

Community Partnerships

Meaningful, Developmental, Impactful

What We'll Cover

- **Expectations**
- **Types of Partners**
- **Student Roles**
- **Developmental Progression**
- **Partnerships & Placement Process:** School Year
- **Partnerships & Placement Process:** Summer
- **Counting Community Engagement**

Expectations

How much service?

- 8-10 hours/week of community engagement during school year
- Meaningful full-time internships in summer



Service on what?

- Serve community-defined human & environmental needs through intensive, long-term positions
- Placements must be at non-profits or government agencies
- Students cannot proselytize or work to elect a public official



Student development

- Grow and develop - *along a student developmental model* - which includes building the capacity of non-profits and communities



What makes a good partner?

- Well defined, multi-year, intensive, developmental opportunities
- Reciprocal: Agency staff committed to student development (co-educator)



Partner view of Bonners

- Access to motivated, trained students serving 10 hours/week for multiple years
- Multi-level, team-oriented partnership
- Serve important role as co-educators

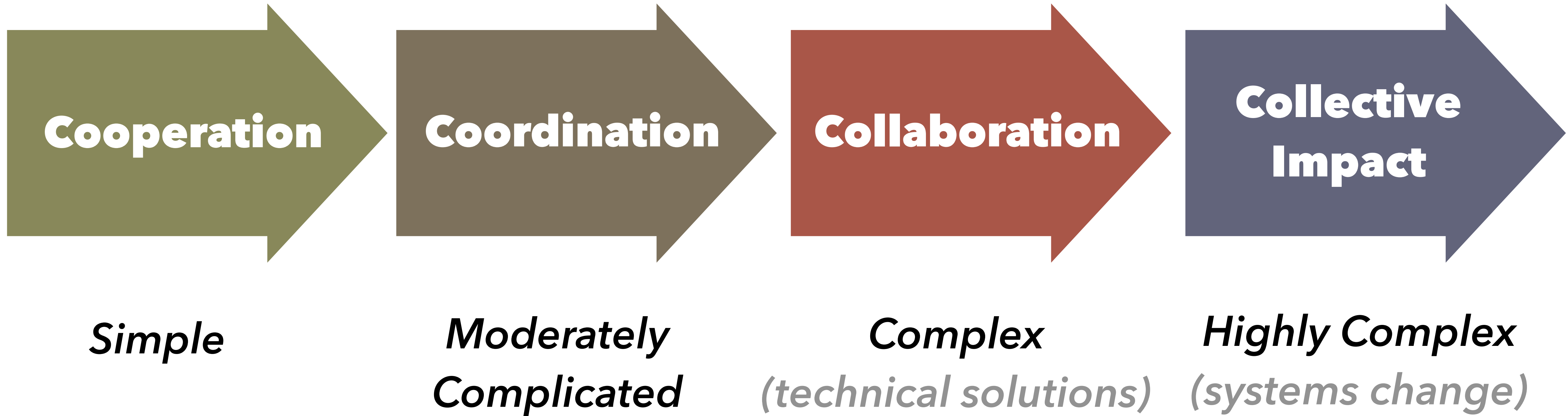


Types of Partners

Community Partners: Three Types

Partner	Service Provider (Individuals)	Collaborative (Systems)	Campaign (Policies)
Example	Trenton Area Soup Kitchen Get Set After School Program	New Brunswick Community Food Alliance Mercer County Alliance to End Homelessness	Elect Mayor Lempert Lobbying to Enact Local Wage Theft Ordinance

"Collaboratives" – Four Levels





The New Brunswick Community Food Alliance **brings together** city residents and youth, college students, community leaders, and local government to build a sustainable and just **food system** in our city.

Our **mission** is to ensure that all New Brunswick residents have access to nutritious, safe, affordable, and culturally appropriate food at all times.

Newark City of Learning Collaborative

The Newark City of Learning Collaborative (NCLC) is a new **citywide postsecondary network**, committed to increasing the percentage of residents with postsecondary degrees, certificates, and quality credentials from the current 17% to 25% by 2025.

The collaborative is **composed of over 60 organizations**, including higher educational institutions, the City of Newark, the Newark Workforce Investment Board, the Newark Housing Authority, the private sector, philanthropic organizations, college attainment programs, and community based organizations.

The **backbone organization** for the NCLC is the Joseph C. Cornwall Center for Metropolitan Studies.



