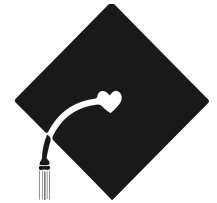


Bonner Program

Student Development Model



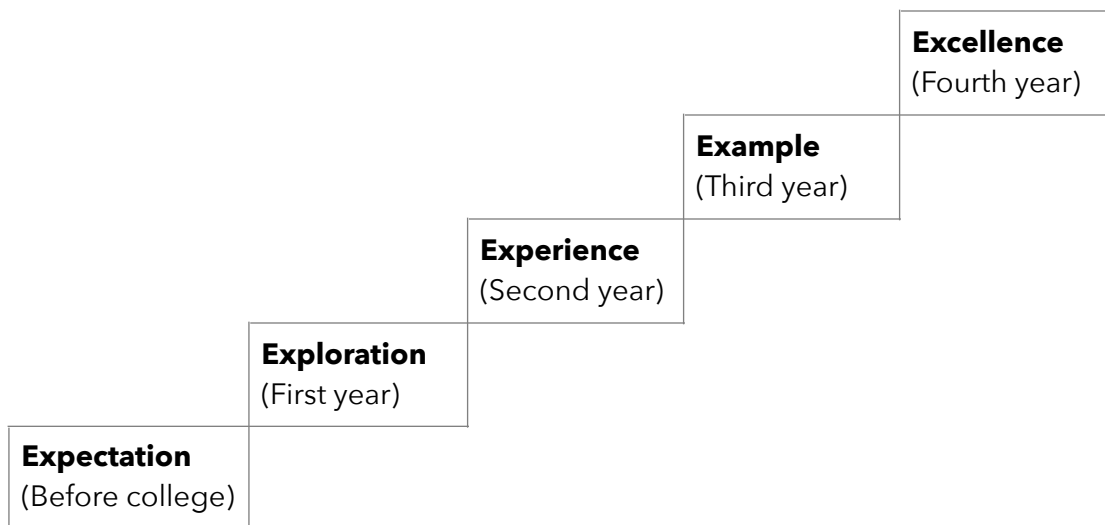
The Student Development Model

The developmental goal of the Bonner Program for students is:

To develop the skills, knowledge, experience, and commitments of students engaged in community service and civic involvement over the four years of their Bonner Program experience.

Through students' intensive involvement in community service with local and national nonprofit and governmental organizations, supported also by training, reflection, and curricular linkages, we hope to guide students to develop a valuable set of knowledge, skills, and competencies that prepare them for life and work beyond the Bonner Program.

This staircase graphic—the Bonner Five E's—describes the framework of the program.



However, we also recognize that these stages are not necessarily tied to years, and they may be accelerated in some programs as well as differing for a student's individual pace of learning.

- ✓ **First/Freshmen Year Level –Explore:** *the student is involved in a variety of service projects, exploring his or her interests, discovering issues, agencies and communities for which s/he has a commitment.*

In the first/freshman year, Bonner students are oriented and immersed in exploring personal identity, the local and at-large community, and the program's structure and expectations. Service starts as early as the Bonner Orientation (a special event before Freshmen Orientation) and many campuses integrate short-term projects like rotations through various agencies, weekend service plunges, alternative breaks, and one-time

events with the semester-long placement. Often the projects during this year help the student to make personal discoveries, find his/her passions, and develop a sense of direction within the program. The student then often spends the first summer in an intensive internship connected to the initial placement or in his/her home area.

- ✓ **Second/Sophomore Year Level –Experience:** *the student begins to focus on a set of issues, a neighborhood, and/or an agency, while beginning to serve as a regular volunteer.*

In the second/sophomore year, a student ideally begins to focus his or her efforts on a neighborhood (place), project and/or issue area. The student begins to find a stable role within an organization. Their level of responsibility may increase, and they take on more sophisticated questions and issues through critical thinking, planning, and reflection. Special Bonner activities like a Recommitment event (in which students decide to continue with the program) and Second-Year Service Exchange (in which students meet across campuses) allow students to develop a broader sense of belonging to the local and national program. Through this year, the student gains experience in how to participate effectively in a sustained community partnership, taking on increasing leadership within the organization, community and on campus. A second summer of service may deepen the student's knowledge and skill areas, sometimes giving the student an opportunity to live and work in a new community.

