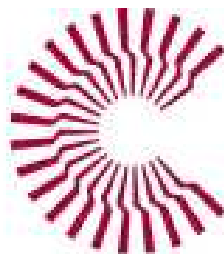




NH Serve Study Initiative:
Insights for Community Service
Federal Work-Study

by Erin Bowley



Campus Compact *for New Hampshire*



“It’s like a real job. [Students] are considered part of the agency, they go to staff meetings, they’re treated with respect, and the work they do is really meaningful.”

Don Hayes

Coordinator of Community Service (Retired)

Keene State College

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Don Hayes worked at Keene State College for thirteen years, most recently as the Coordinator of Community Service. The college has a close relationship with many community agencies and Hayes wanted to see students serving long-term at the agencies and becoming “ambassadors” between the two. He believed having students work in the community would improve town-gown relationships.

Don Hayes had tried for years to get access to Federal Work-Study (FWS) funds that could be used for positions at some of the community agencies where the college already had relationships. Receiving a grant through Campus Compact for New Hampshire was the impetus for a meeting among representatives from the Financial Aid office, the Presidents’ office, the faculty, and Hayes to discuss the possibilities for a new community service FWS program. Keene State has many students who qualify for FWS and the college relies on the services the students provide in different departments.

When asked what helped make the program possible, Hayes credits having key stakeholders in the program (Financial Aid, Community Service, community agencies, faculty, and the President’s office) involved from the beginning talking together. They realized they were all hoping for the kind of student learning possible in a program like community service FWS. When Hayes learned that a staff member from the Financial Aid office had a background in career services—including experience creating internship positions in the community—he asked her to join his steering committee. At meetings, a respected community leader spoke out positively and persuasively about what the positions would mean for the community. At a statewide meeting of colleges and universities, Hayes brought the Financial Aid staff to hear from other institutions about the benefits of a community service FWS program. “Those things helped move the idea of more money for community service work-study from ‘no’ to ‘maybe.’” After three or four meetings of the key people, the FWS “Fellows” program was created.

Keene State already had a community research center through the Sociology department. Through the center, students connect with different community agencies and provide research services such as surveys and focus groups. Some of those community agencies were already close partners of the college and were among the first to host a FWS Fellow. The director of the center, a faculty member, co-directs the Fellows program.

Keene State annually supports eight FWS Fellows who make a year-long commitment to the community agency where they work. The Fellows’ position descriptions are advertised on a webpage that students access. When students express interest in the Fellows program, the Coordinator of Community Service arranges an interview with the community agency.

The steering committee for the program meets once per semester over lunch with all eight student Fellows and their community supervisors. Half of the meeting is devoted to hearing student and community organization perspectives, and the reports are very positive. In addition, the program developed a Memorandum of Understanding that all parties (student, agency, and college staff) sign to clarify roles.

All student Fellows go through an orientation to the program. The Fellows also meet with an experienced “lead” student three weeks after they start for a focus group. The lead student then reports to the steering committee what she’s learned. The lead student again meets with the Fellows toward the end of the semester to help each one prepare a presentation for the steering committee.

Hayes believes the community agencies appreciate fresh perspectives that the students bring and the questions they ask. “The students help the agencies think of things differently.”

Hayes also lists multiple benefits for the students from the experience. “It’s like a real job. They’re considered part of the agency, they go to staff meetings, they’re treated with respect, and the work they do is really meaningful.”

As an example, Hayes describes a senior Sociology major who, after serving with Big Brothers Big Sisters as a work-study student, realized she wanted a career working with kids. The student was hired after graduation to work in the youth services area for Big Brothers Big Sisters’ regional office. Both her resume and her clarity about what she wanted to do got her the job. Other students have also been hired after graduation because of their experience, according to Hayes. “They gain skills that make them more attractive to an agency.”

Over the three years of the program, one or two placements haven’t work out. Hayes reports they’ve learned from those experiences, including the need to take the time to help community agencies tailor their position descriptions to be appropriate for a ten hour per week student job. He also emphasizes that the position must be a real contribution to the agency.

After three years and on-going efforts to build support for the program from campus and community stakeholders, Hayes reports that the program has become sustainable and will continue, even after he retired in 2006. “Everyone is a winner with the Community Service Work-Study program.”



Dr. Kathleen Johnson

Assistant Professor

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Currently a member of the Management Department at Keene State College, Kathleen Johnson has also served as Director of the Keene State Community Research Center. The Center’s mission is “to develop research skills and promote professional development among Keene State College students while helping to

meet the research needs of non-profit and public agencies in the Monadnock Region.” Local agencies receive assistance from the Center with program assessment, grant writing, and conducting local surveys, among other research-related services.

Dr. Johnson also serves on the Community Service Work-Study (CSWS) program steering committee where she has been able to make use of her community connections. Initiated in the fall of 2003 with the aid of a Campus Compact grant and FWS monies, the CSWS program brings together community leaders and social service agencies in the Monadnock Region with faculty, staff, and students at Keene State College. The purpose of this collaboration is to increase volunteerism in the Region and promote experiential learning that is integral to the College’s mission. According to Dr. Johnson, “Everyone is a winner with the Community Service Work-Study program.” Some of the benefits students receive from the FWS positions include:

- Satisfaction from serving the community;
- Improved social skills;
- Experiences that can validate — or challenge — students’ career choices;
- A larger social network to meet potential employers;
- Resume-building experiences and skills; and
- The discovery of personal strengths.

Dr. Johnson’s research students at the Community Research Center have helped to evaluate the CSWS program. Student researchers conducted interviews with the FWS students (called “Fellows”) in order to identify potential problems and troubleshoot. According to Dr. Johnson, “Community partnerships are delicate and it is important to identify problems that students or partners may have before they become unnecessarily thorny. Sometimes students may not have the confidence to speak to their supervisor directly about the difficulties they may be experiencing.”

Dr. Johnson hopes to see more connections between faculty members and FWS students in the future. She would also like to see a more developed service-learning component for the program. The CSWS’s “Memorandum of Agreement” (shared in the Appendices to this document) requests that community-based supervisors encourage their student volunteers’ civic education and reflection.

Recruiting students has been the primary challenge to the program, even though many Fellows agree that it provides great opportunities. Community agencies prefer to hire juniors and seniors who have better developed skills, and that limits the candidate pool. Dr. Johnson explains that it has also been a challenge to find the optimal way to classify the community service FWS positions in the institution’s existing on-line job system for campus jobs, where most students look to find work-study positions. In addition, some students are looking for an “easy” work-study position on campus, while the Fellow positions are created for students who are looking for a challenge. To help with recruitment, current Fellows are asked to identify potential candidates for the program and make personal connections. Dr. Johnson also helped create a brochure (see Appendices) for the program that is distributed in select classes on campus.

Dr. Johnson’s “dream” for the future of the program is to see an increase in the funds available for community service FWS positions. With more financial resources, more Fellow positions could be created and additional activities could take place that would bring the campus and community closer. Events could be held to celebrate successes, reach additional students, and build a culture of service on campus. “If the college can sustain the financial support, we’ll do the rest,” she explains, referring to the active Steering Committee for the program.