StrivePartnership

Cincinnati & Northern Kentucky

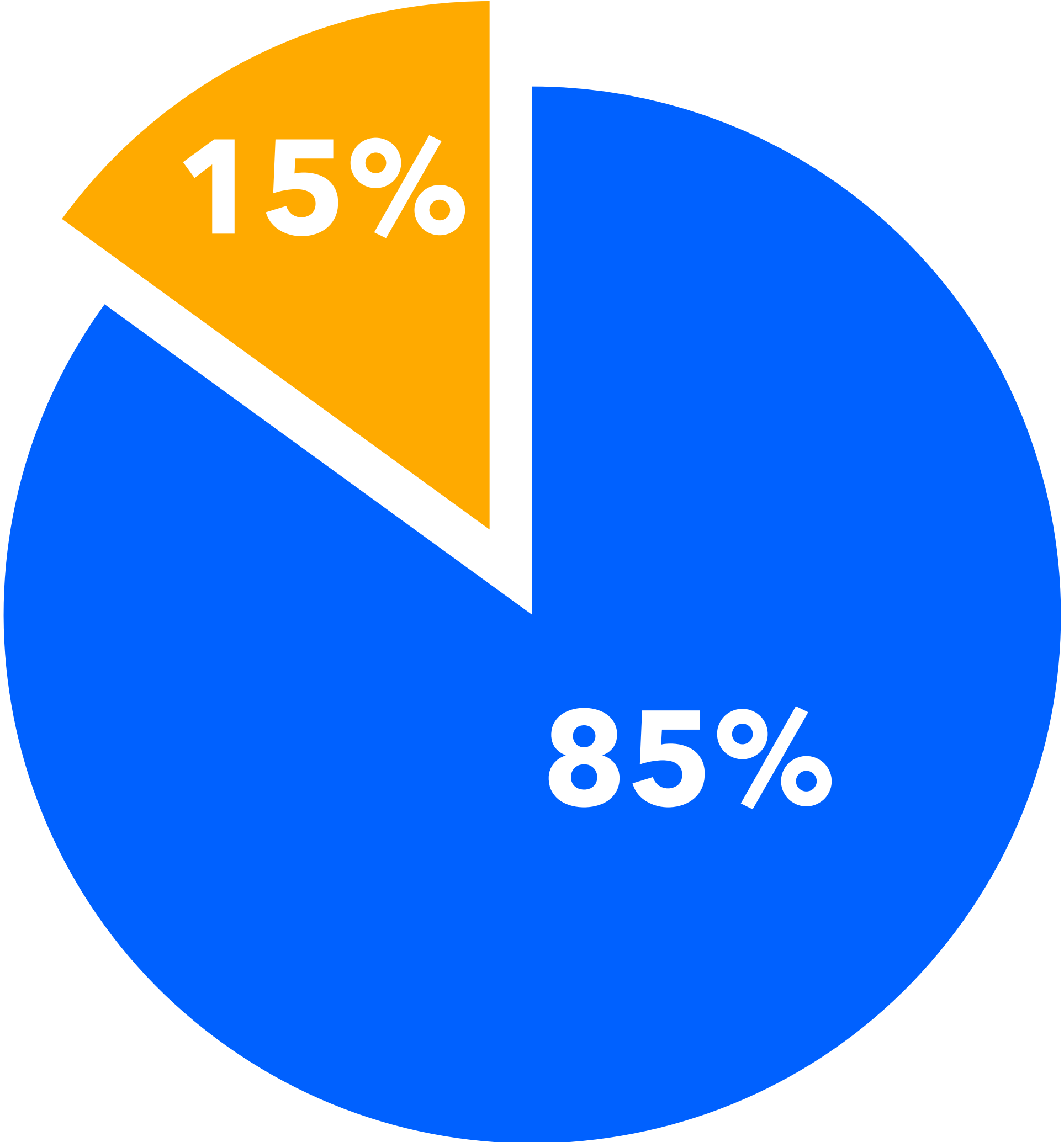
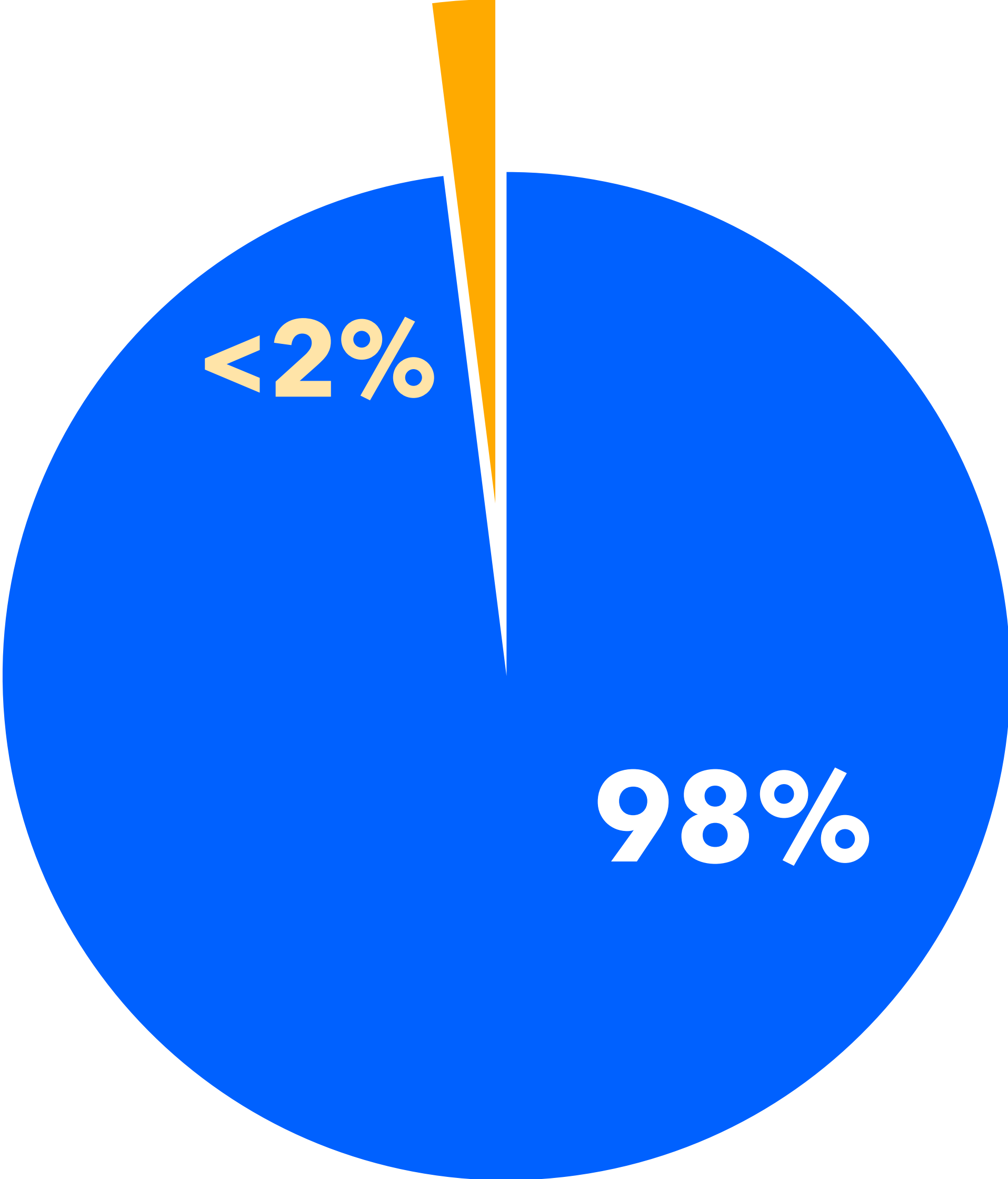
Every Child, Every Step of the Way, Cradle to Career.

StrivePartnership is a partnership **comprised of** leaders from the education, business, philanthropic, nonprofit, civic, and faith communities who believe in the importance of education and the impact of working together to change the system of education for every child, from cradle to career.

