Community Service Work Study program could be implemented in your organization. The toolkit includes recommended preparatory steps that have proven to work in similar situations, steps that Community Partners can adapt to their work environment. The Toolkit also includes projects and activities Community Partners can insert into. The goal is to create meaningful opportunities for students and effective work study programs built on stronger, more enduring relationships with community partners.

## STUDENT EMPLOYMENT OPPORTUNITIES CAN INCLUDE…

- Federal Work Study Program

Through the Federal Work Study (FWS) Program, a federally funded need based program, undergraduate and graduate students work part time to help pay for the cost of their education. The Federal Work Study program and the Community Service Work Study (CSWS) Program allows students to work off-campus while earning money to pay for the education. Schools are required to use 7% of their FWS funds to compensate students employed in *Community Service* jobs. Students are awarded a work study allocation, an amount they are able to earn throughout the semester. The term "community", in the definition of Community Service Work Study refers to a local, state or national community of people in need of service.

- Service Learning

Service Learning is a method of teaching in which student participation in community service is required and directly incorporated into a specific "Service Learning" academic course of study. Service Learning pedagogy includes the critical concepts of reflection and reciprocity. Service Learning requires faculty and administrative support from an educational institution as well as the support of Community Partners to be effective. Faculty who teach Service Learning usually develop the curriculum and its relationship to community service opportunities well in advance of the academic course taking place. Once in place, student participation is the focus rather than the traditional, "lecture-driven faculty-focused" curriculum. Service Learning addresses students' social skills, analytical ability, civic and ethical responsibility as well as career development. The term "community" in the definition of service learning refers to a local, state or national community of people in need of service.

- Internships

An internship integrates study with planned and supervised career-related work experience. Students are involved as paid or non-paid "authentic employees" oftentimes receiving academic credit for work experiences when the opportunity is volunteer-based. The purpose of the program is to develop and strengthen the student's educational and career preparation. An internship will expose the student to the interpersonal relationships a job requires, both with co-workers and supervisors that are essential in obtaining a successful, satisfying career.

- Volunteering

Volunteer positions generally do not coincide with a related course of study and usually involve students who are interested in donating their time rather than expanding their career horizons. While students may receive credit for their volunteer work, it is it not always the case. Many student clubs and organizations are dedicated to providing community service and oftentimes educational institutions have full time staff responsible for coordinating volunteer opportunities for students.

# COMMUNITY PARTNER TOOLKIT
# The Work-Study Blueprint


FEDERAL WORK STUDY

COMMUNITY SERVICE WORK STUDY

WHO QUALIFIES TO BE A COMMUNITY PARTNER

WHO PAYS STUDENT WORKERS?

LEGAL ISSUES

RISK MANAGEMENT

## FEDERAL WORK STUDY

The basic purpose of the Federal Work-Study (FWS) Program is to provide jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to each student's course of study. The FWS program also includes the Community Service Work Study (CSWS) which allows schools to offer students service-oriented job opportunities, such as work with non-profits or coordinating a volunteer program.

Students participating in the FWS program earn at least the current federal minimum wage, but the amount might be higher depending on the type of work and the skills required. The total Federal Work-Study award depends on when the student applies, the level of need, and the funding level at the student's school. Undergraduates are paid by the hour while graduate students may be paid by the hour or receive a salary, depending on the work. While Community Partners are allowed to pay students, many programs choose to have the school pay in order to avoid the additional paperwork.

Jobs developed through FWS can be either off campus or on campus. If the work is off campus, the work performed must be in the public interest. Schools are allowed to develop jobs with private for-profit employers for Federal Work-Study jobs. Jobs with private for-profit employers are governed by participating agreements between the for-profit employer and the school and the jobs must be relevant to the student's course of study (to the maximum extent possible).

## COMMUNITY SERVICE WORK STUDY (CSWS)

There are two community service requirements that a school must meet. First, a school must use at least 7% of its FWS federal allocation to pay the federal share of wages to students employed in community service jobs for that year. Second, in meeting this 7% community service requirement, one or more of the school's FWS students must be employed as a reading tutor for children in a reading tutoring project or performing family literacy activities in a family literacy project.

The FWS program also requires schools to engage local nonprofits as well as governmental and community-based organizations to identify community service opportunities, particularly those that assist supportive services to students with disabilities. Schools are required to inform students about the community service opportunities identified.

Community Service Work Study offers distinct benefits because of its community *and* service components. Community Partners can benefit from access to campus resources, increased community awareness of the issues and challenges being addressed by the community partner, opportunities for contributing to the educational process and affordable access to professional development. The community organizations that qualify under federal guidelines address very particular needs for their constituents and can connect students with special situations they will not find anywhere else in the community. The concept of "service" also facilitates the development of specific skills such as civic engagement and the social skills necessary to work with people of diverse cultures and lifestyles served by community organizations.

The federally recognized definition of community services includes the terms "service opportunity" and "youth corps program." Section 101 of the National and Community Service Act of 1990 defines the terms as follows:

- **Service opportunity.** A program or project, including a service learning program or project, that enables students or out-of school youth to perform meaningful and constructive service in agencies, institutions, and situations where the application of human talent and dedication may help to meet human, educational, linguistic, and environmental community needs, especially those relating to poverty.

- **Youth corps program.** A program, such as a conservation corps or youth service program, that offers full-time, productive work (to be financed through stipends) with visible community benefits in a natural resource or human service setting and that gives participants a mix of work experience, basic and life skills, education, training, and support services.

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

Of those students who are fulfilling the school's community service requirement, at least one must work:

- performing family literacy activities in a family literacy project that provides services to families with preschool age children or elementary school children; or

- as a reading tutor for children who are preschool age or are in elementary school.

To further encourage schools to employ FWS students in these positions and as mathematics tutors, FWS regulations authorize a 100% federal share of FWS wage.

Other work opportunities that fulfill the federal mandate that 7% of the FWS allocation employ students in community service includes:

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

- work in service opportunities or youth corps as defined in Section 101 of the National and Community Service Act of 1990, and service in the agencies, institutions, and activities designated in Section 124(a) of that act;

- support services for students with disabilities (including students with disabilities who are enrolled at the school)*; and

- activities in which an FWS student serves as a mentor for such purposes as tutoring (see "Employing reading and mathematics tutors," in this chapter), supporting educational and recreational activities, and counseling, including career counseling.

**According to the FWS Program, which work opportunities are not considered Community Service?**

*On Campus*: Any job which provides service solely to the on campus community is not considered service activity.

*Off Campus*: Jobs that are not in the public interest and jobs with private, for profit organizations

See **Appendix A** for specific jobs areas that fall under the definition of "Community Service".

## WHAT ORGANIZATIONS QUALIFY TO BE A COMMUNITY PARTNER UNDER FEDERAL WORK STUDY REGULATIONS?

Potential Community Partners in the Federal Work Study program are determined based on the job description and the work performed by the student. Federal regulations require that the work performed must be in the *public interest*. Work in the public interest is defined as work performed for the welfare of the nation or community, rather than work performed for a particular interest or group. In addition, when the work is performed off-campus for a federal, state, or local public agency or by a private nonprofit organization, providing jobs related to the student's academic or vocational goals is encouraged, but not required.

Work is considered not "in the public interest" if:

- it primarily benefits the members of an organization that has membership limits, such as a credit union, a fraternal or religious order, or a cooperative;
- it involves any partisan or nonpartisan political activity or is associated with a faction in an election for public or party office;
- it is for an elected official *unless the official is responsible for the regular administration* of federal, state, or local government;
- it is work as a political aide for any elected official;
- it takes into account a student's political support or party affiliation in hiring him or her; or
- it involves lobbying on the federal, state, or local level.

As stated above, any **political** activity would not be acceptable—raising funds for the official's reelection, for example. An FWS position that involves lobbying at the federal, state, or local level is not work in the public interest. FWS students are prohibited from working for the Department of Education due to the potential appearance of conflict of interest.