“This experience gives the students something to be proud of.”

Peg Monahan

Executive Director

Big Brothers Big Sisters of the Monadnock Region

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Community Partner with Keene State College

Big Brothers Big Sisters (BBBS) of the Monadnock Region connects caring high school, college, and adult mentors with youth. Peg Monahan, Executive Director, graduated from Keene State College, and has lived in the area since 1965. She explains that BBBS has a small annual budget and has benefited from a relationship with Keene State in a variety of ways over the years.

Peg has supervised student interns for 20 years, but only started supervising Federal Work-Study (FWS) students in 2004. She was approached by the Coordinator of Community Service at Keene State who offered to send her FWS students who would stay and serve her organization longer than one semester. In the past, student interns would “get on board, get up to speed, and then leave.” Having students stay longer than one semester was an attractive offer, and has become a valuable resource for her organization.

Since 2004, two FWS students have served BBBS each year. The students support the mentoring program and help with communications. One student helped develop the “Bigs Council,” a volunteer group of “veteran” mentors. The student launched a weekly e-newsletter for the group and created activities that mentors and youth can do together. Another student helped create the “Super Bigs” program that utilizes experienced mentors to supervise other mentors when professional staff is not available.

Monahan strives to make the experience meaningful for the FWS students so both sides will benefit. She helps the students learn what it takes to make ideas into reality in a real world setting. “Our staff are all trained educators, so it’s satisfying to have students around here.”

When asked what makes the program work well, Monahan responds, “We have a good relationship with the campus people so the students who come have a lot of energy and are the best. This experience gives the students something to be proud of.”

Keene State College provided Big Brothers Big Sisters with a small grant to be a partner in the community service FWS program, but Monahan states, “The program would be willing to participate without the additional funds.”



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

Erica Martineau

Student, Keene State College

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Erica Martineau is a senior transfer student at Keene State College, double majoring in Early Childhood Development and Drama & Psychological Development. She first learned of the opportunity to do a community service Federal Work-Study (FWS) job at Keene State’s Work-Study fair. She saw a booth featuring photos of children and was immediately interested.

As a Fellow in the Keene State Community Service Work-Study program, Erica works with children in an after school program and with middle school youth at a local teen center. She sets up speakers and field trips, and also directed a special movie making project that resulted in a youth-created DVD. Erica also recruits additional volunteers for the youth programs, such as Keene State students who play basketball with low-income youth during after school hours. She also makes presentations about what she’s learning and doing to other Keene State students in Education and Sociology classes.

Erica had a “traditional” on-campus work-study position at her previous institution. When asked about the differences between on-campus FWS and the community service FWS job, she quickly replies, “Now I’m accomplishing something! I get bored easily and like to be active.” In her community position, she enjoys her time more and has a good experience to put on her resume. She describes the position as one that “has responsibilities and helps build skills, such as presentation and formal communication skills.” She has gotten to know the children she serves and feels passionate about the work. At the same time, Erica admits that the community work-study position is more work. “I can’t sit and do homework on the job.”

Erica is applying what she’s learned in a course on Creative Movement to her community job by teaching movement concepts to the children in the after school program. “I can try out different things, see how the children react, and what works best with different age groups. I am helping the kids learn how to control their bodies. This job has flexibility so I can bring my own ideas to it.” This experience influenced Erica’s ideas about her future career. She plans to become a teacher and hopes to incorporate elements of drama into her instructional methods.

Erica also likes how the program is structured. She meets once per semester with other Fellows to present what she’s been doing. They do regular check-ins with a “lead” Fellow who can offer help if Fellows are having problems. She feels supported by the people who run the program. “Now I know a lot more people on campus, and they appreciate what I’m doing.” Suggestions she has for the program include updating the website and having a newsletter to share what the Fellows are doing throughout the year.

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



“It is easy to create work-study jobs on campus, but the opportunities off campus can be as meaningful or more meaningful. It has helped many of our students open up career pathways or change directions.”

Steve Caccia

Vice President of Student Affairs

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Steve Caccia has been working to build a strong community service program for the students at New Hampshire Technical Institute (NHTI) for many years. Having served as a VISTA volunteer early in his career, he has a personal interest in providing positive, community-based opportunities for students that enrich and enhance the traditional college student experience.

Steve believes service-learning and civic engagement are more common in higher education now because college presidents are more focused on it, and because students are coming into college with this interest. “I have a 17 year old and many of his peers are very involved in community action, more than ten years ago. Churches, scouting, and high schools have all taken it on and interest in community service is spreading to a wider population of kids. It is recognized as a good thing to do.”

Community-based Federal Work-Study (FWS) is one way that NHTI students experience community service. While all forms of FWS (both on-campus and in the community) provide students with “real life experience,” Steve believes that students see their on-campus employment as “just a job,” while a position at an organization such as the Boys and Girls Club or the Housing Authority is more career related and can feel more like the “real world” because students are away from campus. “Community service jobs help students make decisions about careers, even if they discover that what they thought they wanted to do isn’t right for them. That’s a valuable outcome, too,” he explains.

“There are a lot of colleges in Concord, but NHTI is home base for 3,500 students, so we want to provide a lot back to the community.” Steve emphasizes the benefits that community-based FWS offers community organizations. He has served on the board of directors for both the Boys and Girls Club and the YMCA in Concord, and knows these organizations rely on bright, energetic students. “Students help them help their populations, such as providing role models for children. The more help they have the better the services they can provide.” He hopes organizations in Concord see NHTI as a resource in many ways, such as providing facility space and speakers, in addition to the assistance students provide.

The more the college and community are connected, the more the mission of the college (as a community college) is enhanced. “Long term, community-based work-study is a great way to engage community groups and give them a better feel for the college. It will come back to help the college in the long run,” says Steve. But he acknowledges that there is an investment of time and resources to make such a program work. Despite this, he encourages his peers at other institutions to establish community service FWS programs. “It is easy to create work-study jobs on campus, but the opportunities off campus can be as meaningful or more meaningful. It has helped many of our students open up career pathways or change directions. This is a great opportunity for students to get a good experience and the more they are out in the community, the more it helps them, the organization, and our institution.”



“We’re Concord’s community college, so it is important for us to meet community needs.”

Chuck Lloyd

Director, Campus Activities and Community Service

New Hampshire Technical Institute

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Chuck Lloyd directs the community service efforts at New Hampshire Technical Institute (NHTI). He has worked at the school for nearly four years. His role includes helping manage the community service Federal Work-Study (FWS) program for NHTI, specifically making 35-40 student placements annually in the community.

Many students approach Chuck asking about the opportunity to do their work-study job in the community. After the Financial Aid department checks the students’ financial aid eligibility, students bring their paperwork back to Chuck, showing how many hours they can work. He interviews the students regarding their interests and academic major and matches them to one of 25 possible community sites. He sets up an interview between the community supervisor and the student to make sure there will be a good match. Chuck does this at the beginning of each semester, although many students serve a full school year at their site.