This work is **accomplished through:**

- Catalyzing and supporting collaborative action
- Promoting a culture of continuous improvement
- Aligning resources to what works

Service Providers → **Collaboratives**



Student Roles

Client Service & Service Leadership

Partner	Service Provider (Individuals)	Collaborative (Systems)	Campaign (Policies)
Role	Client Service	Service Leadership	
Tasks	e.g., tutoring, serving soup, etc.	Recruiting, Training, and Supervising Volunteers	

Organization Capacity-Building

Partner	Service Provider (Individuals)	Collaborative (Systems)	Campaign (Policies)
Role	Organization Capacity Building		
Tasks	<ol style="list-style-type: none">1) Volunteer Management2) Program Development3) Fundraising4) Communication5) Research		

Capacity Building Opportunities

I. Volunteer Management

Coordinating/managing service program:

- program coordination/management
- improve systems for volunteer supervision
- train staff to work with volunteers
- improve volunteer tracking
- update volunteer training/curriculum
- update volunteer policies and procedures
- evaluate volunteer program
- implement a volunteer impact assessment

Volunteer Recruitment:

- improve volunteer recruitment plan
- recruiting community volunteers
- recruiting student volunteers
- volunteer recognition activities
- improve volunteer placement system
- volunteer communication tools

Capacity Building Opportunities

II. Training and Program Development

- organize staff or volunteer training workshops
- develop new training modules
- develop curriculum for new or existing program(s)
- develop operations manual for new or existing program(s)
- develop or implement new program

III. Fundraising

- organize/support fundraising event
- identify grant or other funding sources

Capacity Building Opportunities

IV. Communications

Website and Social Media Development: Assistance with website or social media:

- external website
- Facebook/Google+
- Twitter
- blog
- web-based community forum
- webinars

Communications: Setting up or improving on-going communications with partners or volunteers, including:

- e-mail lists
- document sharing platform
- basic wiki page
- identifying potential partners

Meeting Logistics and Support: Assistance with organizational or networking meetings or community forums:

- managing invitations
- finding meeting space
- taking meeting minutes
- follow-up mailings

Capacity Building Opportunities

VI. Research

Community-Based Research: Carrying out community-based research project(s), including:

- surveys
- data analysis
- GIS mapping
- oral histories
- program assessments
- data collection for tracking/reporting
- develop or improve database

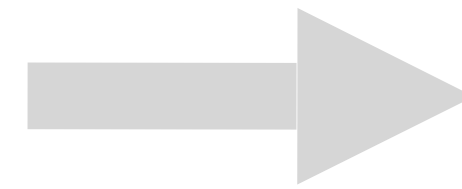
Policy Research: Carrying out policy or program research on:

- issue briefs
- funding opportunities
- current studies or evaluations
- evidence-based practices / model programs
- organizations
- regulations
- legislation
- identifying upcoming meetings/conferences

Opportunities Arise from Workflow

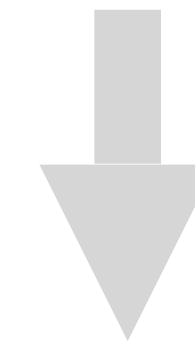
Plan

- Needs & Asset Assessment
- Issue Analysis



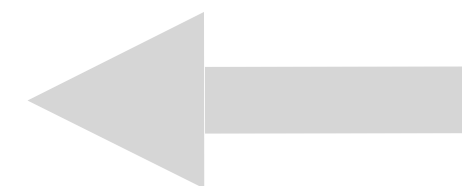
Decide

- Model Programs
- Policy Options
- Resources



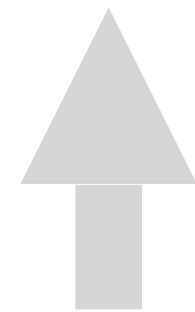
Implement

- Direct Client Service
- Advocacy



Evaluate

- Program Evaluation
- On-Going Data Collection & Analysis



Social Action

Partner	Service Provider (Individuals)	Collaborative (Systems)	Campaign (Policies)
Role	Social Action		
Tasks	e.g., letter writing, negotiation, protests, etc.		

San Jose Course Model

Course schedule follows campaign process students are engaged in.

- 1) Choosing an Issue
- 2) Theoretical Perspectives
- 3) Recruitment
- 4) Research
- 5) Campaign Kickoff
- 6) Group Dynamics
- 7) Strategy and Tactics
- 8) Campaign Implementation
- 9) Community Organizing
- 10) Leadership
- 11) Evaluation

Northwestern Fellowship Model

*Active 2 quarter commitment (winter and spring,)
approximately 5 hours per week*

- **Fall** - apply for program, identify a community partner (will involve research, conversations, and likely a site visit or two)
- **Winter** - weekly meetings of the cohort, plus weekly research and conversation with your community partner
- **Spring** - regular work with your community partner to continue your advocacy project; every other week meetings with the cohort

Learning Goals

- **Issue Development**
- **Leadership**
- **Social Change Theory**
- **Power and Recruitment**
- **Target Analysis and Power Mapping**
- **Campaign Plan:** *event planning, media outreach, evaluation*
- **Fundraising and Negotiation**
- **Strategy and Tactics:** *legislative or policy / alliance building, media & public relations, disruption, & target meetings / rallying, marching, picketing, street theater, public hearing, walkouts, occupying spaces, direct negotiation with target, lobby day, accountability session)*
- **Group Dynamics:** *facilitation, decision making, conflict resolution*

Resources

- **Textbook:** Change! A Student Guide to Social Action
- **Field Guide (in process):** Examples of course design & implementation
- **Webinars**
- **Workshops at Bonner Meetings**