Under certain circumstances, work for an elected official responsible for the *regular administration* of federal, state, or local government may be considered to be in the public interest. "Regular administration" means the official is directly responsible for administering a particular function. Such a person would not create, abolish, or fund any programs, but would run them. Working for a sheriff would be acceptable, as would working for an elected judge (because he or she has direct responsibility for the judicial system).

A private nonprofit organization is one in which no part of the net earnings of the agency benefits any private shareholder or individual. A private non-profit organization must be incorporated as such under federal or state law. Examples of private nonprofit organizations generally include hospitals, daycare centers, halfway houses, crisis centers, and summer camps.

Nonprofit agencies do not qualify automatically as community service employers for purposes of the FWS Program because the work performed must meet the definition of community services in the regulations. A list of programs or activities that are recognized as appropriate work in community services under the FWS Program is included in Appendix A of this Toolkit. In addition, work off campus for a nonprofit agency must be in the public interest. However, in deciding whether work is in the public interest, schools must consider the nature of the work as well as that of the organization. For example, a private nonprofit civic club may employ a student if the student's work is for the club's community drive to aid handicapped children. If the student's work is confined to the internal interests of the club, such as a campaign for membership, the work would benefit a particular group and would not be in the public interest. As another example, a student may work for a private nonprofit membership organization, such as a golf club or swimming pool, if the general public may use the organization's facilities on the same basis as its members. If only members may use the facilities, FWS employment is not in the public interest.

Political activity, whether partisan or nonpartisan, does not qualify as work in the public interest. For example, a student is not considered to be working in the public interest if working at voting polls—even if he or she only checks off the names of those who came to vote and does not pass out flyers supporting a particular candidate. Also, a student is not considered to be working in the public interest if working to support an independent candidate. Another example of nonpartisan political activity is work for a city political debate.

Working for an elected official as a political aide also does not qualify as work in the public interest. For example, a student could not represent a member of Congress on a committee. However, a student could be assigned to the staff of a standing committee of a legislative body or could work on a special committee, as long as the student would be selected on a nonpartisan basis and the work performed would be nonpartisan.

*Work Off Campus for Private For-Profit Companies*

Schools also may enter into agreements with private for-profit companies to provide off-campus jobs for students; however, these jobs must be academically relevant, to the maximum extent practicable, to the student's program of study. (A student studying for a business administration degree could work in a bank handling customer transactions, for example.) Private for-profit organizations do not qualify as employers for community service under the FWS Program. Private for-profit organizations may not hire FWS employees to replace regular employees.

## WHO PAYS STUDENTS FOR THEIR WORK STUDY?

Most payment plans for Federal Work Study jobs are comprised of a "federal share" and a "non-federal share", which is explained further below. However, to further encourage schools to employ FWS students in Community Service positions and as mathematics tutors, FWS regulations authorize a 100% federal share of FWS wages to students employed in these positions. While Community Partners are allowed to pay students, many programs choose to have the school pay because colleges and universities do not pay social security tax on work study employment.

*Federal Work Study Federal Share*

The federal share of FWS wages paid to a student may not exceed 75%, with the following exceptions:

- The federal share of FWS wages paid to a student working for a *private for-profit* organization may not exceed 50%; and
- The FWS regulations authorize a 100% federal share of FWS wages paid to a student who is
- employed as a reading tutor for preschool-age children or elementary school children
- employed as a mathematics tutor for children in elementary school through ninth grade, or
- performing family literacy activities in a family literacy project that provides services to families with preschool age children or elementary school children.

***Hint:*** Consider positioning the educational institution as the official employer of record in order to lessen paperwork required of community partners.

The FWS regulations authorize a school to pay a federal share of FWS wages to a student in excess of the current 75% limit but not exceeding 90% under the following specific conditions:

- The student is employed at a private nonprofit organization or a federal, state, or local public agency provided that the student's school does not own, operate, or control the organization or agency and the organization or agency is unable to pay the regular nonfederal share.

- The school selects the private nonprofit organization or agency on an individual, case-by-case basis. This requirement is satisfied when the school selects the agency through its normal process of selecting potential employers.

The federal share of FWS wages paid to a student may be lower than 75% if the employer chooses to contribute more than the minimum required nonfederal share. For example, if a school has a large demand for FWS jobs from its various departments, it may contribute more than the usual 25% to allow for additional employment.

The federal share may *not* be used to provide fringe benefits such as sick leave, vacation pay, or holiday pay, or employer's contributions to Social Security,

workers' compensation, retirement, or any other welfare or insurance program. These restrictions on the federal share apply even when the Department authorizes a federal share of 100% of FWS wages.

*Federal Work Study Non Federal Share*

The nonfederal share (sometimes called the "institutional share") of a student's FWS wages must be at least 25% of each award year, except in the cases listed above and is the responsibility of the school. The school's share may come from its own funds, from outside funds (such as from an off-campus agency), or from both. However, if a student is employed by a private, for-profit organization, that organization must provide the nonfederal share.

Schools may pay the non-federal share with non-cash contributions. In some cases, the U.S. Department of Education grants waivers to schools for their non-federal share.

*Limitations On Student Earnings*

**What limitations are placed on student earnings?**

A school may not count fringe benefits as part of the wage rate and may not pay a student commissions or fees. In determining an appropriate rate, the school must consider the following:

- the skills needed to perform the job;
- how much persons with those skills are paid in the local area for doing the same type of job;
- rates the school would normally pay similar non-FWS employees; and
- any applicable federal, state, or local laws that require a specific wage rate.

**Can students work as many hours as they want?**

No. The amount students are allowed to earn cannot exceed their total Federal Work-Study award. Also, when assigning work hours, the employer or financial aid administrator must consider the student's class schedule and academic progress. However, while a student's need places a limit on the total FWS earnings, need has no bearing on his or her wage rate.

**Who determines the wage rate?**

A student must be paid at least the federal minimum wage in effect at the time of employment ($5.15 as of September, 1997), but there is no maximum wage rate. It is not permissible to pay a lower "sub-minimum" or "training" wage to students in FWS jobs.

**Do Community Partners pay students directly?**

Sometimes. While Community Partners are allowed to pay students, many programs choose to have the school pay because it results in less work for the Community Partner and college students are exempt from the social security tax when paid by an educational institution. Regardless of who employs the student, the *school* is responsible for making sure the student is paid for work performed. Undergraduate students are paid Federal Work-Study (FWS) wages on an hourly basis only. Graduate students may be paid by the hour or may be paid a salary.

**Is garnishment of student wages allowed?**

A student's FWS wages may be garnished only to pay any costs of attendance that the student owes the school or that will become due and payable during the period of the award.

**Can students be paid for time spent training or traveling relative to their FWS job?**

A student may be paid for a *reasonable* amount of time for training for any FWS employment and travel that is directly related to a community service job. A reasonable training period is one that occurs immediately prior to the student beginning regular duties of the FWS employment and does not exceed approximately 20 hours. Students may also be compensated for a reasonable amount of time to perform ongoing training activities (i.e., preparation and evaluation time) necessary to accomplish their jobs.

**How often are students paid?**

A school must pay the federal and non federal share of a student's wages to a student at least once a month.

## LEGAL ISSUES

An Off Campus Agreement must state whether the school or off-campus organization is liable for any on-the-job injuries to the student. The employer is not automatically liable. (See *TOOLS: Off Campus Agreement and On-Site Visit* for more information about the Off Campus Agreement)

FWS employment must be governed by employment conditions, including pay, that are appropriate and reasonable according to the type of work performed, the geographic region, the employee's proficiency, and any applicable federal, state, or local law. FWS employers must pay students at least the federal minimum wage in effect at the time of employment ($5.15 as of September 1997).

While The Small Business Job Protection Act of 1996 established a sub-minimum, or training wage, that is lower than the minimum wage, it is not permissible to pay the sub-minimum wage rate to students in FWS jobs. Also, as noted earlier, the pay must meet the requirements of state or local law. This means that when the state or local law requires a higher minimum wage, the school must pay the FWS student that higher wage. However, if the state or local

law allows a wage that is less than the Federal minimum wage, the FWS student must be paid at least the Federal minimum wage.