Chuck strives to improve the quality of NHTI’s community partnerships each year. “We’re Concord’s community college, so it is important for us to meet community needs.” He sends a weekly or bi-weekly email to partners to solicit their feedback on the program, and does a site visit with each student while they are serving at their site. NHTI pays for the employer portion of the students’ wages, so community partners do not pay anything to participate in the program.

Students receive \$8 per hour for community-based FWS positions, which is more than other student jobs. This is a way to attract students to the program. Chuck also encourages students to see these jobs as a good way to strengthen their resumes and make a lot of contacts. Some students have been hired for permanent positions at the community organization where they served.

Chuck also checks in with the Financial Aid office each week regarding the hours students have left in their FWS contracts. He describes his relationship to the Financial Aid office as very strong, and emphasizes this helps make the program work well.

Because of a grant from Campus Compact for New Hampshire, Chuck was able to do more marketing of the program (e.g., creating a brochure) and hired an intern who facilitates training for students before they begin their work. The training provides basics of the program and how to best serve the needs of community sites.

Chuck finds that community service FWS works well with his other community service programming. FWS students, volunteers, and service-learners all serve at the same sites, and the FWS students can be on-site trainers and support to the other students.

When asked about challenges, Chuck explains that community service FWS is not well known and as a commuter school, students at NHTI aren't necessarily looking for "another job." Some community partners don't understand the distinction between FWS and volunteers. He also acknowledges that community-based jobs require travel and are not "a chance to do homework" like some campus jobs.

Chuck emphasizes that part of his program's success is due to keeping important decision makers informed. He has conversations with the campus president and vice-president and documents the program, such as taking photos and writing articles, and shares these with the campus public information office so they can let others know about the good work that is happening. Chuck also recommends having a marketing plan that "makes it just as easy to get a community service job as an on-campus job" and to talk about the benefits to students. He also encourages others who are thinking of starting a community service FWS program to "keep it simple," by creating tools such as checklists for students (see an example of such a checklist on the brochure available at: <http://www.nhti.edu/financialaid/federalworkstudybrochure.pdf>).

*"I love people and get to work with people all the time in this job...
After a project comes together, I can say, 'cool, I had a part in that!'"*

Nicole Rennie

Student, New Hampshire Technical Institute

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Nicole Rennie is a student at New Hampshire Technical Institute (NHTI) who helps organize community service activities as part of her Federal Work-Study (FWS) job. She works closely with the Director for Community Service, many community organizations, and other students. Her position is considered "community service" FWS because she is helping connect NHTI students with community organizations.

"I love people and get to work with people all the time in this job," she explains. Nicole is an athlete who enjoyed coaching youth basketball while in high school and participating in fundraising events for different nonprofit organizations. She hadn't held another FWS job while in college, but thought the position with the Community Service program sounded like a fun job that would also allow her to help others.

Some of the activities Nicole has completed for her FWS job include:

- Improved social skills;
- Recruiting student volunteers for community projects;
- Recruiting students for FWS positions in the community;
- Communication with community partner organizations;
- Participating in a spring break trip with Habitat for Humanity;
- Coordinating charity fundraising efforts, such as NHTI's involvement in the American Cancer Society's Relay for Life and the campus whiffle ball tournament raising money for sick children.

Niccole helps raise money and donations for different community projects and enjoys seeing the success of the events. “After a project comes together, I can say, ‘cool, I had a part in that!’” She has met many people and developed new skills as part of her position. “I used to hate talking on the phone, but the campus staff helped me learn to talk and write in a professional way when I’m trying to get donations and write thank you letters, and now I’m relaxed about doing it.” Niccole believes the skills she’s developed in communicating with different kinds of people will be beneficial after college.

In her positions, Niccole also communicates with people on campus to get them interested in the events and community service opportunities. “I know a lot more professors and they know me. If I’m struggling with school, I feel I can go to them now.”

Niccole also likes being part of a group of people trying to make a difference. She works with other students and the campus staff to get more students involved. She feels like NHTI really supports student involvement in the community, and hopes to continue her work-study position for another year.

To view the brochure for FWS at NHTI that lists both on-campus and off-campus (community service) FWS positions, visit:

<http://www.nhti.edu/financialaid/federalworkstudybrochure.pdf>

To learn more about the community service program at NHTI, visit:

<http://nhti.edu/communityservice/index.html>



“Students appreciate being out in the community, and the partners think it is a tremendous opportunity because their budgets are restricted. Before we had a position to market these opportunities, students weren’t even interested. We were lucky to place one or two students in the community. Now, the connections made with partners and with students are strong.”

University of New Hampshire – Manchester

Jodi Abad, *Associate Director of Financial Aid (pictured)*

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Diane Allen, *Financial Aid Assistant*

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The University of New Hampshire’s main campus is located in Durham, while the campus in Manchester primarily serves commuter students. UNH-Manchester received a grant from Campus Compact for New Hampshire to create a community service Federal Work-Study program. Jodi Abad, Associate Director of Financial Aid at UNH-Manchester, explains that the grant provided the primary motivation to create a position to promote work-study positions for the first time at the Manchester campus. According to Jodi, “Our campus is in an urban setting, but we weren’t taking advantage of what students can do in the city because we didn’t have a person to coordinate it. Now, we are improving our relationship with nonprofit organizations.”

Diane Allen was hired in 2005 to coordinate both on-campus and off-campus Federal Work-Study (FWS) for UNH-Manchester. Diane had experience working in a middle school and a high school, and enjoys working with students of all ages. Of the 108 UNH students who qualified for a FWS job in 2005, 15 actually took one. Of these, five were community service positions and ten were on campus. Diane explains, "Many of our students are fulltime workers with families, so work-study jobs are competing with other jobs around the corner that offer more hours." She believes the community service FWS positions are important, but staff time is needed to make such a program grow.

Among Diane's responsibilities are developing community positions, advertising the FWS positions, offering an orientation for interested students, and matching students to jobs. She feels that advertisement is a lot to do with the success of the program. She posts the position descriptions on a website and on a bulletin board, she writes articles and creates posters about the positions, and asks current FWS students talk about the experience with other students. "Community service work-study is a challenge and it's fun. Students need the money, and are getting good experience." To get students to the orientation meeting where they can hear more about the available jobs, she sends letters and email to FWS eligible students. She explains that "students were very excited to attend the orientation last year, and most who attended applied for positions. I try to get a lot of the nonprofit leaders to be present at the orientation, too."

Community partners include schools and other nonprofit organizations. Diane sent a flyer to additional organizations explaining the benefits of hosting a FWS student from UNH. Diane tries to closely match students' experience and interests to available positions. Students complete a Job Interest form (see Appendices) so Diane knows of their academic and personal interests and experience. She alerts students when new positions become available, and sends one or more students to interview with the community partner. For example, a student studying American Sign Language was placed at New Hampshire Deaf and Hard of Hearing Services. "This position will help in her future work with people with disabilities. I'm very excited for her," Diane says.