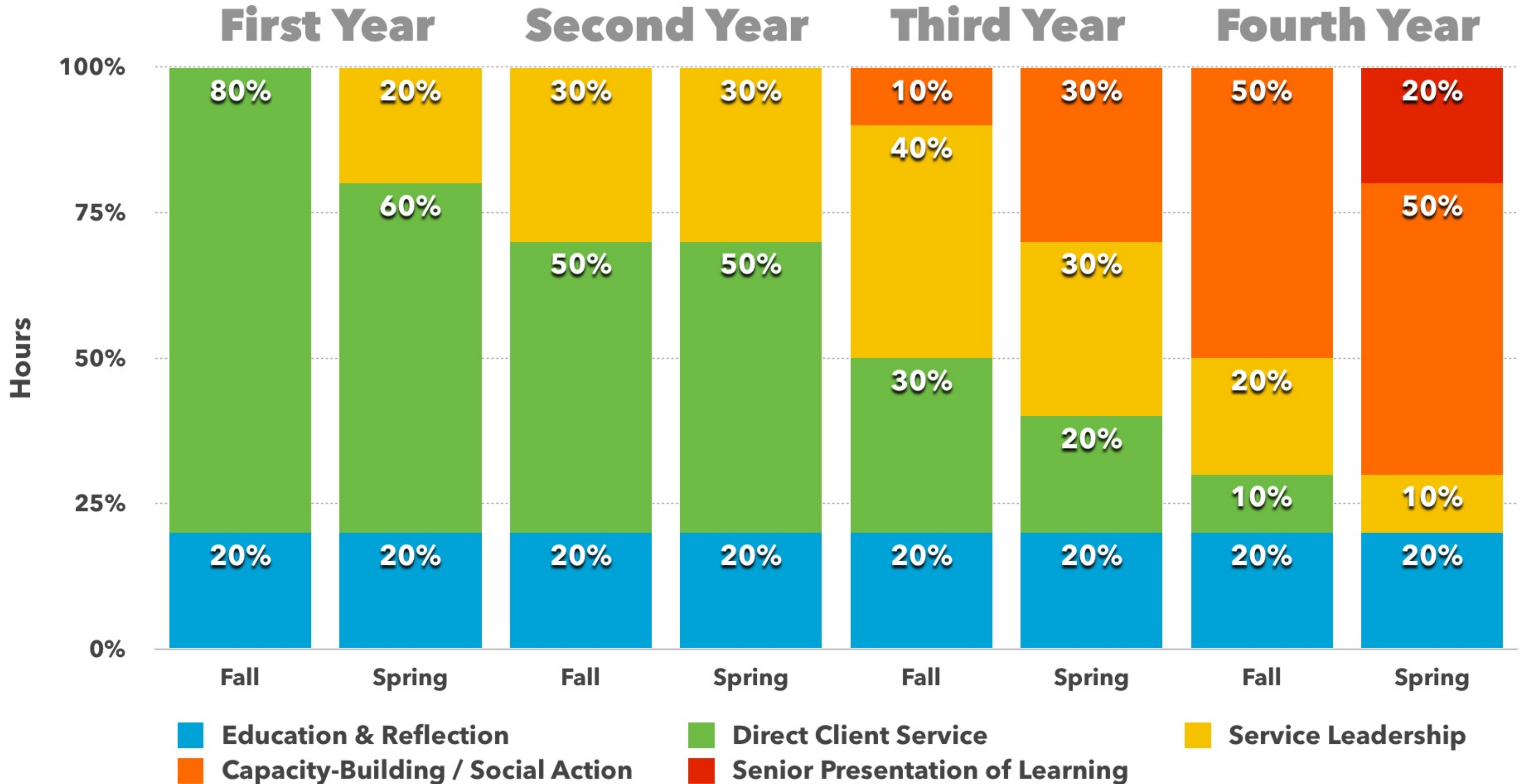
CHANGE!

A Student Guide to Social Action

Scott Myers-Lipton

Developmental Progression

Developmental Progression



Example: Developmental Progression

Advocacy Prepare presentation to School Board

Forum Organize public forum on school breakfast

Issue Brief School breakfast programs

Research School breakfast participation; Survey attitudes

Training Workshops for School Garden Cooperative

Summer Manage summer program & plan for Fall

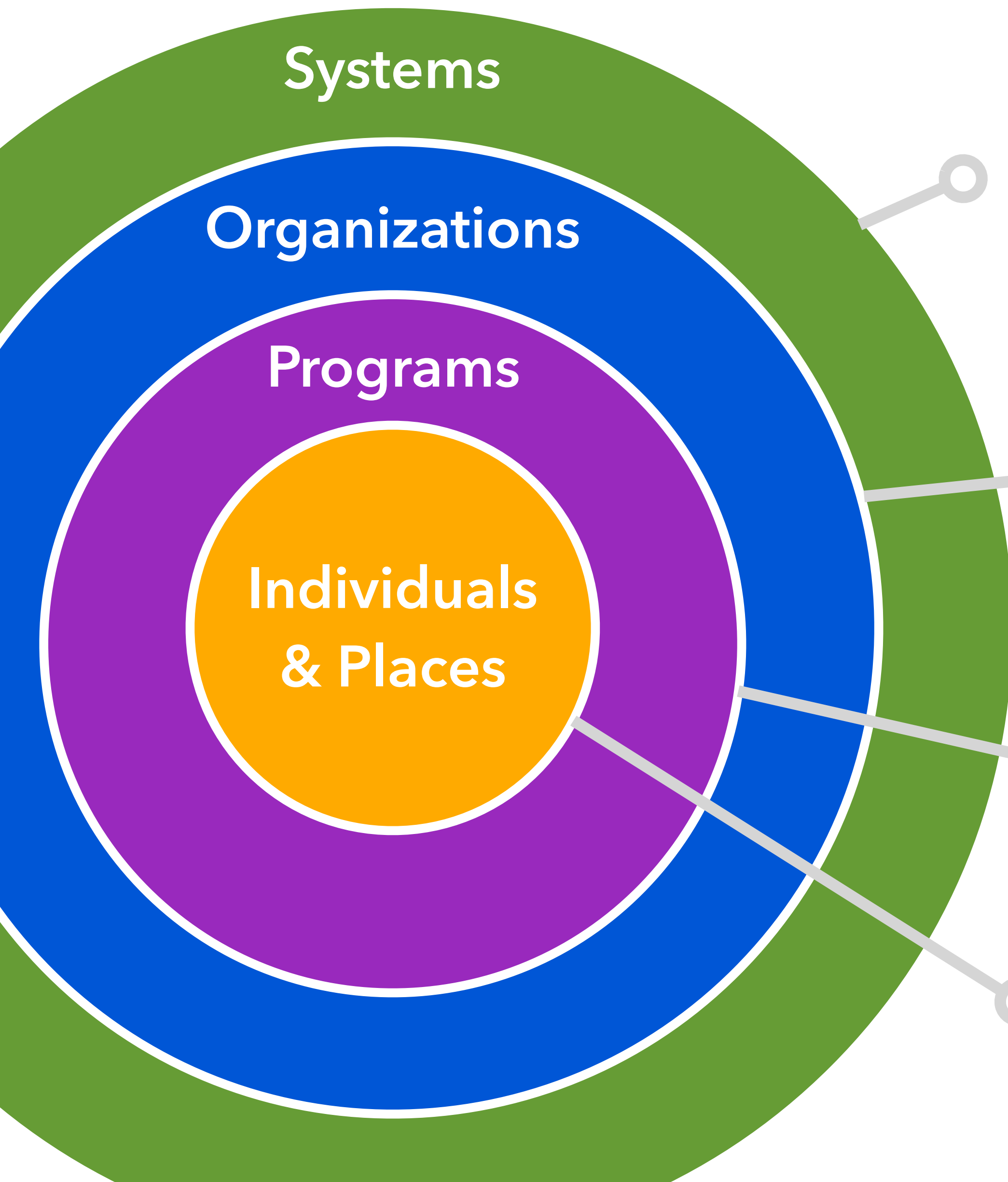
Team Help expand to other Schools in District

Regular Coach students in School Garden Club

Occasional Plant School Garden for Orientation Service

Bonner Transformation Goals

Community Change



○ Provide **capacity-building for collaboratives** to achieve measurable community and systemic change.