*The Civil Rights Act*

Title VII of the Civil Rights Act covers race, gender, color, religion and national origin. (The Civil Rights Act does not cover sexual orientation but it may be in state or municipal law or in the Community Partner's employee manual.

Community Partners will also be asked to comply with the provisions of the Civil Rights Act of 1964 (Pub. L. 88-352; 78 Stat. 252) and Title IX of the Education Amendments of 1972 (Pub. L. 92- 318) and the Regulations of the Department of Education which implement those Acts.

*Fair Labor Standards Act (FLSA)*

The Fair Labor Standards Act of 1938, as amended, prohibits employers (including schools) from accepting voluntary services from any paid employee. Accordingly, any student employed under FWS must be paid for all hours worked.

*FICA Exemptions*

Section 31.3121(b)(10)-2 of the Employment Tax Regulations provides that whether an employee has the status of a student is determined on the basis of the employee's relationship with the school, college, or university for which the services are being performed. An employee who performs services in the employ of a school, college, or university as an incident to and for the purpose of pursuing a course of study at the school, college, or university has the status of a student in the performance of those services. Employment that is not incident to and for the purpose of pursuing a course of study does not qualify for the exception. If the employee does perform services as an incident to and for the purpose of pursuing a course of study and, therefore, has the status of a student, the amount of remuneration for services performed by the employee, the type of services performed by the employee, and the place where the services are performed are immaterial for purposes of the Student FICA exception.

*Americans with Disabilities Act*

Title I requires employers with 15 or more employees to provide qualified individuals with disabilities an equal opportunity to benefit from the full range of employment-related opportunities available to others. For example, it prohibits discrimination in recruitment, hiring, promotions, training, pay, social activities, and other privileges of employment. It restricts questions that can be asked about an applicant's disability before a job offer is made, and it requires that employers make reasonable accommodation to the known physical or mental limitations of otherwise qualified individuals with disabilities, unless it results in undue hardship.

## RISK MANAGEMENT

The Off Campus Agreement must state whether the school or off-campus organization is liable for any on-the-job injuries to the student. The employer is not automatically liable. (See *TOOLS: Off Campus Agreement and On-Site Visit* for more information about the Off Campus Agreement)

Risks are inherent in any activity. While risks cannot be eliminated, they can be managed or controlled through appropriate means. Managing and controlling risks should be an organization-wide effort. Included in this section are suggested steps Community Partners can take to ensure that the Community Partner and the student performing the work is able to control and manage, or eliminate whenever possible, onsite risks.

One tool to consider in managing and controlling risks is the *Off Campus Agreement*. Off Campus Agreements are required under Federal Work Study regulations but can also provide an important baseline of understanding relative to the roles and responsibilities of the school and the Community Partner.

Under certain conditions, students are covered by workers compensation for injuries suffered while performing services. The source of the coverage will be dependent upon the nature of the student's work. The community agency employing the student may be obligated to provide workers compensation coverage if the agency provides some form of compensation (including food, awards, etc) to the student. The school is obligated to provide worker's compensation if there is a signed agreement and if the student is not compensated by the community agency.

*Steps Community Partners Can Take to Manage and Control Risks:*

**Managing Risks**

1. Look for risks
2. Assess your risks
3. Decide how to control your risks
4. Implement your strategy
5. Review and revise periodically and as needed

**Controlling Risks**

Avoid – Do not offer a job you consider too risky
Modify – Change the activity so the chance of harm occurring and the potential damage are acceptable
Transfer – Shift at least the financial aspect of the risk through contract or insurance
Retain – Accept the risk and prepare for the consequences

## Guiding Principles to Reduce Risk When Employing Students

*Do's and Don'ts For Community Partners*

The following guiding principles are considered best practices throughout the field and should be reviewed by school staff, community partners and students. These are broad guidelines and may not apply to every situation. On the whole, however, these Do's and Don'ts can help keep everyone focused on a safe and effective student work experience.

**DO** thoroughly prepare and review an Off Campus Agreement to make clear the roles and responsibilities of all parities.

**DO** ensure that any student work program complies with any legal requirements for background checks.

**DO** assign a supervisor for student workers at your site.

**DO** orient all students to your organization and its policies, procedures, clientele profile, and emergency procedures.

**DO** require that students complete a sign-in / out sheet each time they come to work so that you are aware of who is at your organization at all times.

**DO** communicate with university representatives if your organization is experiencing any difficulties with a student.

**DO** ensure that you have contact information for a representative at the university in case problems arise or accidents happen.

**DO** ensure that you have emergency contact information for students.

**DO** ensure that students will not make promises or commitments to clients of the community partner that the community partner cannot keep

**DON'T** share the results of background checks with university representatives.

**DON'T** request that students perform tasks that are beyond their capabilities or beyond their scope of work.

# COMMUNITY PARTNER TOOLKIT
# THE TOOLS

NEEDS ASSESSMENT

JOB DESCRIPTION and STATEMENT OF EXPECTATIONS

CAMPUS CULTURE

OFF CAMPUS AGREEMENT and THE ONSITE VISIT

COMMUNICATION

THE WORK AGREEMENT

REFLECTION

RECOGNITION

## THE TOOLS

### NEEDS ASSESSMENT

Well thought out work placements, consisting of clear roles, objectives and goals for students, are critical to building an effective student work program. The Needs Assessment offers a framework to review organizational needs with key staff. This process will help community partners more effectively and creatively use the talents and skills of student employees. For example, are there tasks currently performed by staff that could be given to one or more students? Is there a project the organization always wanted to do but never had the time to organize?

The most important question to ask when considering how a student could contribute to an organization is to ask: Why? In what way will students help to achieve your organization's mission? Where and how do students fit into a program or project? The rationale for involving students could include anything from the community partner's interest in contributing to the education of future leaders, to accessing needed skills or tapping fresh ideas. The Needs Assessment is an opportunity to survey staff attitudes about student involvement and reach a general agreement about what and how students will contribute.

*See APPENDIX C for a sample Needs Assessment.*

### JOB DESCRIPTION AND THE STATEMENT OF EXPECTATIONS

The Job Description is developed by the Community Partner and provided to the campus and the student. The Job Description includes the duties and the responsibilities of a particular job placement. Information about specific tasks the student will be asked to complete, the skills needed to complete those tasks as well as the support staff and resources available to the student is considered critical. An effective job description presents an upper level view of the employment opportunity and a mechanism to evaluate what is achieved when it is complete. Job descriptions are provided to school officials and students so the more detail, the better.

***Hint:*** If your organization is having trouble identifying challenging work, consider giving the student an active role in the design and structure of their experience.

Do not be afraid to end up with a job description that asks students to think critically. Students, as with most employees, are most productive when they are challenged in some way. And positions that carry responsibility, as well as accountability, are more appealing and result in a greater sense of personal commitment and loyalty. Still, job placements should not be designed with unachievable goals that create barriers to student participation. Ultimately, if your organization is having trouble identifying challenging work, one recommendation is to give students an active role in the design and structure of their experience.

While the Job Description is developed by the Community Partner, it is used by school staff and students. The job description received from the Community

Partner is much like a syllabus students receive from faculty at the beginning of an academic course. It is intended to summarize the semester goals and explain how the student is expected to fulfill them. Students use a job description early on in the process when reviewing work opportunities at a variety of Community Partner organizations and during orientation at a particular job site to help them understand how they will help fulfill the needs of the Community Partner.

Under the Federal Work Study Program the job description has several purposes:

- It clearly defines whether the job qualifies under the FWS Program.
- It provides the information needed to explain the position to a student and to help him or her select the type of employment most closely related to his or her educational or career objectives.
- It helps the financial aid administrator, the student, and the supervisor determine the number of hours of work required at the specified wage rate to meet a student's financial need.
- It establishes a written record, for both student and employer, of the job's duties and responsibilities so that there will be no misunderstanding.