Jodi Abad also believes the new program has been positive for students and nonprofit partners. "Students appreciate being out in the community, and the partners think it is a tremendous opportunity because their budgets are restricted. Before we had a position to market these opportunities, students weren't even interested. We were lucky to place one or two students in the community. Now, the connections made with partners and with students are strong."

Jodi also sees many benefits for the university. The community-based FWS program helps UNH fulfill its mission as an urban campus, which is to provide access to public education for people who live and work in the greater Merrimack Valley region of the state of New Hampshire. UNH also has a service-learning program, but FWS is a way for the Financial Aid office to also get involved. The institution is trying to strengthen its community partnerships in a variety of ways.

One challenge is getting the university to dedicate enough resources to build the community service FWS program. Jodi explains, "We just didn't have the people to start building the relationships or to get students engaged and excited. The grant from Campus Compact wasn't enough for a staff position, but it helped leverage the resources for the position. I went to senior administrators and said, 'we've gotten this far, but we need to commit more because now we have this grant.' Now there's evidence that it's a good thing. We haven't had any students say it wasn't beneficial. We try to show the value of the staff position to many different people who then won't allow it to be cut. The coordinator position is now permanent and will be sustained after the grant ends."

Jodi recommends building programs like these slowly. According to Jodi, “In the past, we tried to form too many partnerships and didn’t have the staff resources to keep it together. If we couldn’t meet the partners’ needs or had too many students involved, then people became discouraged and disinterested. Now we pay attention to how many students are looking for positions and how many employers are involved. Our goal is to add just two or three partners each year. The staff coordinator position has been key in keeping everything balanced.”



“This gives the students an opportunity to try something new, something they might not have thought of doing.”

Sari Friedman-Rosner
Families in Transition
Community Partner with UNH

The mission of Families In Transition is “to provide safe, affordable housing and comprehensive social services to individuals and families who are homeless or at risk of becoming homeless, enabling them to gain self-sufficiency and respect.” The organization is located in Manchester, near the campus of University of New Hampshire (UNH).

Sari Friedman-Rosner has been with Families In Transition for seven years. As the Assistant Director of Clinic Services, she has a case load of about ten people whom she sees on a weekly basis, she supervises a VISTA volunteer who oversees youth programming, and she supervises the internship program, including partnerships with the local colleges and universities. Sari is also finishing her doctorate focused on women with trauma and substance abuse issues.

As a private nonprofit, Families In Transition is often looking for ways to form partnerships. Supervising UNH work-study students is one way to do that. “We have a need, and the students have a need to earn income,” Sari says.

Sari has supervised both interns and Federal Work-Study (FWS) students over the years and sees the two as fairly similar. “Some students can be amazing and take it all very seriously and go the extra mile, while some are immature or irresponsible.” She explains that she has academic interns and FWS students helping in different ways. The FWS students work with children in the literacy and arts programs that are offered while parents attend therapeutic group sessions. The FWS positions are narrowly focused and that seems to work well. The FWS students require less supervision than the interns.

FWS students are exposed to career options while working at Families In Transition and the experience can help clarify if they are making a good career choice. A student that Sari supervised this year wants to go into education and the student’s experience working with youth helped validate that choice. “She was exposed to different ages and that helped clarify which age group she wants to work with. This also gives the students an opportunity to try something new, something they might not have thought of doing.”

Challenges related to the partnership include the paperwork to be completed and occasional problems with students. Sari clarifies, “when I had a problem with a UNH student this past year, I called Diane the Work-Study Coordinator and she was wonderful. She tried hard to find a replacement student right away. We are located close to campus and it has been easy to coordinate the students’ involvement.”

Note: Sari left her position in the summer of 2006 to pursue a Ph.D. in Social Work examining the role of relationships in the lives of formerly homeless young mothers. To contact Families In Transition about their partnership with UNH, please contact:

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“Stories about what our students are doing in the community are some of the best stories I get to tell.”

Paul LeBlanc

President

Southern New Hampshire University

President Paul LeBlanc came to Southern New Hampshire University after serving as the President of Marlboro College in Vermont for seven years. He believes the university has an ethical commitment to be actively and positively involved in the local community, and has made this belief front and center in his administration. He speaks about this commitment in public addresses both on campus and off, and believes many others on campus share in his vision.

President LeBlanc has worked to focus and coordinate the university’s public service efforts through the creation of an Office for Service and Citizenship. In addition to many opportunities for students to serve in the community, university staff are encouraged to be active in community service efforts, and space on campus is made available to local community based organizations.

The new Office for Service and Citizenship offers students the chance to find meaningful Federal Work-Study (FWS) positions with community organizations. Students serve in a wide variety of community organizations, such the Red Cross, YMCA, Salvation Army, and organizations serving new immigrants. Students can also work for the community while staying primarily on campus, for example, by leading a fundraising campaign for a camp serving terminally ill children.

According to President LeBlanc, actively marketing the community service FWS jobs to students reinforces the values of the university. “Attaching money to work is always an indicator of value. It is a message to the students that community work is important to us.” He also believes work-study jobs in the community help students identify future career possibilities.

President LeBlanc can articulate many benefits of the community service FWS efforts at his institution. He notes that people believe negative stereotypes about cynical and disengaged college students, but

“Presidents need to carry the flag for their institutions and their students. Stories about what our students are doing in the community are some of the best stories I get to tell.” When asked to speak with potential donors or in public settings such as Rotary meetings, President LeBlanc enjoys sharing what the community service FWS students are doing. “The program does well by us.” Community leaders are aware of the students’ efforts and thank him for the connection.

He also knows these experiences have many benefits for his students, including training, career exploration, and exposure to different people and experiences. “Any student who is able to attend college is privileged.” He believes some students are not aware of how privileged they are, but working in the community helps keep them grounded. He also believes there are likely links between work in the community and student retention.



“Work-study students are given more responsibility than a traditional volunteer. They are a critical member of the organization’s staff and given more opportunities. They are not just folding fliers, but help with planning, programming, and suggesting changes. This is very meaningful to the students involved.”

Sarah Jacobs

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Southern New Hampshire University

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The Center for Service and Citizenship at Southern New Hampshire University (SNHU) was created in 2005 to provide a clearinghouse of student opportunities to serve the community (e.g. volunteer, service-learning, and work-study positions). The Center’s director, Sarah Jacobs, supports faculty interested in service-learning, advises students and student groups who want to do service, coordinates service-oriented spring break trips, and generally helps students connect with local nonprofit organizations.

Before receiving a grant from Campus Compact for New Hampshire, the community service portion of Federal Work-Study (FWS) was handled by SNHU’s Financial Aid office without a formal effort to build community partnerships or match student interests with community jobs. The Director of Student Activities was interested in increasing student volunteerism and applied for the grant to meet that goal. Now, Sarah collaborates with Financial Aid in coordinating the program. Financial Aid continues to manage timecards and payments, while Sarah helps students find a good “fit” for their interests among the available community placements.