○ Provide **capacity-building support for organizations** to improve effectiveness, efficiency, and resources.

○ Train and support leaders who lead **evidence-based programs and projects.**

○ Mobilize students, faculty, staff, & community members to support **individuals & places.**

Partnership & Placement Process

Partnership & Placement Process

*Identify
Lead
Partners*

*Visit and
Orient
Partners*

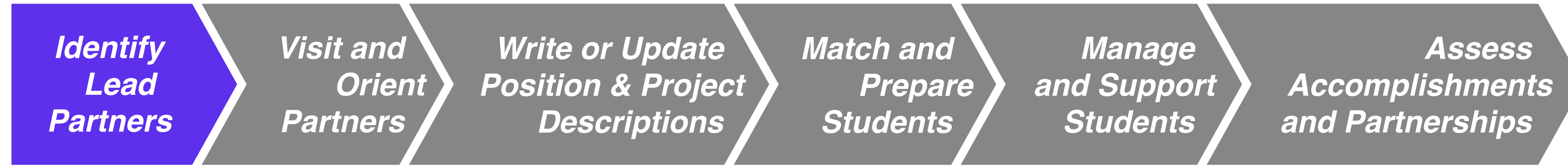
*Write or Update
Position & Project
Descriptions*

*Match and
Prepare
Students*

*Manage
and Support
Students*

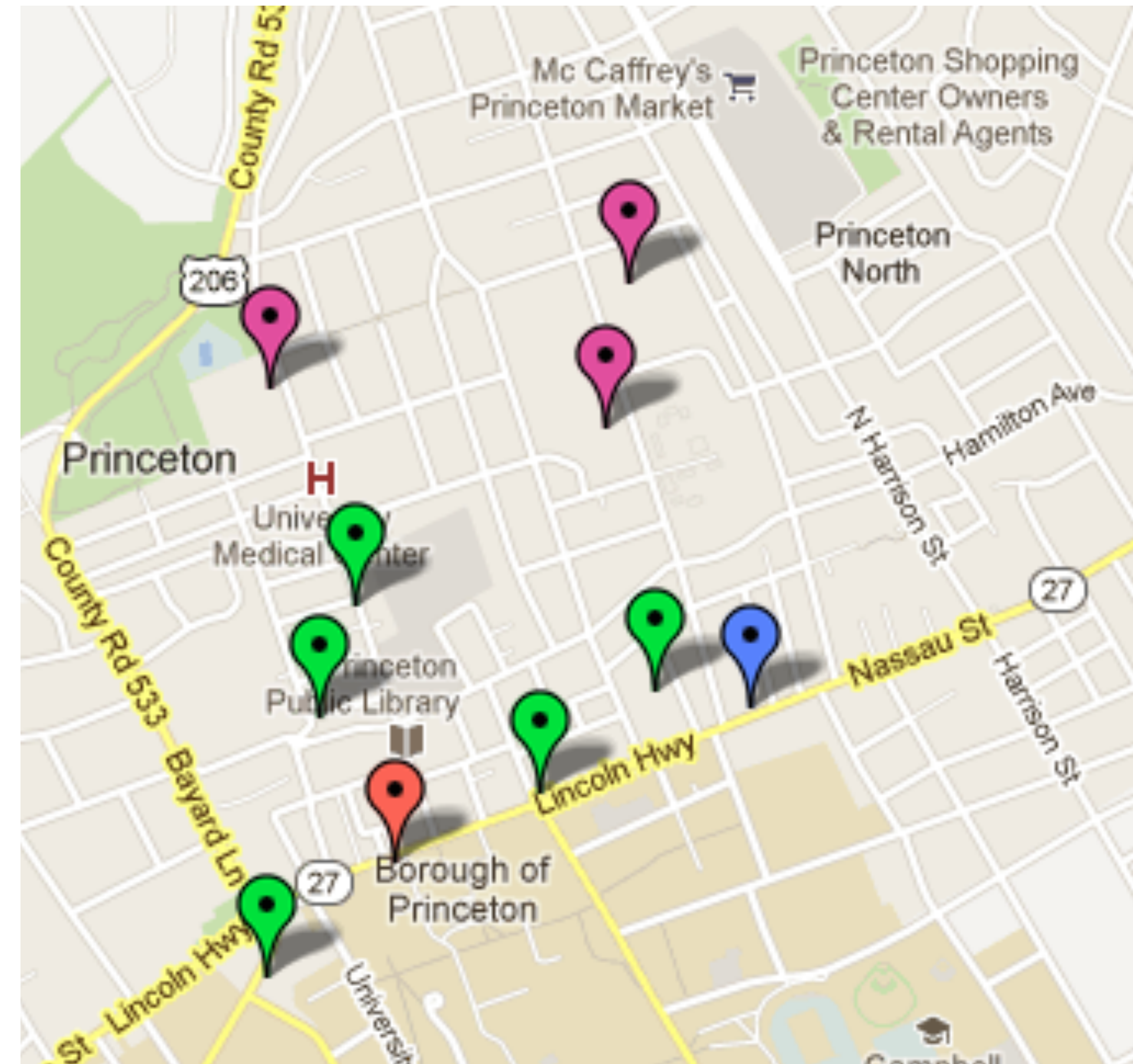
*Assess
Accomplishments
and Partnerships*

Identify Lead Partners

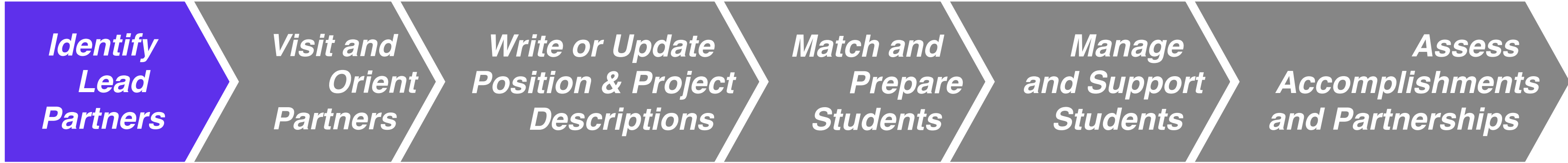


Mapping Agencies

- View proximity to Campus
 - ✓ Determine accessibility via walking, car, public transportation
- Type of Agency:
 - ✓ public school
 - ✓ community group
 - ✓ government agency
 - ✓ coalition or collaboration