Each FWS job description should include the following:

- the name and address of the student's employer (department, public agency, nonprofit organization);
- the purpose and objectives of the job;
- the student's duties and responsibilities;
- the job qualifications;
- the job's wage rate or range;
- the length of the student's employment (beginning and ending dates);
- the name of the student's supervisor.
- the community benefit of the work to be done by the student
- the rewards students will receive

When developing the job description it is important to consider how a student or students might also hinder your organizational goals. Is the academic calendar at odds with your organization timeline? Are the training components and time commitments in conflict with what many students can offer? In this context, Community Partners may find that students following certain academic disciplines or certain schools are a better fit for a particular job description than others. It is recommended that Community Partners note these types of distincitions in the Job Description.

*Statement of Expectations*

A critical piece of any job description is a set of goal statements describing what the organization expects to accomplish when employing students. "Statements of Expectations" use sentences that begin with the word "To" and contain action verbs (To *establish*, To *conduct*, To *create*, To *reduce*) that refer to a relative period of time, such as a month, a fiscal year, an academic year or a semester. When designed to reflect a specific identifiable result, i.e. one that can be

evaluated at the end of a semester, Statements of Expectations also provide a baseline perspective during the evaluation process.

*Creating a Job Description*

The first step is to consult with staff. Review the Needs Assessment with key staff and explore their needs as well as the needs of the organization. Remember that Job descriptions should be interesting, challenging, rewarding and lead to results.

Job Descriptions generally include the following:

- Statement of Expectations
- Name and address of the employer
- The mission or purpose of the organization: intended benefit, population served
- Purpose of the student's job;
- Student's duties and responsibilities;
- Description of how the student's work relates to the organization's mission and purpose
- Job qualifications;
- Wage rate or range;
- Time Requirements: including length of the employment (beginning and ending dates)
- Name and position of the student's supervisor.
- Issues for special consideration: tests necessary priori to starting (TB, fingerprinting, etc), special training,
- Transportation issues

***HINT***: Statements of Expectations are most effective when they…

1. Are realistic
2. Are challenging enough that the goals are worth working toward
3. Link to an academic course of study

*See APPENDIX D for a sample Job Description*

## CAMPUS CULTURE

Staff members of a Community Partner in the early stages of a student work program may be many years removed from higher education and will probably find it different from what they remember. The most pointed differences between academic culture and that of the for-profit as well as non-profit world, are the speed and autonomy of decision making, expectations about results and views of power.

> ***Hint***: Because Federal Work Study is a form of financial aid, Community Partners interested in FWS should first contact the school's Financial Aid office.

Due to government oversight and accounting requirements, school officials are well trained in the workings of the Federal Work Study program and can provide Community Partners with answers to questions or requested information in a short amount of time. And because Federal Work Study is a form of financial aid, Community Partners interested in FWS should first contact the school's Financial Aid office. In addition, learning the culture of the university - the lingo, academic calendar, and procedures - will help Community Partners be successful in the matchmaking process. Differences can be overcome by asking questions, not making assumptions, mutual respect and good communication skills.

> Special consideration should be given to issues such as: transportation, work scheduling, meetings, and deadlines.

The priority for students during a work experience with a community partner will be their academic work. Most academic calendars are based on a Fall and Spring semester, with each semester made up of about 12-14 weeks. Students will require a reasonable period of time at the beginning of the semester to plan their schedule and about the same amount of time to complete final exams and academic projects at the end of the semester. As much as possible, work experiences should seamlessly fall into the academic flow rather than require students to adjust their schedules. It would be a good idea to request a calendar of the academic year from the educational institution.

When considering how a student or students could contribute to the needs of a community partner and when developing the job description community partners should think in terms of semesters and the academic calendar. This might mean offering a training session during the early part of the semester and planning projects that could be completed by the end of the semester, or about 10 weeks in duration.

It is important to note that due to parking constraints, some schools impose vehicle restrictions on Freshmen and Sophomore students. If the job description requires a student to travel outside of the community, or if the student's academic schedule is in conflict with the job's work hours, the community partner should take the time to discuss these issues with the school and prospective student employees.

On an administrative level, community partner staff members must become acquainted with a school's financial aid and student employment programs to better understand the school's educational objectives. The school must supply the off-campus organization with this information.

## OFF CAMPUS AGREEMENT and THE ONSITE VISIT

In order to employ FWS students, federal regulations require that community partners enter into a written agreement—a contract—with the school. However, even if the community partner is participating in a program other than the Federal Work Study program, the Off Campus Agreement is a critical tool to establishing a baseline of understanding and responsibilities while setting the groundwork for a meaningful and positive student work experience.

Under Federal Work Study guidelines, a written agreement is required even if the school is considered the employer of record for the FWS student. It is highly likely that the school will require an onsite visit prior to signing an Off Campus Agreement. The on site visit is meant to ensure the off-campus Community Partner is a reliable agency with professional direction and staff and that the work to be performed is consistent with the purpose of the FWS Program. If the school does not request an on site visit, it is strongly recommended that the community partner request one. The on site visit is an important step toward the establishment of good communication channels and a level of trust that can mean the difference between a meaningful student work experience and one that is not. Once an agreement is in place, school officials may periodically visit each organization with which they have an off-campus agreement to determine whether students are doing appropriate work and whether the terms of the agreement are being fulfilled.

The Off Campus Agreement should specify what share of student compensation and other costs will be paid by the off-campus organization. Remember, for-profit organizations **must** pay the nonfederal share of student earnings. Any off-campus organization **may** pay the nonfederal share of student earnings, the required employer costs, such as the employer's share of Social Security or workers' compensation, and the school's administrative costs not already paid. For more information about financial issues, see *Who Pays?* on pages 8 through 10.

The Off Campus Agreement sets forth the following work conditions:

- Establishes whether the school or the off-campus organization will be the employer for such purposes as hiring, firing, and paying the student.

  The employer is generally considered to be the entity that will control and direct the work of the FWS students—supervising them at the work site, regulating their hours of work, and generally ensuring that they perform their duties properly. However, the school is ultimately responsible for making sure that payment for work performed is properly documented and that each student's work is properly supervised even if the school is not paying the student directly.

- The agreement should define whether the off-campus organization will assume payroll responsibility and bill the school for the federal share of the students' wages, or whether the school will pay the students and bill the off-campus organization for its contribution.

The school must make up any payments the off-campus organization does not make.

- The agreement must state whether the school or off-campus organization is liable for any on-the-job injuries to the student. *Please note, the employer is not automatically liable.*

The Off Campus Agreement may also include a statement of purpose, educational guidelines, communications channels, employment standards and more. Generally speaking, the more detailed the agreement, the stronger the relationship.

In determining whether to continue an off-campus agreement once a particular work experience is completed, many schools have found it helpful to require that students submit a formal evaluation of their work experience at the end of the assignment.

*See APPENDIX B for a model Off Campus Agreement*

## COMMUNICATION

*Communicating with school staff*

An Off Campus Agreement establishes a baseline of understanding and a basic framework within which community partners, students and school staff communicate. Communication is key because while agreements and contracts are an attempt to avoid problems, good communication solves problems and can be as easy as asking the school to be involved in the development of your student work program. Schools have been through this before and can offer helpful advice and insight. Ask to meet with the school at your organization so that school staff have a better idea where the student will be working which will assist the school in assigning a quality student to your organization. Know the key people at the university, particularly the point person for your particular student work program and practice regular, open communication.

Federal work study guidelines call for the school and community partner to report specific financial and administrative information relative to hiring/firing of students, supervision, liability, payroll, workers compensation and billing. Community partners can expect schools to share information about the school's resources in writing. Regular and open communication facilitates a better understanding of each other's needs, assets and available resources, which can change from time to time.

*Communicating with Students: Supervision and Mentoring*

Develop a communication plan that includes regular check in channels, including a Time Log, and a vision of how problems are to be resolved with the help of an onsite supervisor.