Sarah felt SNHU needed better marketing for community service FWS positions because students didn’t know about the opportunity. A student designer created a colorful brochure and logo for the new program, which was named SERVE: Students Employed in Rewarding Volunteer Experiences. The brochure describes the program and features photos of children and students together. The SERVE positions were highlighted at the campus job fair, and students are offered a higher wage than on-campus FWS jobs to attract them to the positions.

Students complete an application (*see Appendices*) and discuss their interests with Sarah. She strives to screen out students who are “only interested in a job” and helps guide students who are really interested in serving

the community to particular positions. Students then interview with the community organization(s) and complete a Student-Partner Agreement form. Once students start working, timecards are signed by both the student and community supervisor and submitted to Financial Aid to be processed.

Sarah completes a site visit with each student, and both students and community supervisors complete written evaluations. The students also gather for an end-of-year reflection and celebration event that Sarah organizes.

When asked to compare FWS with other community-based experiences, Sarah explains, “Work-study students are given more responsibility than a traditional volunteer. They go every week and work all year long. They are a critical member of the organization’s staff and given more opportunities. They are not just folding fliers, but help with planning, programming, and suggesting changes. This is very meaningful to the students involved.”

Sarah also describes how community organizations feel about FWS students. “Community partners are more apt to want work-study students as opposed to student volunteers. Partners are flooded with volunteers and service-learners from all the colleges and universities in Manchester, so they really like the consistency of the work-study students who see projects all the way through.”

When asked about challenges with the program, Sarah explains that this often students’ first job or first position in a professional office setting and some students “don’t know how to be an employee. There are expectations for how they dress, speak, and hold themselves. There is a steep learning curve for some students. I would like to do more training with students on these issues.” Another challenge is the intense nature of some community positions. “Students can’t always just leave their job behind. They experience things that upset them or are challenging, and that is very different than an on-campus job.” There are also challenges when a student simply decides to quit but neither the student nor the community supervisor informs Sarah. These are issues she is working to improve.

Sarah sees opportunities to expand the program by encouraging “star students” from each site to serve a second year helping coordinate other students coming to the site as volunteers or service-learners. This would help build the service-learning program, since community partners might be willing to take more service-learning students if they knew they had help managing them. This could also help create ways for students to serve more hours and use their full FWS award, which doesn’t always happen otherwise.

The administration at SNHU is very committed to involvement with the community, so the number of community service FWS positions is not limited. Sarah feels “very lucky” to have such support.

“The students who have participated so far have really grown, matured, and gained new insights through their experiences that they could not get through an on-campus job. I can’t think of a better way for students to learn outside of the classroom. I never realized the impact it could have!”

Program website: <http://www.snhu.edu/2442.asp>

The following documents are included in the Appendices:

- Student Application Form
- Information & Application Materials for Community Partner Organizations
- Partner Job Description Form
- Time Card Authorization Procedures
- Employment Notification Form



“Students benefit because they are getting much more out of it than a traditional on-campus job.”

Darleen Ratte

Assistant Director of Financial Aid

Southern New Hampshire University

d.ratte@snhu.edu 603-645-9645

Darleen Ratte manages all of Southern New Hampshire University’s (SNHU) Federal Work-Study (FWS) programs, which includes monitoring student accounts and spending, and making sure the institution meets the 7% requirement for community service positions. She works with Sarah Jacobs, the Director of the Center for Service and Citizenship, to connect students to the community service FWS positions.

SNHU’s community service FWS program wasn’t well developed before the institution received a grant from Campus Compact for New Hampshire. A professional in the Financial Aid area was tracking the off-campus positions, but no one was helping students find the right “fit” between a position in the community and their skills and interests. For example, a student in the Culinary program was working at the local YMCA in the youth sports program. “That wasn’t a good fit,” according to Darleen. Instead of just posting a list of community organizations on a bulletin board, they now offer workshops and training to “point students in the right direction off campus.” Darleen developed a job application form that includes a checklist of student interests and academic major. Darleen and Sarah look for organizations that match the students’ interests and promote particular opportunities to students (see Community Partnership Job Description Form in the Appendices).

They also complete an exit interview with the students and most say they enjoy working with the community organizations. When problems come up, it is usually due to scheduling conflicts.

Darleen believes her increased focus and time spent on the community service positions is good for the University. She sees how the positions help develop students and change their perspectives about what they want to do in the future. “Students benefit because they are getting much more out of it than a traditional on-campus job. They could sit in a file room, or organize an event for American Red Cross that 100 people attend and benefit from. Some students who otherwise have never done volunteer work will continue that pattern in the real world after graduation.”

Darleen’s advice to other Financial Aid professionals is it is “definitely worth putting more attention to community service positions. Promote it to students and they really benefit and gain from it.”

“Students shouldn’t just come to the organization to hang out and find things to do. Students need good support and supervision and have the opportunity to make connections.”

Joyce Palmer

Community Outreach Director, Manchester YMCA

Community partner of Southern New Hampshire University

jpalmer@gmfymca.org 603-232-8648

The Manchester YMCA is the area’s largest provider of child care programs, youth sports, and aquatics. As Community Outreach Director, Joyce Palmer oversees grant-funded programs for at-risk youth, including after school programs, in-school support programs, and the Teen Center. She has held her position for three years and spends much of her time building community coalitions to address the needs of youth. There are six different colleges and universities in Manchester, but Joyce believes the YMCA can be best served by forming a deep relationship with one or two, versus a general relationship with all.

Over the years, the YMCA has had an “off and on” relationship with Southern New Hampshire University, occasionally hosting volunteers, interns, and Federal Work-Study (FWS) students. Their partnership was strengthened three years ago when the new University administration made a commitment to be more connected to the local community. Joyce believes the University sees community partnerships as “the right thing to do,” but also a strategy to improve its visibility and recruit students from the local community.

In the first year of their partnership, Joyce proposed a number of different FWS positions in different areas of the Y. Internal communication was a challenge, and it did not work well to have multiple Y staff supervising students. In the second year, she limited the opportunities to positions in her department that she or staff she supervised could manage. This provided better communication, consistent support for the students, and gave the students a more “grounded” chance to learn how one Y program fits into the larger work of the organization.

Even with this improved supervision strategy, working with University students can still be a challenge. Two of the students from the past year worked out well, but the other two had issues with transportation, illness, and scheduling. The University has put stronger screening processes into place to help with these challenges, but Joyce feels some are “inevitable” when working with university students.

She explains that her positions “are more than just a job, but some students are just looking to make money.” The most successful students see a direct connection to their field, such as Elementary Education majors who tutor youth, or Sports Management students who work with youth sports programs. These students see the benefit of working in the community, and some volunteered in high school so they have experience and a commitment to service. “They see being in the community as part of their normal life. And they didn’t come to school to party, but to learn.”