Identify Lead Partners



Identify Issues & Interests

- Current areas of engagement
- Pressing local community issues

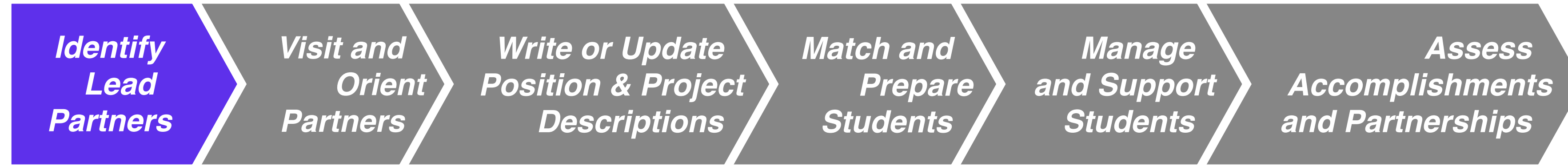
Hours by Specific Issue Area

Report Date Range

Start Date: End Date:

Issue Area	Service Hours (NON-CLA)	Serv
Arts and Music	271	
Community-Based Research	5	
English as a Second Language	0	
Job Readiness/Vocational Support	0	
Literacy Skills	0	
Math and Science	0	
Parenting/Family Support	0	
Physical Education	0	

Identify Lead Partners



Selecting Lead Bonner Partners

- Location
- Issues and Need
- Strong Agencies
- Schedule of opportunities

Boys and Girls Clubs of Albany

Boys & Girls Clubs build character through everyday leadership together in wholesome recreation and companionship.

Trained professional staff provide positive adult mentors and help youth learn important life skills, pursue interests in the arts and sports.

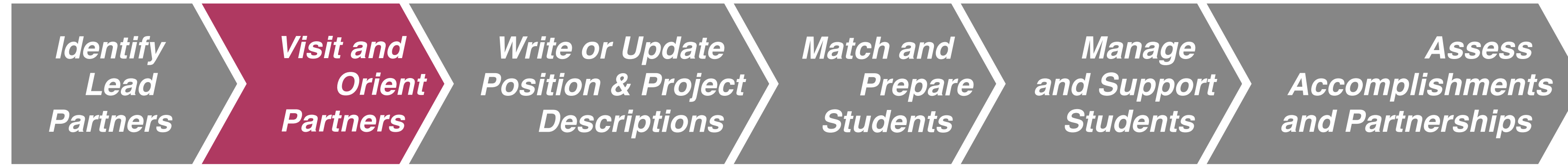
Most importantly, the Boys & Girls Club shows youngsters how to be caring citizens.

Peter G. Young Foundation

Father Young created the Peter G Young Foundation to help provide funding, and must fend for themselves.

That's where his foundation can help. Using 100% private funding available. Thousands of people have been helped through the foundation once more.

Visit & Orient Partners



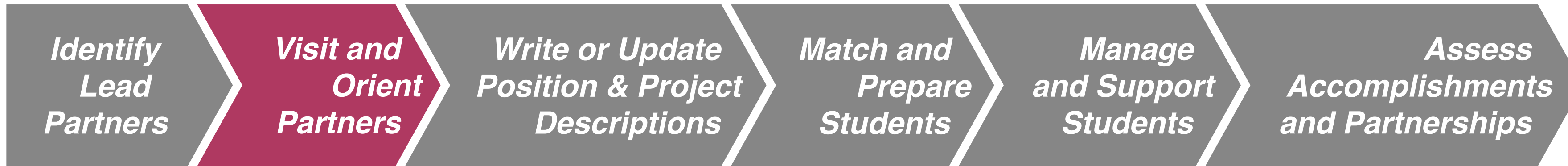
Introduce Bonner Model/Expectations

- ✓ Intensive (8-10 hrs/week) and multi-year (2-4 years)
- ✓ Developmental model
- ✓ Partners as co-educators

Communicate Reporting Process

- ✓ CLAs, Hour Logs, and Service Accomplishments
- ✓ Calendar – school year and summer
- ✓ Appropriate and inappropriate service projects

Visit & Orient Partners



Service Opportunities Form

Maïssa Davis, Project Manager
NJPHK-Trenton



Organizational Capacity-Building Opportunities

8/2013

Please check the appropriate items and provide a brief description of opportunities for students to provide capacity-building support for your organization. We will do our best to identify student interns who can fill these role(s) in the coming school year and/or summer terms.

I. Volunteer Management

Coordinating/managing service program:

- | | |
|--|---|
| <input type="checkbox"/> program coordination/management | <input type="checkbox"/> update volunteer training/curriculum |
| <input type="checkbox"/> improve systems for volunteer supervision | <input type="checkbox"/> update volunteer policies and procedures |
| <input type="checkbox"/> train staff to work with volunteers | <input type="checkbox"/> evaluate volunteer program |
| <input type="checkbox"/> improve volunteer tracking | <input type="checkbox"/> implement a volunteer impact assessment |

Volunteer Recruitment:



Organizational Capacity-Building Opportunities

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| <input type="checkbox"/> improve volunteer tracking | <input type="checkbox"/> implement a volunteer impact assessment |

Volunteer Recruitment:

- | | |
|---|---|
| <input type="checkbox"/> improve volunteer recruitment plan | <input type="checkbox"/> volunteer recognition activities |
| <input checked="" type="checkbox"/> recruiting community volunteers | <input type="checkbox"/> improve volunteer placement system |
| <input checked="" type="checkbox"/> recruiting student volunteers | <input checked="" type="checkbox"/> volunteer communication tools |

Please describe:

Summer 2014 we plan to build a Playground a Hedgypeth William
we'll need to recruit volunteers for a variety of capacities beginning
fall - Summer Build Day.