The onsite supervisor is important to any student work experience. The role of the supervisor is two-fold: to ensure that the work experience is consistent with the goals of the organization and the school, and to also serve as a resource for students seeking to get the most out of the experience. To be effective in these roles, the supervisor should be a part of the process from the beginning, including participating and contributing to the development of the Needs Assessment, Job Description and Off Campus Agreement.

**10 Tips for Communicating with Students**

1. Be patient, energetic and flexible
2. Need students to show up for a meeting? – Bring food and drinks.
3. Listen to students
4. Have a lot of work for them to do
5. Focus on what the student *can* do, not what they *cannot* do
6. Use clear communication. In writing if necessary.
7. Show your gratitude – Reward them!
8. Express interest in their academic life.
9. Invite students to take on more challenging work
10. Help them understand why the work they are doing is important

Onsite supervision is a requirement of the Federal Work Study program. Community partners must assign a full time, paid employee to supervise students in the FWS program. The supervisor should be the person responsible for interviewing student candidates and the person assigned to monitor student attendance and performance of work study assignments, tasks and projects as required by Federal Work Study guidelines. Community Partners participating in the FWS program may also be asked by the school to send

the designated work study supervisor to an orientation/training of site supervisors organized by the educational institution. The training session will cover the basics of documenting a student's work study and convey tips on how to communicate with students.

*Mentoring*

Mentoring can reduce the need for monitoring and supervision. Mentoring is a pro-active form of monitoring that addresses many of the helpful tips to communicating with students, such as making students feel like part of a team, fostering regular and open communication and helping students understand the relevance of their work, among others.

An effective mentor invites students to talk about their life, learning and work goals, provides students opportunities to reflect on the work being done and offers timely feedback on their work, especially as it relates to their learning goals. Weekly discussions with students meet this need while letting students know that the supervisor/mentor is accessible when needed *and* present when not.

***HINT***: The key to effective mentoring is *making the invitation*. Studies have shown that when a person in authority *invites* students to make these connections, students respond.

Mentoring helps the student interpret the work experience as well as the relationship between the work study and the work of the agency in the context of the "big picture". Mentors help make important connections between school and work while providing insight on the industry, the community and the population served by the community partner. In the course of these discussions, mentors have the opportunity to demonstrate how the community partner is involved in the community in ways the student may not realize. For example, civic engagement, while not an academic priority for most schools or students, is critical to community life.

Community Partners who are civically engaged or would like to be civically engaged can benefit from the ideas, energy and work of students. It is important to note that while service and civic engagement may not be keywords at your organization, social responsibility might. Social Responsibility is familiar to many professions and could be used as a learning tool to acquaint students with the broader civic interests of the community partner.

Generally speaking, while students may not be pro-active in connecting their work experience to learning goals or civic engagement, studies have shown that when a person in authority *invites* students to make these connections, students respond. Making the invitation can take many forms but at its most basic level can be as simple as the supervisor/mentor inviting a student to chat about the work experience in the context of the student's interests or the Community Partner's plans for the future.

## THE WORK AGREEMENT

Students need clarification about what they are committing to and how they will receive feedback and support during their work experience. The on site supervisor is the best person to sit down and articulate the roles and responsibilities of the student and the community partner. By putting such an agreement in writing, the student and the Community Partner will be more certain that they are in agreement about what to expect.

Work Agreements address the details of the work experience. Items can include:

- A Statement of Expectations from the Student
- A Statement of Expectations from the Community Partner
- Dress Code
- Transportation
- Pay
- Number of work hours
- Training schedule
- Communication With Clients and Co-workers
- Reporting guidelines
- Risk Management Issues
- Time Record

*Time Record and Payroll Voucher*

Under Federal Work Study rules, schools are required to establish and maintain program and fiscal records that are reconciled at least monthly. The records must include a certification by the student's supervisor (who can be an official of the school or the Community Partner) that the student has worked and earned the amount being paid. If the students are paid on an hourly basis, the certification must include or be supported by a time record showing the hours each student worked in clock time sequence, or the total hours worked per day.

For its part, the school must maintain program and fiscal records, including a payroll voucher containing certain information supporting all payroll disbursements. The Community Partner may be asked to help provide information for the voucher. The information requested may include:

- the starting and ending dates of the payroll period;
- an identification of the student's job;
- the number of hours worked during the pay period;
- the hourly rate of pay for an undergraduate student;
- the hourly rate of pay or salary for a graduate student;
- the student's gross earnings;
- any compensation withheld for federal, state, county, or city, taxes, and other deductions;
- any non-cash payments;
- the student's net earnings;
- a check number, duplicate receipt, or other payment identification; and
- any overtime

*See APPENDIX E for a model Work Agreement*

## REFLECTION

Work experiences can be (and should be) challenging, thought provoking and life changing. Work experiences generate ideas and information not found within the academic realm. Structured, systematic reflection should take place in order for students to place the work performed in the context of their academic career.

Reflection is an opportune time to engage students and refers to the process of students thinking about what it is they are doing and drawing meaning from their experiences. Reflection facilitates the discovery of specific connections between work and study, or academic and civic behavior. Experiential learning without any period of reflection is an incomplete experience because it is reflection that "translates experience into knowledge".

> *Reflection "translates experience into knowledge"*.
>
> – Dr. Steve Battistoni, Providence College

Community Partners interested in creating a meaningful work experience can help students think critically about what they are doing, why it is important and what it means in the context of their career, personal or civic development. Reflection activities are an opportune time to engage students on how the work being done intersects with these broader issues. Discussion, oral or artistic presentations and writings are all helpful tools to facilitate reflection.

## RECOGNITION

Like all employees, students want to be appreciated and recognized for their work. Recognition demonstrates respect, is confirmation that the student is considered part of the team and can take many forms, from the basic (letters of recognition, verbal acknowledgement) to the unique (trip to a sporting event, gifts, etc).

Day-to-day interactions are also very important for instilling a sense of appreciation in student employees. Thanking them, respecting them, asking their opinion, listening to their ideas and giving them credit for contributions, both publicly and privately, build self esteem, ownership, pride, production and happiness. This type of recognition must begin on Day 1.

## EVALUATION

Evaluation is a three-way street. Educators, students and community partners each have to analyze, "How did the student/community partner/ educator address and hopefully meet expectations and did I address theirs?" The evaluation process should include key points, good and bad, and if necessary, recommend changes. Answering this question might entail exit interviews, surveys or more complex data gathering processes.

Community partners may wish to share with the school and the student how the student's work influenced objectives and goals within the organization. The school and the student may like to know what the community partner plans to do with the knowledge. Community Partners could also use the evaluation to help them consider changes to the program.

Students may be asked to describe what they learned, how the work process influenced their academic work or their future job interests and attitudes about the work they performed. Ask students if they wish to pursue another opportunity with the Community partner, volunteer or otherwise, once the work agreement is complete.

Schools may require a thorough analysis of the program from the community partner. In determining whether to continue an off-campus agreement, many schools have found it helpful to require that students submit a formal evaluation of their work experience at the end of the assignment. The school may also use the evaluation to help off-campus agencies improve their work programs.

# COMMUNITY PARTNER TOOLKIT
# PUTTING THE TOOLS TO WORK

GETTING STARTED

ORIENTATION

QUALITY CONTROL

EVALUATION

## PUTTING THE TOOLS TO WORK

### GETTING STARTED

*Navigating The Campus*

While anytime is a good time to contact an educational institution about becoming a Community Partner, because most higher education institutions operate on a semester basis the most effective time to initiate contact about a new student employment opportunity is a few weeks prior to the start of the semester. Before contacting the institution however it is helpful to have the needs assessment completed and to have a draft job description and statement of expectations prepared for discussion.

Community Partners interested in the Federal Work Study or Community Service Work Study program can contact school staff, usually employed by the financial aid office, who are well versed in the federal program. Internship, Volunteer and Community Service offices and Clubs as well as Academic Department Offices, School Newspapers, Alumni Magazines, Job Fairs, Sporting Events and the Athletic Department are all potential sources for non-FWS students.