Joyce plans to work with the University to market her positions to older students who might be “bored with their current work-study job and looking for real world experience.” She also thinks it will help to create a way for students to visit the Y to see the programs before the students apply for a job there.

Advice that Joyce would give other nonprofits considering hosting university FWS students: “Have really clear roles. Students shouldn’t just come to the organization to hang out and find things to do. Students need good support and supervision and have the opportunity to make connections. They should go to staff meetings and trainings, or at least be invited.” Joyce explains that these things make the students feel more

motivated. She also feels she needs to be patient with the students and invest a lot of time, but “it’s a good program, and in the long run it is good for us to have positive connections to the University. We want to be recognized as a good place to do internships, practica, and other experiences.”

Appendices

Keene State College Community Service Work-Study

- Memorandum of Agreement
- Program Brochure

UNH-Manchester

- Job Interest Form

Southern New Hampshire University

- Student Application Form
- Information & Application Materials for Community Partner Organizations
- Partner Job Description Form
- Time Card Authorization Procedures
- Employment Notification Form

Keene State College

- Community Service Work Study
- Memorandum of Agreement

Keene State College Community Service Work Study Memorandum of Agreement

Purpose & Background

The CSWS initiative seeks to increase the number of students participating in community service work from the College campus and, as a result, increase the number of total volunteers in the Monadnock Region. Concurrent to this objective, the CSWS seeks to enhance the ability of college students to foster an understanding of the connections among democratic practices, history, and service. Finally, we seek to increase knowledge of community service work study and best practices related to community service work.

CSWS Program

The CSWS Program will have primary responsibilities in the following areas:

- Provide financial support to agencies for program participation.
- Provide orientation to the program.
- Hold regular Steering Committee meetings for CSWS Fellows and Community Partners.
- Provide information about service learning and program-related events.
- Assist in advertising and locating workers to fill community service work positions.
- Assist in solving problems related to the CSWS Program as they arise.
- Conduct evaluation of the program with the assistance of the Community Research Center.
- Respond to student/partner needs and concerns.

CSWS Community Partners

The Community Partners will have primary responsibilities in the following areas:

- Agree to be a part of the Steering Committee Leadership Team.
- Participate in CSWS required activities and meetings.
- Design job descriptions that are attainable and accompanied by an approximate timeline of tasks.
- Submit supporting documents (e.g., job descriptions, evaluations).
- Encourage CSWS Fellows to submit required forms (signed memo, evaluations).
- Encourage CSWS Fellows to attend required meetings (e.g., focus group interviews, socials, fellow-invited steering committee meetings.)
- Convey to CSWS Fellows any ethical standards relevant to their positions.
- Provide an orientation to the CSWS program (background, purpose, goals) to anyone working with the CSWS Fellows in a supervisory fashion.
- Make job expectations clear to CSWS Fellows and convey these expectations to others who work directly with the Fellow in a supervisory fashion.
- Keep Community Service Office apprised of concerns, issues, or important changes, such as changes in supervisors, work site, or job description.
- Encourage CSWS Fellows to share their experiences in the Program with others (through presentations, class visitations, and other public forums including Steering Committee meetings).
- Provide opportunities for Fellows to have civic reflection. (See “Suggested Reflection Activities” handout ideas.)

CSWS Fellows

The CSWS Fellows will have primary responsibilities in the following areas:

- One-year commitment with up to 10 hours per week.
- Maintain professional conduct demeanor. (This includes but is not limited to: being punctual, working independently but with capacity to ask for assistance when necessary, producing quality work, and respecting others and agency confidentiality requirements.)
- Stay engaged – but manage time wisely by balancing agency and academic work.
- Complete and submit the following forms provided by the program: “Fact Finding Mission,” “Student Agreement of Confidentiality,” and a confidential end-of-semester evaluation.
- Participate in evaluation-required activities: such as a personal or focus group meeting during the semester that provides and opportunity to communicate and discuss successes, concerns, and problems. (This is also an opportunity to share experiences with other fellows.)
- Participate in several Steering Committee meetings each semester.
- Present and summarize work at an end-of-semester presentation to the Steering Committee and other invited guests. This presentation should summarize activities and include reflections on community service work and civic engagement.

CSWS Program Director

Date

CSWS Community Partner

Date

CSWS Fellow

Date

Community Service Work Study Program Overview

Program Description: Initiated in the fall of 2003, the Community Service Work Study Program brings together community leaders and social service agencies in the Monadnock Region with faculty, staff, and students at Keene State College. The purpose of this collaboration is to increase volunteerism in the Region and promote experiential learning that is integral to the College's mission. This arrangement has proven successful for both agencies and students: Social service agencies receive assistance in addressing significant community needs, and students experience personal growth and increased citizenship skills. All work positions (called "fellowships") are paid positions, involve 10 hours of work per week, and (with a faculty sponsor) can provide course credit. A steering committee composed of community leaders and KSC faculty, staff, and students meet several times each semester to discuss the program and its strategic plan in order to maximize its effectiveness for all parties. **Should you be interested in getting involved as a faculty sponsor or perhaps to recommend a student for a fellowship position, please contact Don Hayes, Director of Community Service (358-2665) or Kathleen R. Johnson, Director, Community Research Center (358-2810).**

What Students and Community Partners are saying:

"The CSWS program helped AIDS Services for the Monadnock Region solidify a presence at Keene State College. The CSWS fellow served as an agency advocate, and we can now conduct HIV prevention peer outreach more effectively. I have seen the CSWS program develop from a mere idea to a formally developed avenue for engaging students in real-world experiences. We all win."

Susan MacNeil, ED, AIDS Services for the Monadnock Region

"I have grown a great deal through the CSWS Program. In my work with Monadnock Developmental services, I have learned more about the impact of a disability on individuals and their families. My experiences working there have humbled me, in a sense that I now look at a person as a whole, and see how they can contribute to the greater community, rather than just dismissing someone as unable to participate because they have a disability."

Sara Kaplan, CSWS Fellow

"This program braids together academic education with experiential learning and service to the community. Everybody wins."

Judy Read, Assistant Professor, Department of Education

Current Community Partners

- Monadnock Developmental Services
- Big Brother Big Sister
- YMCA
- AIDS Services
- MANY Options
- ECAP

Current Faculty and Staff Members

- Patrick Alley, *KSC VISTA*
- Polly Chandler, *Service Learning Coordinator*
- Kelly Gennett, *Student*
- Don Hayes, *Community Service Office*
- Kathleen Johnson, *Community Research Center*
- Karrie Kalich, *Health Science*
- Barbara Preston, *Student Financial Services*
- Judy Reed, *Education Department*
- Therese Seibert, *Sociology Department*

Current Fellow Positions: To date the CSWS Program has provided quality work and service learning experiences to 15 KSC students and six social services agencies in the Monadnock Region. The following is a partial list of positions:

- Marketing and Program Assistant (YMCA)
- Public Relations Fellow (BBBS)
- Quality Assurance Assistant (MDS)
- Educational Outreach Coordinator (AIDS Services)
- Children's Services Coordination Project Assistant (MDS)
- Youth Initiatives Fellow (MANY Options)

UNH Manchester Federal Work-Study Job Interest Form

This form is to be completed by students who qualify for the Federal Work-Study Program (FWS). The information will be kept on file in the UNH Manchester Financial Aid Office. Prospective employers will review this information and contact students who match the employer's job qualification requirements. This form is **ONE** way in which employers find qualified FWS students. FWS students are encouraged to check the bulletin boards at UNH Manchester, Campus Connections, and our website for job postings. If you see a job that you are interested in, please contact the employer directly.