Write or Update Job Descriptions



Writing Good Position & Project Descriptions

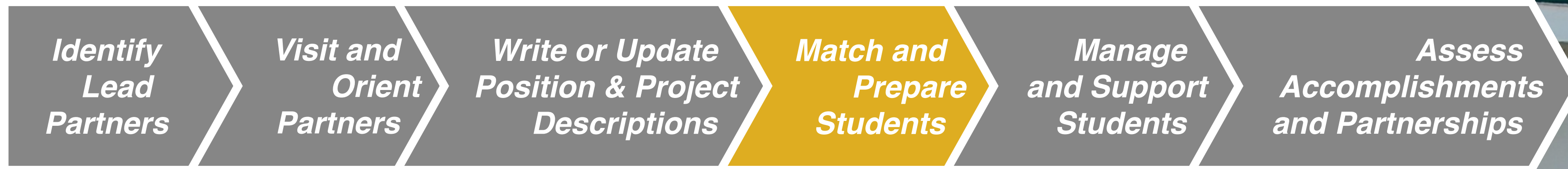
- Develop with partner
- Statement about program
- Statement about the work involved, including intended benefits)
- Clear and Concise

Position Details

Partner	Details	Contacts
Name	A Child's Place	
Address	601 East 5th Street Suite 130 Charlotte, North Carolina 28202	
Phone Number	704-343-3790	
Fax Number		
Positions	Mentor/ Academic Enrichment A...	

Title	Mentor/ Academic Enrichment A...
Description	For kids, homelessness isn't ju...

Match & Prepare Students



Orienting Students to Service & Sites

- An orientation to prepare and educate students in:
 - ✓ Philosophy of reciprocal community partnerships
 - ✓ Background on local community
 - ✓ The Developmental Model
 - ✓ Team and Community Building



Match & Prepare Students

Identify
Lead
Partners

Visit and
Orient
Partners

Write or Update
Position & Project
Descriptions

Match and
Prepare
Students

Manage
and Support
Students

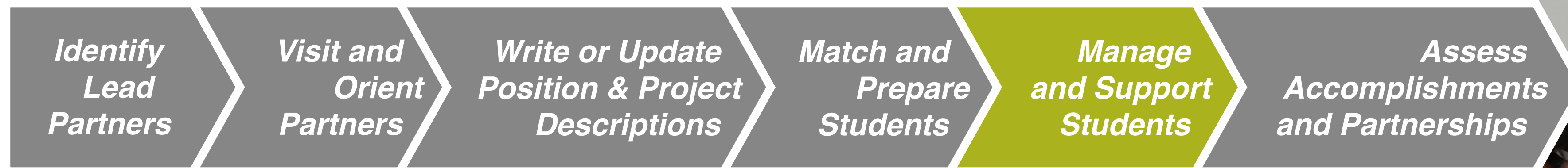
Assess
Accomplishments
and Partnerships

Matching Students to Sites

- Help students find their placement through:
 - ✓ One-time service projects
 - ✓ Shadowing
 - ✓ Community partner presentations
 - ✓ Volunteer Fair
 - ✓ Site visits



Manage & Support Students

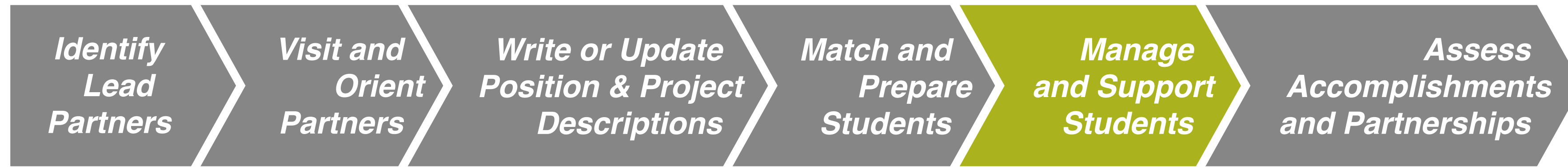


Managing Service Hours

- Expectations foster high-quality service and accountability:
 - ✓ Community Learning Agreement
 - ✓ Hour Logs
 - ✓ Service Accomplishments
 - ✓ Reflection and Evaluation
 - ✓ One-on-One Advising



Manage & Support Students

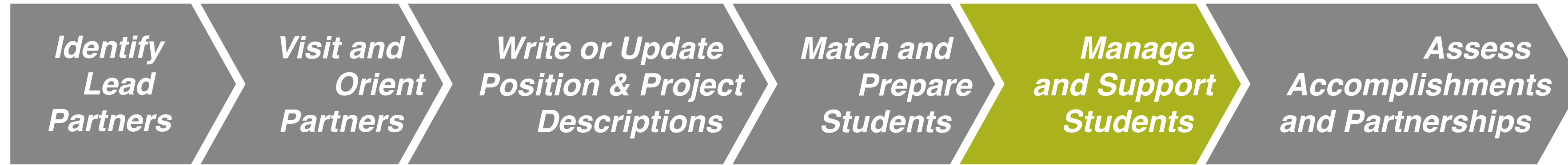


Writing a Good Community Learning Agreement

- Starting with a strong position descriptions yields a stronger CLA
- Student can inherit position description
- Add Service Objective(s)
- Add Learning Goals

Community Learning Agreement for Mason Ballard	
Open a New Case... Available Actions...	
CLA Information	
Title	Community Service Coordinator for Youth
Service Partner	River Ridge Church Community Outreach Division
Semester	Summer 2012
Status	Active
Position Description	Service programs are growing in the church which is still fairly young. The coordinator will develop and implement opportunities for youth to assist in projects in the local community. The coordinator will maintain partnerships and oversee projects and the reflection process afterward.
Commitment Information	
My Role	Regular Volunteer
Hours per Week	30
Percent Fundraising	0%
Primary Objective	
General Issue Area	Human Needs/Public Safety
Specific Issue Area	Civic Engagement/Volunteer Recruitment

Manage & Support Students



Entering Hour Logs in BWBRS

- Weekly
- Enter all service and training/meeting hours
- eSignatures by Student
- eSignatures by Site Supervisor

Log Entry Report Analysis

Add Log Entry

Hours Minutes On

At (select only one)

Primary Position (CLA)

Other Position

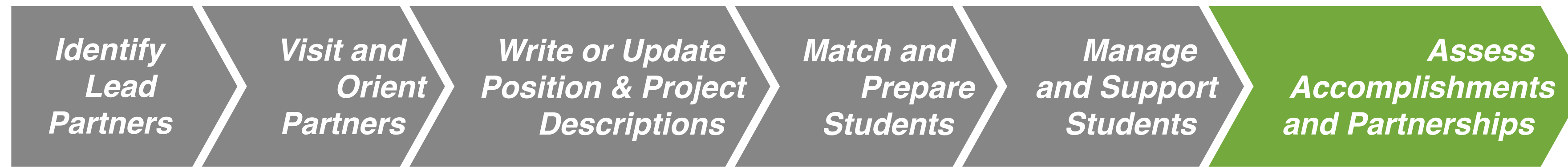
Training & Enrichment Event

This time was spent fundraising

Calendar View

[<< Previous Month](#)