Recruitment of non FWS students can take both direct and indirect approaches. Indirect approaches include listing opportunities with a campus internship program or asking faculty members to notify students. Direct approaches may include participating in job fairs or talking to students at school events. It is important to target the individuals you, as the community partner, would like to employ. Some questions for Community Partners to consider during the recruitment process include:

- Which academic subjects teach the skills needed?
- What type of personality is required?
- What might motivate the right person for the job?

*Getting to Know Each Other: The Onsite Visit and Off Campus Agreement*

Early in the process, Community Partners participating in the Federal Work Study Program will be asked by the school for an onsite visit (see Tools: The Off Campus Agreement and Onsite Visit, pages 17-19. ). The onsite visit helps schools better understand the work study or community service work study environment which will in turn help school staff identify appropriate student candidates for the position. The student's supervisor as designated by the Community Partner, and affected staff, should meet with school representatives to be briefed on the program.

Under Federal Work Study guidelines, a written agreement is required even if the school is considered the employer of record of the FWS student. Community Partners not participating in the FWS program are encouraged to put in writing the extent of the Community Partner/School relationship.

*Student Interviews and Selection*

The school's Financial Aid office is responsible for identifying and screening for qualified candidates. It is recommended that as part of the dialogue between the Community Partner and the school that the Community Partner request to be party to the selection process. This could take any number of forms, including but not limited to meeting with financial aid officers and prospective students or asking the financial aid office to recommend three qualified candidates for a position with the Community Partner making the final determination as to whom will be selected for the job.

## ORIENTATION

Since orientation addresses all the factors students need to be made aware of before starting their work, all students should attend Orientation in order to participate.

The Orientation Checklist in APPENDIX F is a tool to help Community Partners properly prepare students for their work experience. The checklist can be easily adapted for a particular school or student placement. The orientation should be led by the onsite supervisor and provide students with a clear understanding of the work they will be doing, the risks associated with that work, and how they should conduct themselves when they are working in the community. The information and specifics you need in order to put together a comprehensive student orientation will come from the Job Description, The Off Campus Agreement, The Work Agreement, The Statement of Expectations as well as information provided by the school and conversations with school staff and members of your organization as well as former student employees and evaluations from past years.

***Hint***: First impressions will set the tone and the mood for the student's work experience. The orientation should be clear, concise and motivational. One tool to motivate students is to "make the invitation", i.e. invite students to work on a new or challenging task, such as community service.

The Orientation is also an opportunity to frame the work that will be done in the context of your organization's broader goals, including industry-wide issues, the community at large and connections to community service. Even if students are not performing community service work, Orientation presents various opportunities to highlight the community, civic, academic and career prospects of community service. If your organization does not engage in community service, perhaps a student worker could help get one started.

It is recommended that two orientations occur:

The **Written Orientation,** prior to the first day of service, gives students information about the Community Partner and the nature of the work placement. Information may include:

- Mission of the Community Partner.
- Who does the Community Partner serve?
- A description of the Community Partner's revenue streams as well as how programs and projects are funded.
- What programs / services does the Community Partner offer?
- Specific policies and procedures related to the student's work experience.
- If it has not been provided already, provide students with a job description detailing the work they will do. Explain the types of activities that are "outside" the scope of work.
- Give the students their site supervisor's contact information.
- For more information about the Written Orientation see APPENDIX F

The **On-Site Orientation,** should take place at the site where the student will be working on or before the first day of work. This is the simplest, most effective way for students to become aware of emergency policies, accident procedures, and the rules and regulations of the site. Explain your mission and familiarize students with the big picture, such as key community, industry and societal issues facing your organization. Introduce students to staff, provide a tour, discuss emergency policies, accident procedures and the rules and regulations of the site (some of these details can also be found in the work agreement). It is also important to let students know who they can talk to if they have a problem.

Other issues may include:

- Where, and with whom, do students check in each time they arrive at the site?
- Where is the Time Log?
- Review safety rules of the site, location of emergency exits, and emergency procedures.
- Provide a description of the organizational structure of your organization.
- For the complete On-Site Orientation Checklist see APPENDIX F

## QUALITY CONTROL

While it is impossible to predict how a student will perform during the course of a work study program, there are simple activities the Community Partner can undertake with students that can make the difference between a productive employee and non-productive one or a happy employee and an unhappy one. These activities do not require significant amounts of time nor do they require the participation of multiple staff members. These Quality Control measures are scalable and easily adapted to a particular organization.

*Connect The Work Being Done to the Broader Community*

The Federal Work Study Program, and student employment programs like it, put students in a position to discover the connections between academics, work and community in ways they hadn't thought possible. Indeed, it is helpful for all employees, including student employees, to understand the overall setting within which they are working. When Community Partners encourage and facilitate these types of connections, student commitment, attention and benefit is enhanced.

No matter how detailed an orientation session is designed, student employees are not always presented a complete picture of the organization they are working for. Critical details pertaining to public policy, the budget or fundraising and what these issues say about the Community Partner are often left out of student training.

Take time early on to talk individually with a student to discuss their career and learning objectives as well as the Community Partner's expectations of the student. Use the information to brainstorm projects or activities that would be appealing to the student according to interest area, whether that be public policy, community service, finance or perhaps another issue. The increased awareness will develop more effective employees for the Community Partner.

***Activity:*** **Community Service Activity**.

If a Community Service program is in place at the Community Partner, ask a student or students to analyze the Community Service activities currently under way and invite students to make programmatic recommendations. If the Community Partner does not have a Community Service program in place, ask the student or students to develop one based on the interests of the Community Partner.

***Activity:*** **Budgetary Activity.**

Financial realities drive every organization. Details like such as budgets, cash flow, revenue and expenses are critical to gaining a more complete understanding of the Community Partner, its core interests and economic drivers, all of which affect the direction and mission of the organization, including the work the student is being asked to do. Invite a student or students to observe a meeting or presentation relative to allocation of resources and ask the student to prepare the minutes for the meeting.

*Mentors, Make The Invitation*

It's OK if the onsite supervisor designated by the Community Partner has never been a mentor before. Being a mentor is as easy as inviting students to talk about their learning and work goals, providing challenging opportunities that relate to those goals and offering timely feedback on students' work. Mentors invite and encourage students to communicate their ideas and perspective. Weekly discussions with students meet this need while letting students know that the supervisor/mentor is accessible when needed *and* present when not.

***Activity*:** **Making The Invitation**

When talking with a student about the work experience, invite the student to participate in a distinct project that relates back to the job being done. Inviting students to share their views and opinions on the experience will encourage them to think critically about the job being done and how they can do it better.

## *Reflection*

Community Partners interested in creating a meaningful work experience can help students think critically about what they are doing, why it is important and what it means in the context of their career, personal or civic development. Reflection activities create time and space to engage students on how the work being done intersects with these broader issues, particularly their academic interests. Discussion, oral or artistic presentations and writings are all helpful tools to facilitate reflection.

***Activity*** **Weekly discussion groups**

Sit down with the student or students and ask them open ended questions about their experience: What are you learning? What has surprised you? What is the most challenging thing that has happened and how did you handle it? Is anything frustrating you? What can we do to better serve our clients to fulfill our mission/objective/goal. How can you incorporate what you are learning here into your academic coursework?

***Activity*** **Keeping a Journal**

Require students to keep a journal and make regular entries that integrate the work being done with their academic and professional goals.

*Recognition*

Recognition does not have to be extravagant, but it should be consistent. Sincere and creative methods are the most effective. When appropriate, it is very effective recognition to increase a student's responsibilities, to promote them, to give them a new title or to involve them in decision making.