Student Name: _____ SS# _____

Phone #: _____ Alt. Phone #: _____ E-mail: _____

Salary requirements: _____ Hours per wk: _____ Do you have transportation? _____

Please list times that you are available:

Monday: _____ Tuesday: _____ Wednesday: _____

Thursday: _____ Friday: _____ Saturday: _____

Job experience and skills (please check all that apply):

Computer Skills Detail Orientation Customer Service Keyboarding
 Phone Coverage Supervisory Experience General Office Experience

Type of FWS job that you are interested in (check all that apply)

Community Service FWS Program

FWS students gain career exposure, develop leadership development, and make contacts within the community through working at one of UNH Manchester's community partner sites as tutors, mentors or providing project support.

Office Assistant

A variety of departments within UNH Manchester hire FWS students to assist with general office duties which typically include answering The telephone, filing, and customer service.

Library Assistant

FWS students answer the telephone, shelve books, assist with circulation, check in periodicals, package interlibrary loan requests and scan articles as needed.

Computer Lab Assistant

FWS students insure an orderly lab session for UNH Manchester students, record lab usage dates, secure lab software and hardware and perform routine maintenance of computers.

Area Non-Profit Agency

Many non-profit agencies in the greater Manchester area hire FWS students for variety of tasks. In the past, examples of and the Manchester Boys and Girls Club.

Learning Center Tutor

FWS students run study groups, conduct individual peer tutoring sessions with UNH Manchester students and serve as class Links.

I am not interested in participating in the FWS program

Student Signature

Date

Please return to the UNH Manchester Financial Aid Office

Employment History:

Employer:	From:	To:
Job Title:	Supervisor:	Phone:
Job Function:		

Employer:	From:	To:
Job Title:	Supervisor:	Phone:
Job Function:		

Special Skills and Qualification: Summarize special skills and qualifications acquired from previous employment or volunteer experiences. _____

Any comments you wish to share? _____

Agreement

I understand by signing this application, that in the event I obtain a position with the Community Service Work-Study program, I am representative of Southern New Hampshire University and must behave in a professional manor at all times. In making this commitment, I understand I am responsible for my own transportation, and that the organization is relying on me to report to work each week as scheduled.

Student Signature: _____ Date: _____

CSWS use only:

Suggested Organization (s): _____ _____ _____
Position: _____ _____ _____
Contacted: _____

Information & Application Materials for Community Partner Organizations

Students Engaged in rewarding volunteer employment

(SERVE)

2005-2006

Southern New Hampshire University

The application deadline is August 25, 2006.

After reading this information, complete the *Job Description* and *Community Partner Contract* forms at the back of the packet and return them to the Center for Service and Citizenship.

Program Description

The SERVE program provides employment opportunities for students who need earnings to assist with the cost of their college education. The program, co-administered by the Center for Service and Citizenship and the Office of Financial Aid at Southern New Hampshire University, helps students combine the financial need to work with the personal goal of helping the community.

The academic year program begins September 5, 2005 with the student employment job fair held on campus. Students can begin working as soon as students complete the application process and find an organization that would like to have them in their organization. Partner organizations can hire students to work part-time (up to 20 hours a week) while classes are in session. SNHU has set a fixed pay rate of \$6 an hour for all participants and maximum earning caps vary (check with us for your student employees' cap).

Community Partner Organization Eligibility

SNHU staff will meet with all partner organizations and review job descriptions to confirm that they meet the program's federal guidelines as follows:

1. **The community organization must be a U.S. federal, state or municipal public agency or private non-profit organization.**
2. **The organization and position must directly benefit the community beyond Southern New Hampshire University. Community service is defined as services designed to improve the quality of life for community residents, particularly low-income individuals, or to solve particular problems related to their needs, including—**
 - a. 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;
 - b. support services for students with disabilities; and
 - c. activities in which a student serves as a mentor for such purposes as tutoring; supporting educational and recreational activities; and counseling, including career counseling.
3. **Although the following jobs may be in the nonprofit sector, they are not considered in the public interest according to federal guidelines, and work-study funds may not be used to pay students employed in them:**
 - a. jobs that primarily benefit the members of an organization that has membership limits, such as a credit union, fraternal or religious order, labor union or a cooperative;
 - b. jobs involving any partisan or nonpartisan political activity or association with a faction in an election for public or party office;
 - c. jobs working for an elected official, unless the official is responsible for the "regular" administration of federal, state, or local government;
 - d. jobs working as a political aide for any elected official;
 - e. jobs that consider the student's political affiliation for hiring purposes;

f. or jobs that involve lobbying on the federal, state, or local level.

4. **Students may be employed in community service positions that provide either direct or indirect services to the community.**
5. **Students must have an on-site supervisor who is not a family member or relative and is willing to provide ongoing guidance and mentorship.**
6. **Students supported by this program cannot displace current employees.**

Responsibilities of Community Organizations

A designated mentor from the partner organization must supervise, train and advise the student. This person cannot be a relative of the student. Some limited, general orientation is provided by the University, but this only partially equips students with the knowledge and skills needed to do their jobs well. Supervisors should also help students reflect upon and learn from their experiences. This can take the form of helping the student understand the “big picture” through exposure to organizational structure, mission, goals, and priorities; attending staff meetings, if appropriate; and learning about developments in the field.

Supervisors must follow the time sheet authorization procedures, which require the supervisor to fax the time sheet directly to the Office of Financial Aid or put it in a **sealed and signed envelope** given to the student to deliver to the Office of Financial Aid.

In addition to providing appropriate supervision, organizations must:

- have a clearly defined project or role appropriate for a college-level student.
- agree to complete an evaluation of the student’s job performance and the overall program at the completion of his or her work
- retain copies of all paperwork (job descriptions, contracts and time sheets) for their own records.

Application Process

Community organizations interested in participating in the program must first identify particular employment opportunities(s) which they would like to offer to students, and complete the Job Description and SERVE program agreement. Please read the agreement carefully and call us with any questions or concerns about the program’s policies and procedures before signing. It is recommended that all community organizations participating in the program attend the annual student employment job fair scheduled for September 6, 2005 from 1:00pm to 2:30pm in the SNHU small gym.