- ✓ **Third/Junior Year (Example):** *the student emerges as a leader of peers or other volunteers within the agency and/or the neighborhood, often managing and leading discrete projects or the site-based team, serving as a Project or Site Coordinator.*

By their third year, students often assume Project Coordinator responsibilities including recruiting, placing, guiding, supervising, and leading reflections for other student volunteers. These roles are often supported by intensive training, covering topics like resource development and volunteer management. Both within service and the larger Bonner Program, students are often involved in mentoring and leading other students. During the third and final summer, students are often encouraged to seek internships located outside of their local community to broaden their experience and sense of community, often tapping into national Bonner Partner organizations to find these placements.

- ✓ **Fourth/Senior Year (Excellence/Expertise):** *the student continues in a project leader or specialist capacity within the agency and/or the neighborhood, often taking on specialized roles and responsibilities for an initiative.*

Students in their fourth/senior year are prepared to assume Project Leader/Specialist responsibilities, including evaluating existing programs, designing new initiatives, and drafting grant proposals. In many ways, the fourth year student's relationship to their community partner is similar to that of a *staff member, consultant, or apprentice* who may work with the agency in areas such as strategic planning and implementation, financial management, grant writing, research, report writing, and special projects. Through senior capstone projects, academic linkages, and career planning efforts, students often reflect on and culminate their experience through final year work involving research, networking, and special initiatives connected to their academic major.

This is the basic structure that Bonner Scholar and Leader Programs rely on in building their placement and training approach. Bonner Scholar Programs map these skills into a four-year developmental plan, while Bonner Leader Programs map these skills into a two-year plan, at

minimum (and increasingly three- and four-year). When doing so, each campus program builds and sustains relationships with local, regional, national and international community-based organizations, schools, and other non-profits.

The Common Commitments

As the Bonner Program initiative has developed and matured, it has become apparent that the Program must also communicate more clearly the values, commitments and vision that we hope to encourage in students. The Common Commitments are the result of a year-long dialogue of members throughout the Bonner community—including students, faculty, administrators and community leaders—that occurred in our tenth year. Six central themes were defined through a collective process.

These values include a commitment to:

- **Civic Engagement** - Participate *intentionally as a citizen* in the democratic process, actively engaging in public policy and direct service.
- **International Perspective** - Develop *international* understanding that enables Bonners to participate successfully in a global society.
- **Social Justice** - Advocate for *fairness, impartiality, and equality* while addressing systematic social and environmental issues.
- **Community Building** - Establish and sustain a *vibrant community* of place, personal relationships, and common interests.
- **Diversity** - Respect and engage the many *different dimensions* of diversity in our public lives.
- **Spiritual Exploration** - Explore *personal beliefs* while respecting the spiritual practices of others.

Skill Development

Through this structure of service and a regular program of training, enrichment, and support, each Bonner Program works to articulate and support students' intentional developmental progression. Each program has a “*roadmap*” for how they will implement the intentional learning and skill-building opportunities for students over the course of the program. Co-curricular enrichment takes the form of:

- Class-based (e.g., freshmen) meetings or small group (site-based) meetings that happen weekly or regularly
- Orientation, including planned workshops
- Courses and seminars, some of which may be required
- All Bonner Meetings that weave in training, reflection and skill development

Each Bonner Program builds in training and enrichment opportunities addressing the 24 skills represented in the table below. This set of skills was articulated as important by campus programs in the Bonner network, through focus groups involving staff, students, and partner staff.

They are general skills relevant to working effectively in any volunteer position or type of agency.