***Activity*** **Recognition and Rewards**

- Thank you cards
- Articles and interviews with volunteers in a newsletter or website
- Employee of the Month awards
- Gift certificates or coupons to local restaurants, theaters, or cultural events
- Birthday and holiday cards
- Recognize volunteers at events honoring paid staff service awards.
- Invite students to participate in workshops and involve them as speakers
- Notify the school of the student's progress and good work
- A special parking spot
- Share evaluation results with volunteers showing their impact on clients and programs
- Provide scholarships for workshops or conferences
- Nominate students for awards
- Letters of recommendation
- Future employment opportunities once the work experience is complete

## EVALUATION

Don't forget that evaluation is a three-way street. Educators, students and community partners each have to analyze, "How did the student, community partner or school address and hopefully meet expectations and did I address theirs?" The evaluation process should consider key points, good and bad, and if necessary, recommend changes. Answering this question might entail exit interviews, surveys or more complex data gathering processes.

Schools may require a thorough analysis of the program from the community partner. In determining whether to continue an off-campus agreement, many schools have found it helpful to require that students submit a formal evaluation of their work experience at the end of the assignment. Community partners may wish to share with the school and the student how the student's work influenced objectives and goals within the organization. Students may be interested in continuing with the Community Partner once the work is complete.

**Activity** **Ask students to evaluate their work experience**

Prepare a written form with asking for student's feedback about the program, the work they were asked to do, their student/supervisor relationship and more according to the Community Partner's interests. See APPENDIX G for a model evaluation form.

**Activity** **Invite students to stay on with the Community Partner**

If the work being done by the student is helpful to the Community Partner, the Community Partner is encouraged to invite the student or students to continue their work outside the scope of the work study program.

## CONCLUSION

Working with schools, students and the federal government can appear to be a daunting undertaking to organizations unfamiliar with campus culture or working with students. The tools and strategies incorporated in this Toolkit are meant to take the guesswork out of starting a student work program for community agencies and for profit companies.

In addition to the tools here, the Toolkit has hopefully communicated the fact that there are a variety of dedicated resources, experienced staff people and effective activities to assist Community Partners not only identify the necessary tools but also help students put those tools to work and get the job done safely, effectively and productively.

The Toolkit is underwritten by Campus Compact for New Hampshire, a statewide consortium of college and university presidents and private sector partners who are united in their commitment to the civic purposes of higher education. Its mission is to be a catalyst to integrate community service and civic responsibility throughout the academic and student life goals of its member institutions. Please feel free to contact Campus Contact with questions about Federal Work Study and Community Service Work Study programs.

Ann Tierno
Program Coordinator
x311

## APPENDIX A

## LIST OF AGENCIES, INSTITUTIONS, AND ACTIVITIES INCLUDED IN THE DEFINITION OF COMMUNITY SERVICES

The definition of “community services” includes service in agencies, institutions, and activities that are designated in Section 124(a) of the National and Community Service Act of 1990:

1. Conservation corps programs that focus on:

- conservation, rehabilitation, and the improvement of wildlife habitat, rangelands, parks, and recreation areas;
- urban and rural revitalization, historical and site preservation, and reforestation of both urban and rural areas;
- fish culture, wildlife habitat maintenance and improvement, and other fishery assistance;
- road and trail maintenance and improvement;
- erosion, flood, drought, and storm damage assistance and controls;
- stream, lake, waterfront harbor, and port improvement;
- wetlands protection and pollution control;
- insect, disease, rodent, and fire prevention and control;
- the improvement of abandoned railroad beds and rights-of-way;
- energy conservation projects, renewable resource enhancement, and recovery of biomass;
- reclamation and improvement of strip-mined land;
- forestry, nursery, and cultural operations; and
- making public facilities accessible to individuals with disabilities.

2. Human services corps programs that include service in:

- state, local, and regional government agencies;
- nursing homes, hospices, senior centers, hospitals, local libraries, parks, recreational facilities, child and adult daycare centers, programs serving individuals with disabilities, and schools;

- law enforcement agencies and penal and probation systems;

- private nonprofit organizations that primarily focus on social service such as community action agencies;

- activities that focus on the rehabilitation or improvement of public facilities, neighborhood improvements, literacy training that benefits educationally disadvantaged individuals, weatherization of and basic repairs to low-income housing including housing occupied by older adults, energy conservation (including solar energy techniques), removal of architectural barriers to access by individuals with disabilities to public facilities, activities that focus on drug and alcohol abuse education, prevention and treatment, and conservation, maintenance, or restoration of natural resources on publicly held lands; and

- any other nonpartisan civic activities and services that the commission determines to be of a substantial social benefit in meeting unmet human, educational, or environmental needs (particularly needs related to poverty) or in the community where volunteer service is to be performed; or

Other Examples of Community Service Work Study Opportunities

- College students tutor or mentor younger children in school, after-school, childcare, or faith-based settings

- College students plan and conduct “friendly visitor” or health-related programs for senior citizens

- College students work with local park and recreation depts. on tree-planting, river clean-up, or youth programs
- College students coordinate other volunteers.

- College students work for arts or history organizations doing fundraising, in galleries, or as interpreters.

- College students assist nonprofit organizations with technology, e.g., web design, database work, etc.

- College students serve as service-learning coordinators for one or more faculty members.

Put students in charge of community service, socially responsible or other service type programs in the community (volunteer programs, site coordinators, assistants to community relations departments (students contributing, producing knowledge, no just consuming it)

## APPENDIX B

## Model Off Campus Agreement

*The paragraphs below are suggested as models for the development of a written agreement between a school and a Federal, State, or local public agency or a private nonprofit organization that employs students who are attending that school and who are participating in the Federal Work-Study (FWS) Program. Institutions and agencies or organizations may devise additional or substitute paragraphs as long as they are not inconsistent with the statute or regulations.*

This agreement is entered into between _____, hereinafter known as the "Institution," and _____, hereinafter known as the "Organization," a (Federal, State, or local public agency), (private nonprofit organization), (strike one), for the purpose of providing work to students eligible for the Federal Work-Study Program [FWS]. Schedules to be attached to this agreement from time to time must be signed by an authorized official of the institution and the organization and must set forth—

1. brief descriptions of the work to be performed by students under this agreement;
2. the total number of students to be employed;
3. the hourly rates of pay, and
4. the average number of hours per week each student will be used.

These schedules will also state the total length of time the project is expected to run, the total percent, if any, of student compensation that the organization will pay to the institution, and the total percent, if any, of the cost of employer's payroll contribution to be borne by the organization. The institution will inform the organization of the maximum number of hours per week a student may work. Students will be made available to the organization by the institution to perform specific work assignments. Students may be removed from work on a particular assignment or from the organization by the institution, either on its own initiative or at the request of the organization. The organization agrees that no student will be denied work or subjected to different treatment under this agreement on the grounds of race, color, national origin, or sex. It further agrees that it will comply with the provisions of the Civil Rights Act of 1964 (Pub. L. 88-352; 78 Stat. 252) and Title IX of the Education Amendments of 1972 (Pub. L. 92- 318) and the regulations of the Department of Education which implement those Acts. Two examples of Off-Campus Agreements are included to provide additional guidance. (Where appropriate any of the following three paragraphs or other provisions may be included.)

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

(Whether the institution or the organization will be considered the employer of the students covered under the agreement depends upon the specific arrangement as to the type of supervision exercised by the organization. It is advisable to include some

provision to indicate the intent of the parties as to who is considered the employer. As appropriate, one of the following two paragraphs may be included.)

The institution is considered the employer for purposes of this agreement. It has the ultimate right to control and direct the services of the students for the organization. It also has the responsibility to determine whether the students meet the eligibility requirements for employment under the Federal Work-Study Program, to assign students to work for the organization, and to determine that the students do perform their work in fact. The organization's right is limited to direction of the details and means by which the result is to be accomplished.

The organization is considered the employer for purposes of this agreement. It has the right to control and direct the services of the students, not only as to the result to be accomplished, but also as to the means by which the result is to be accomplished. The institution is limited to determining whether the students meet the eligibility requirements for employment under the Federal Work-Study Program, to assigning students to work for the organization, and to determining that the students do perform their work in fact. (Wording of the following nature may be included, as appropriate, to locate responsibility for payroll disbursements and payment of employers' payroll contributions.)