The Center for Service and Citizenship will assist you in screening students, but will not be involved in organizations’ interview and selection processes; once a student has applied to participate in the program, we will refer them to partner organizations that may be a good “fit”. It is the students’ responsibility to contact the partner to schedule an interview. Partners make their own decisions about which students they feel can make useful contributions to their organizations. Once the partner organization feels they have identified a student and position that are a good fit, the partner organization and student should complete the Partner/Student Employment Form. The employment form must be returned to the Center for Service and Citizenship before the student can begin working.

Southern New Hampshire University reserves the right to refuse funding if the job description or the community partner organization does not meet the federal guidelines to complete satisfaction. Partners who participate in the program from year to year must complete the entire application (**including job description and employment agreement**) for each position each year. Organizations may request more than one student, in which case they should submit more than one job description.

Organizations will receive notification from The Center for Service and Citizenship regarding whether their applications have been approved. This will be accompanied by a handbook to help guide both the organization and student toward a successful and rewarding experience.

Community Service Work Study Partner Job Description

Organization/Department:																								
Job title:																								
Supervisor/Contact Person:		Email:																						
Phone:	Fax:																							
Supervision provided (please describe):																								
Location:	Public Transportation Accessible? Yes ___ No ___	Estimate of Hours _____ /week Duration of assignment:																						
<p>Does this job address any of the following area? (Leave blank if not applicable.)</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Early child hood Education</td> <td><input type="checkbox"/> Advertising</td> </tr> <tr> <td><input type="checkbox"/> Pre-school or Elementary children</td> <td><input type="checkbox"/> Marketing</td> </tr> <tr> <td><input type="checkbox"/> Working with children between ages 11-5</td> <td><input type="checkbox"/> Computers</td> </tr> <tr> <td><input type="checkbox"/> Working with teens age 15-18</td> <td><input type="checkbox"/> Web design</td> </tr> <tr> <td><input type="checkbox"/> Working with Senior Citizens</td> <td><input type="checkbox"/> Fundraising</td> </tr> <tr> <td><input type="checkbox"/> Mentoring</td> <td><input type="checkbox"/> Government, Politics or World Affairs</td> </tr> <tr> <td><input type="checkbox"/> Tutoring</td> <td><input type="checkbox"/> History</td> </tr> <tr> <td><input type="checkbox"/> Organizing and supervising events</td> <td><input type="checkbox"/> Administrative Office work</td> </tr> <tr> <td><input type="checkbox"/> Sports _____</td> <td><input type="checkbox"/> Facilities Management</td> </tr> <tr> <td><input type="checkbox"/> Aquatics</td> <td><input type="checkbox"/> Behavioral Health</td> </tr> <tr> <td><input type="checkbox"/> Art/crafts</td> <td><input type="checkbox"/> Other _____</td> </tr> </table>			<input type="checkbox"/> Early child hood Education	<input type="checkbox"/> Advertising	<input type="checkbox"/> Pre-school or Elementary children	<input type="checkbox"/> Marketing	<input type="checkbox"/> Working with children between ages 11-5	<input type="checkbox"/> Computers	<input type="checkbox"/> Working with teens age 15-18	<input type="checkbox"/> Web design	<input type="checkbox"/> Working with Senior Citizens	<input type="checkbox"/> Fundraising	<input type="checkbox"/> Mentoring	<input type="checkbox"/> Government, Politics or World Affairs	<input type="checkbox"/> Tutoring	<input type="checkbox"/> History	<input type="checkbox"/> Organizing and supervising events	<input type="checkbox"/> Administrative Office work	<input type="checkbox"/> Sports _____	<input type="checkbox"/> Facilities Management	<input type="checkbox"/> Aquatics	<input type="checkbox"/> Behavioral Health	<input type="checkbox"/> Art/crafts	<input type="checkbox"/> Other _____
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<input type="checkbox"/> Art/crafts	<input type="checkbox"/> Other _____																							
<p>Specific Duties: (Please put in bulleted format.) <i>Describe the activities and responsibilities of the student, being as detailed as possible.</i></p>																								
<p>Describe the training and orientation that will be provided to the student :</p>																								
<p>Student qualifications required: (Please put in bulleted format.) <i>May include coursework, skills, previous experience, transportation, etc.</i></p>																								
<p>Return completed job descriptions to The Center for Service and Citizenship by fax at: 603-629-4634 or by mail: Southern New Hampshire University * Service and Citizenship * 2500 North River Road * Hooksett , NH 03106</p>																								

Southern New Hampshire University Time Sheet Authorization Procedures 2006-2007

Below are the necessary procedures Southern New Hampshire University and _____ are being asked to follow. By adhering to the below procedures we are building the foundation to a successful program for both the university and your organization. Time sheets are a binding document between the employer (SNHU) and the student working for your agency. Participating in the Community Service Work-Study program allows students to not only earn monies, but enables them to become part of our community. We ask that you treat our students like you would any other employee working for your organization, setting guidelines and parameters you wish for them to follow.

Please read the below bullets, keep a copy of this form for your organization and return the original to Darleen Ratte, Assistant Director of Financial Aid, Southern New Hampshire University, 2500 North River Road, Manchester, NH 03106.

- Each student is required to have a completed time sheet, reflecting the total hours worked during the two week pay period. This time sheet must be signed by the student and authorized supervisor only.
- Time sheets must be completed in its entirety, using blue or black ink, being sure completed dates are listed (mm/dd/yyyy).
- Time sheets are due by 9:00 am Monday following the end of the two week pay period.
- The *supervisor* must return the time sheet to the Office of Financial Aid at Southern New Hampshire University in a **SEALED AND SIGNED envelope** given to the student to deliver to the Office of Financial Aid.
- Student and/or supervisors should not be “pre-signing” blank time sheets, time sheets are to be signed only at the end of the pay period.
- The organization must also provide the names and signatures of two individuals authorized to sign student time sheets.
- In the event that both supervisors are absent from the office an e-mail (d.ratte@snhu.edu) or fax must be sent to Darleen Ratte prior to the absence informing her who will be authorized to sign the time card for the pay period.

By signing this form I acknowledge that I read and understand the time card procedures, I am authorized to sign off on the time cards and that this authorization form will be held on file for verification purposes.

Primary Supervisor (Print)

Primary Supervisor (Signature)

Second Supervisor (Print)

Second Supervisor (Signature)

Organization Name:
Address:
Phone Number:
Fax Number:
E-mail Address:

Southern New Hampshire University

**SERVE/Community Service Work Study
Employment Notification Form
2006-2007**

To be filled out by an authorized representative of the partner organization and student and then returned to The Center for Service and Citizenship.

Position (if applicable) _____

Organization _____

Web site address _____

Street address _____

City, state, zip _____

Duration of assignment: _____/_____/_____ to _____/_____/_____

Approximate Number of hours per week: _____

Supervisor Name _____

Title _____

Phone _____ Email _____

Supervisor signature _____ Date _____

Student Name _____

Student signature _____ Date _____

**THIS FORM MUST BE RETURNED TO THE CENTER FOR SERVICE AND CITIZENSHIP
BEFORE STUDENTS CAN BEGIN WORKING!**



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