Personal Skills	Leadership Skills	Professional Skills
<ul style="list-style-type: none"> • Active listening • Balance/boundaries • Communication • Decision making • Organization • Planning • Reflection • Time management • Goal setting 	<ul style="list-style-type: none"> • Conflict resolution • Delegation • Planning • Public speaking • Running a meeting • Teamwork • Working with diverse groups 	<ul style="list-style-type: none"> • Budgeting • Evaluation/research • Event planning • Fundraising • Grant writing • Marketing / public relations • Mediation • Networking • Public education / advocacy • Volunteer management

In addition, community partners are encouraged to provide training in whatever topics they believe are necessary for a student to be effective in serving with your organization. Often, partners provide issue-specific training and education that is necessary for working effectively in your particular issue area, neighborhood, and context.

Sampling of Typical Service-Based Skills	
<ul style="list-style-type: none"> • Child abuse reporting • Classroom management skills • Coaching skills • Computer skills • Construction skills • CPR/First Aid skills • Teaching literacy 	<ul style="list-style-type: none"> • Tutoring • Understanding policies/procedures • Working with homeless population • Working with nonprofit boards • Orientation to your approach, issue/topic, and geographic area (history, economics, politics, etc.)

You may want to specifically discuss the training and enrichment that your agency/organization is able to provide students. You may also want to request students that have particular skills and experience levels, which is something you can specify in a written application.

Knowledge Areas

In addition, the Bonner Program encourages students to make academic connections and linkages through which they develop knowledge and understanding in the areas of:

- **Public Policy** (for example the structure and roles of government, ways to be involved in shaping public policy, and analyzing the implications of governmental policies)
- **Poverty** (such as the roots and conditions of poverty, implications, and possible solutions)
- **International perspective and issues** (connected to issues that the student is addressing, such as the distribution of wealth, health care, environmental concerns)
- **Issue-based knowledge** (connected to direct service areas, such as of homelessness or hunger)
- **Place-based knowledge** (connected to the place where the student is serving, such as knowledge of local context, history, economics, politics, and issues)

Understanding the Campus's Bonner Program Goals for Students

It may also be helpful to understand how the Bonner Program has structured its training and enrichment opportunities for students at each level of the program.

"Exploration" (Freshman Year)

- *community knowledge*
- *personal exploration and reflection*
- *professionalism and work ethic*
- *setting goals*
- *time management*

"Experience" (Sophomore Year)

- *critical thinking*
- *diversity awareness*
- *group dynamics and communication skills*
- *project planning*
- *service to campus community*

"Example" (Junior Year)

- *academic connection*
- *leading reflection and inquiry*
- *personal and civic values (knowledge of civic engagement)*
- *project coordination*
- *resource development*

"Excellence" (Senior Year)

- *career planning and vocation*

- *evaluation*
- *networking*
- *public speaking*
- *skills for lifelong service/civic involvement*

Profiles of Typical Bonner Students

While the descriptions above may provide you with a basic understanding of the Bonner developmental model, it may be through reading about the examples of students that the model in action is made most clear.

Meredith, Bonner Class of 2005

- Freshmen year, Meredith joined other Bonner Freshmen at Delta House, a bi-weekly tutoring site for at risk and inner-city kids. Meredith also participated in our on-campus, Big Brother/Big Sister program and was matched with the same girl all year. During this period, she participated in several training sessions and weekly crew meetings. These sessions were designed to teach group process techniques and to engage in planning for both the Delta House and BBBS programs. Meredith's first summer internship did not go well. She went to the Ananda Marga Lake Hughes Peach Farm near Los Angeles where conditions were so bad she left the first night.
- Sophomore year Meredith continued at Delta House and with Big Brothers/Big Sisters. She assumed more of a leadership role during crew meetings, and the Coordinator started giving her a lot of feedback about her attitude. Early on, Meredith gave the opinion she didn't care about anything but that wasn't true. She was learning a lot about how to influence people. The Coordinator remarked that Meredith's journal entries revealed another side of her. She was great at tutoring. Meredith continued to focus in this area, and her second internship went much better. She worked with Buncombe Community School East, an experience from which she returned much clearer about what she wanted to do with her education.
- Junior year Meredith worked at the 4H Center and ABCCM Women's Shelter. She led several students on trips to both places. She was an integral part of the campus's Service-Learning Office's work crew advising program. She also organized and led several on-campus events such as Hunger and Homelessness Awareness Week and Black History Month.
- Meredith went back to Buncombe Community School East the summer after junior year and worked in the Youth Fresh Food Initiative, designing and teaching about sustainable agriculture to high school students in an innovative, hands-on way. She was hooked on sustainable agriculture by this point and knew she would do her Senior Capstone at BCSE. During her senior year she not only designed and taught the class, which involved creating a garden and greenhouse at the school, but she also wrote a curriculum on sustainable agriculture that she later submitted to the state of North Carolina for approval.