Compensation of students for work performed on a project under this agreement will be disbursed—and all payments due as an employer's contribution under State or local workers' compensation laws, under Federal or State social security laws, or under other applicable laws, will be made—by the (organization) (institution) (strike one).

(Where appropriate any of the following paragraphs may be included.)

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

2. In addition to the payment specified in paragraph (1) above, at times agreed upon in writing, the organization will pay, by way of reimbursement to the institution, or in advance, an amount equal to any and all payments required to be made by the institution under State or local workers' compensation laws, or under Federal or State social security laws, or under any other applicable laws, on account of students participating in projects under this agreement.

3. At times agreed upon in writing, the institution will pay to the organization an amount calculated to cover the Federal share of the compensation of students employed under this agreement and paid by the organization. Under this arrangement the organization will furnish to the institution for each payroll period the following records for review and retention:

    a. Time reports indicating the total hours worked each week in clock time sequence and containing the supervisor's certification as to the accuracy of the hours reported; These forms, when accepted, must be countersigned by the institution as to hours worked as well as to the accuracy of the total Federal share which is to be reimbursed to the organization or agency.

b. A payroll form identifying the period of work, the name of each student, each student's hourly wage rate, the number of hours each student worked, each student's gross pay, all deductions and net earnings, and the total Federal share applicable to each payroll; and

c. Documentary evidence that students received payment for their work, such as photographic copies of canceled checks.

## APPENDIX C

### Sample Needs Assessment

1. Identify tasks currently completed by staff that could be given to one or several students.

2. Identify an internal project the organization always wanted to do but never had the time to organize.

3. Where and how do students fit into a program or project?

4. Identify ways students can help fulfill your organization's mission.

5. Is the academic calendar at odds with your organization timeline?

6. Are the training components and time commitments associated with the task, projects or responsibilities identified in conflict with what most students can offer relative to training, time or travel requirements?

## APPENDIX D

## Sample Job Description

Position Title: Resources for Recovery, Program Assistant
Position Type: full time, 12 month commitment
Position begins: 9/18/06
Position closes: 12/4/06

The National Youth Leadership Council is seeking a student employee to assist with the Resources for Recovery program.

The Resources for Recovery program was created in response to the significant long-term needs of those affected by local flooding. The goal of the program is to tap the power of young people as sustainable, effective forces for disaster preparedness and recovery through Federal Work Study. Resources for Recovery connects individuals and organizations (including nonprofits, schools, and state education agencies) for sharing ideas, coordinating responses, identifying best practices, and providing support to affected communities.

A major component of Resources for Recovery is the Granite State Walk About, a winter school program designed to engage students in Community Service projects that address issues relevant to the recent disasters, helping students and communities to learn and heal.

**Responsibilities**:
This position will assist with Resources for Recovery and Professional Development projects. Areas of responsibility include:

- Collaborate with the program manager to devise a plan for program sustainability and steps to secure short- and long-term funding.
- Assist with proposal writing and grant administration.
- Build local and national partnerships.
- Seek in-kind contributions from the local and national community.
- Create informational materials to present to potential funders and program partners.
- Maintain existing Community Partner network to set the stage for long-term coordination of efforts.
- Maintain and facilitate the Resources for Recovery listserv, provide web updates, and coordinate conference calls for the network.
- Assist with daily program operations.

Skills and Qualifications**:**

- High level of organizational skills, including attention to details
- Excellent verbal and written communication skills (including spelling and grammar)
- Experience in facilitating meetings, conference calls, and training programs
- Flexibility and the ability to work both independently and cooperatively
- Effective time management skills and attention to deadlines
- Positive attitude; a customer-service orientation
- College degree preferred
- Strong computer skills (MS Office Suite) preferred

**Compensation**:
$10/hour

**Other**:
There would be travel once a month to meet with community leaders and occasional evening work may be necessary to meet deadlines.

In addition, there would be an introductory work study orientation to gain a general understanding of the theory and practice of the position.

**To apply**:
Please contact Jane Doe, Resources for Recovery Program Manager, at 603-123-4567.

## APPENDIX E

### Model Work Agreement

Students shall demonstrate they are aware of the following by initialing each item:

1. Attend an agency orientation or training session before they begin their service learning projects;
2. Communicate with their on-site supervisor regarding performance feedback, project responsibilities, and reflection;
3. Be punctual, reliable, and committed to fulfilling the project goals and service hours;
4. Show respect for agency, program, and clients;
5. Complete appropriate paperwork for the organization, CCLC and course requirements;
6. Respect confidences of organizations and community members they work with;
7. Follow guidelines established by the organization;
8. Integrate themselves into the environment of your organization by establishing rapport with the organization staff and community members;
9. Decline work that is not acceptable;
10. Take precautions when working with children and specific populations;
11. Document service-learning hours using online hourly log

Name and Signature of Student:
Name and Signature of On-Site Supervisor:

## APPENDIX F

## Orientation Checklist

**Written Orientation Provided Before the First Day of Work May Include:**

- Mission of the Community Partner.
- Who does the Community Partner serve?
- What programs / service does the Community Partner offer?
- Specific policies and procedures related to the student's work experience.
- If it has not been provided already, provide students with a job description detailing the work they will do. Explain the types of activities that are "outside" the scope of work.
- Give the students their site supervisor's contact information.
- How closely will the students be supervised?
- Who do the students call if they need to be excused or will be late?
- Discuss appropriate attire when providing service.
- Provide specific training for the position.
- What will the students learn? What qualities or skills will the students develop?
- Review confidentially rules for the site.
- Review the risks associated with this placement.
- Explain what students should do if harassment occurs. Whom do they contact?
- Talk about service schedule (total number of hours, days and times of the week, etc.). Also discuss beginning and end of service.
- Who can the students contact with questions or concerns about their placement?
- Where do students check in at the site on their first day?
- How are students' service hours recorded? (For their course and the CBO)
- Give location of site and directions via personal car or public transportation. Where will students park if they drive? What is the cost associated with parking or taking public transportation?
- Who will be evaluating the students' service? Is there a formal evaluation the CBO will fill out?

***Hint:*** Prepare an Orientation folder or notebook to provide students that includes the Job Description, the Statement of Expectations from the student and the Community Partner perspective and other information relevant to the job the student will perform.

**On site Orientation, On or Before the First Day of Work May Include:**

- Tour of site - location of restroom and break room
- Where, and with whom, do students check in each time they arrive at the site?
- Where is the Time Log?
- Review safety rules of the site, location of emergency exits, and emergency procedures.
- Introduce students to other staff at the agency.
- Emergency Contact Information: ask students' permission to share with university.
- Discuss the student's role including specific community expectations.
- Provide a vision for the future in which the student can move up the ladder.
- Describe the primary programs and projects of your organization.
- Provide a description of the organizational structure of your organization.
- Review accident procedures at the site and what to do if a student or client is hurt.

***On-Site Orientation Hints:***

- Do something early on that helps everyone relax
- Practice the one-thurd/two-thirds rules: spend 1/3 of the time lecturing and 2/3 interacting in small groups, a group discussion, roleplays, etc.
- Use visual aids
- Be Prepared and Smile – people are forgiving when they know your are trying hard
- Invite students who completed a similar work study to discuss their experiences with incoming students

## APPENDIX G

### Model Evaluation Form of the Work Experience to be Completed by the Student

1. What academic insights did you gain?

2. What civic/community service insights did you gain?

3. What professional insights did you gain?

4. What relationships did you find between your work experience and your academic course work?

5. If you were to serve as a mentor for a student beginning a work study experience project, how would you prepare the new student? What would you emphasize about the experience?

6. Did you learn more from expected opportunities or from unanticipated opportunities?

7. Do you think the placement at the agency where you worked could be built into a longer-term relationship? How might this happen?

8. Did your Community Partner supervisor and school staff structure your work experience appropriately?

9. Do you have any suggestions for ways that they might help to improve the placement and work opportunities.