Lauren, Bonner Class of 2006

- Lauren started her college career as a Nursing Major and Bonner Scholar. Like her peers, she was enrolled in the Bonner Service Learning Class and served at a variety of agencies.

- Through this process Lauren discovered her love of working with children. She began serving regularly with Head Start. It was also during this time that Lauren discovered that Nursing wasn't working out well for her. She realized that she loved working with children so much that she wanted to change her major to Education.
- Lauren also was discovering that school regardless of her major was a struggle for her. This led to her being tested for a number of learning disabilities including dyslexia which she was diagnosed with. Lauren began to take classes outside of school to help with her disability and her grades began to rise. She also found herself during this process getting closer to the children who she was working with and the teachers she was helping.
- By junior year, Lauren became a site coordinator for Head Start. She took on more responsibilities like recruiting volunteers and planning special events.
- She also began to relate more to the children who were struggling due to dyslexia and was able to provide them with the patience and understanding that they needed. Lauren added a Special Education focus to her major.
- She spent her summers working with children as well, including a program for children with autism. When Lauren graduates she hopes to become a special education teacher.

What You Can Do:

... Before You Have Bonners

- ***Understand the Bonner Program Student Development Model clearly***
 - Ask any questions you have about the model and share any ideas or concerns with the Bonner Program Director or Coordinator
 - Discuss how you might integrate the student development model in how you conceive of and plan your partnership with the college.
- ***Craft your partnership clearly and strategically***
 - If you are interested in entering into or solidifying a long-term partnership or one that involves students working at the levels of project/site coordinator or project leader/specialist, we strongly encourage you to submit a written application.
 - In addition to the application, clarify the terms of the agreement. Put your expectations and agreements in writing through a written agreement like a Memorandum of Agreement or Understanding. Ask the Bonner Director or Coordinator for examples.
- ***Develop substantial, challenging, and meaningful placements with clear job descriptions.***
 - We recommend that you integrate your knowledge of the student development model into how you develop positions for Bonners and create job descriptions that match them. While placements on the occasional and regular level may not be particularly challenging, immense learning can also happen for students in the context of these placements, especially when supported by reflection, coaching, and additional educational guidance. For instance, many Bonners describe their initial direct service experience, whether through tutoring or serving soup, as being filled with meaningful learning of both tangible skills and lessons about character.

- In addition, we encourage you to think about how you can strengthen your partnership and build project/site coordinator and project leader/specialist placements into your agency's work, as a means to keeping the talented student as s/he grows.
- To assist you, please also utilize the website resources about developing placements and job descriptions, such as *Questions to Consider in Developing Placements*.

When You Have Bonners

- ***Make sure you understand how you can appropriately orient Bonner students to their work and your agency, make your structure and expectations clear, provide coaching and supervision, and address issues when they arise.***
 - For example, there are some helpful documents such as the *Orientation Checklist, Responsibility and Accountability*, and other resources available to you on the Bonner website.
- ***Also make sure you provide meaning, recognition, and thanks to Bonners***
 - Just like you and your staff, student volunteers want to know when they are doing a good job. Catch them in the act and tell them so.
- ***Carry out a helpful evaluation process and provide feedback to the students and/or staff about students' work***
 - Talk to the Bonner Program staff member about this process.