Assess Accomplishments & Partnerships



Entering a Service Accomplishment in BWBRS

- Each Bonner submits service accomplishments at the end of each semester
- Compare to service objectives in Community Learning Agreement (CLA)
- Used in 1:1 reflection with students

Add Service Accomplishment Spring 2016

Add Service Accomplishment

Service Partner/Position Other, Describe Below

General Issue Area Please Select... (required)

Issue Area Select General Issue First (required)

Population Served Early Childhood (required)

Objective Select Issue First (required)

Served Select General Issue First

Measured By Select General Issue First

Describe Results 0 of 500

Summer Placements

Summer Service: Expectations

- **Bonner Scholars**

- ✓ At least two Summer of Service of 280 hours and minimum of 7 weeks each

- **Bonner Leaders**

- ✓ Strongly encouraged (some programs will require and find additional funds)



Summer Service:

Developmental Placements

First Summer

Close to home or school,
commuting to familiar site

Second Summer

More intensive, perhaps living
in a new area

Third Summer

Making career connections,
potentially going abroad

Summer Service: Timeline

Jan/Feb

Summer Service Packet handed out; Bonners research on site options, discuss interests in one-on-one meetings

March/Apr

- Summer Service Application due
- Bonner Coordinator contacts summer service sites to confirm placement

May

- Bonner Scholar Summer Earning Stipends disbursed

June

- Summer CLAs due

August

- Summer Hour Logs/Site Evaluations due

September

- Bonner Scholar Summer Service Earning Stipends disbursed
- Discuss summer service experience in first class or monthly meeting
- Add new service sites and student reflections to the Summer Service Binder

Summer Service: Sample Forms

- **Site Approval Form**

- Part I: Summer Service Information Sheet

- Part II: Summer Site Validation Checklist

- Part III: Summer Service Placement Application

- **Site Evaluation Form**

- **Reflection Guide**

Summer Service: Managing Students

- **Community Learning Agreements**

- ✓ CLAs are written by the student to describe their specific position activities for that particular term
- ✓ As a coordinator you want to make sure that this completed by each student who has a summer placement

- **E-Signatures**

- ✓ An electronic method for site supervisors, campus administrators, and Foundation staff to review and approve student hours
- ✓ As a coordinator you will need to ensure that all site supervisors are set up to review and approve student hours

- **Creating Partner Evaluation Forms**

- ✓ Document used to measure the partnership over the summer, great for assessment and setting expectations for next summer's placement

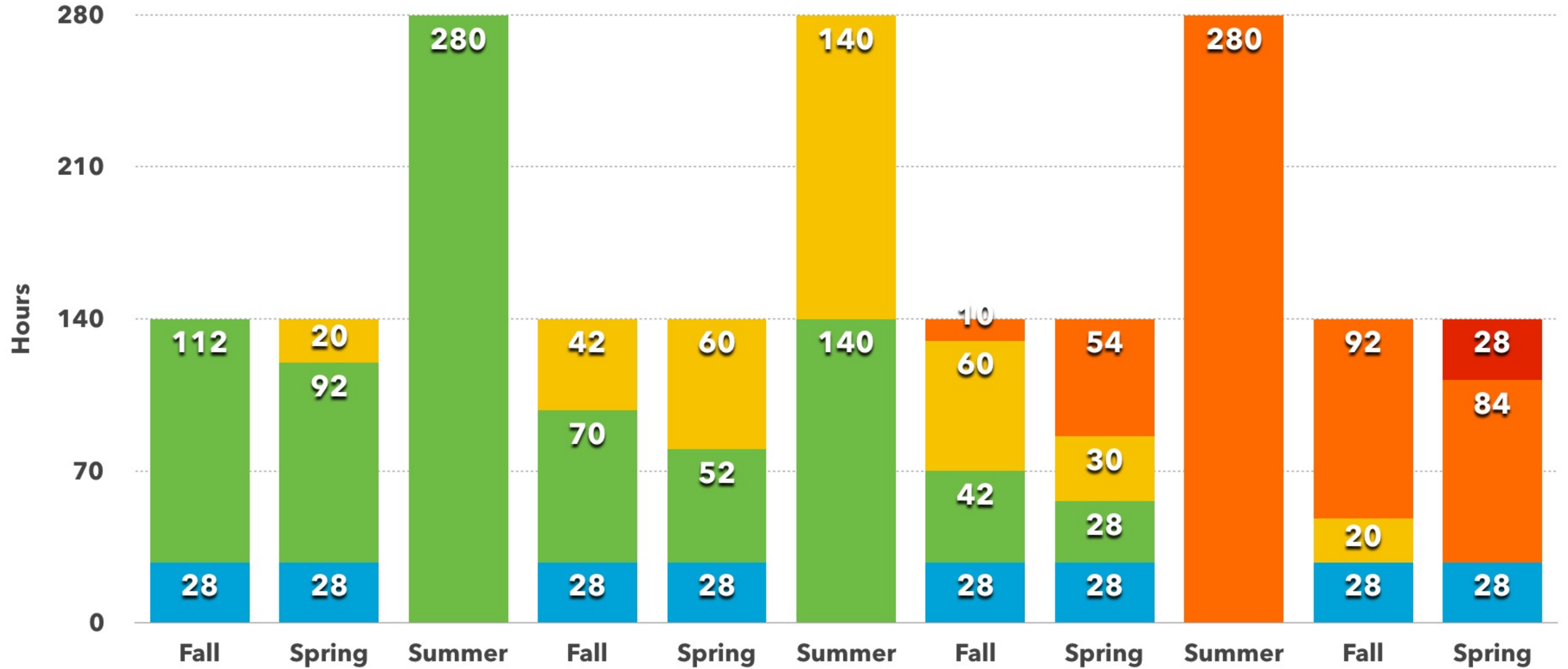
School Year + Summer

First Year

Second Year

Third Year

Fourth Year



Training & Reflection

Direct Client Service

Service Leadership

Capacity-Building / Social Action

Senior Presentation of Learning

**Counting
Community
Engagement**

Counting Community Engagement

Social Action 2 campaigns | 6 students | 360 hours

Capacity Building Projects 12 projects | 27 students | 3,500 hours

Service Internships 69 students | 5,650 hours

Service Leadership 14 teams | 39 students | 2,290 hours

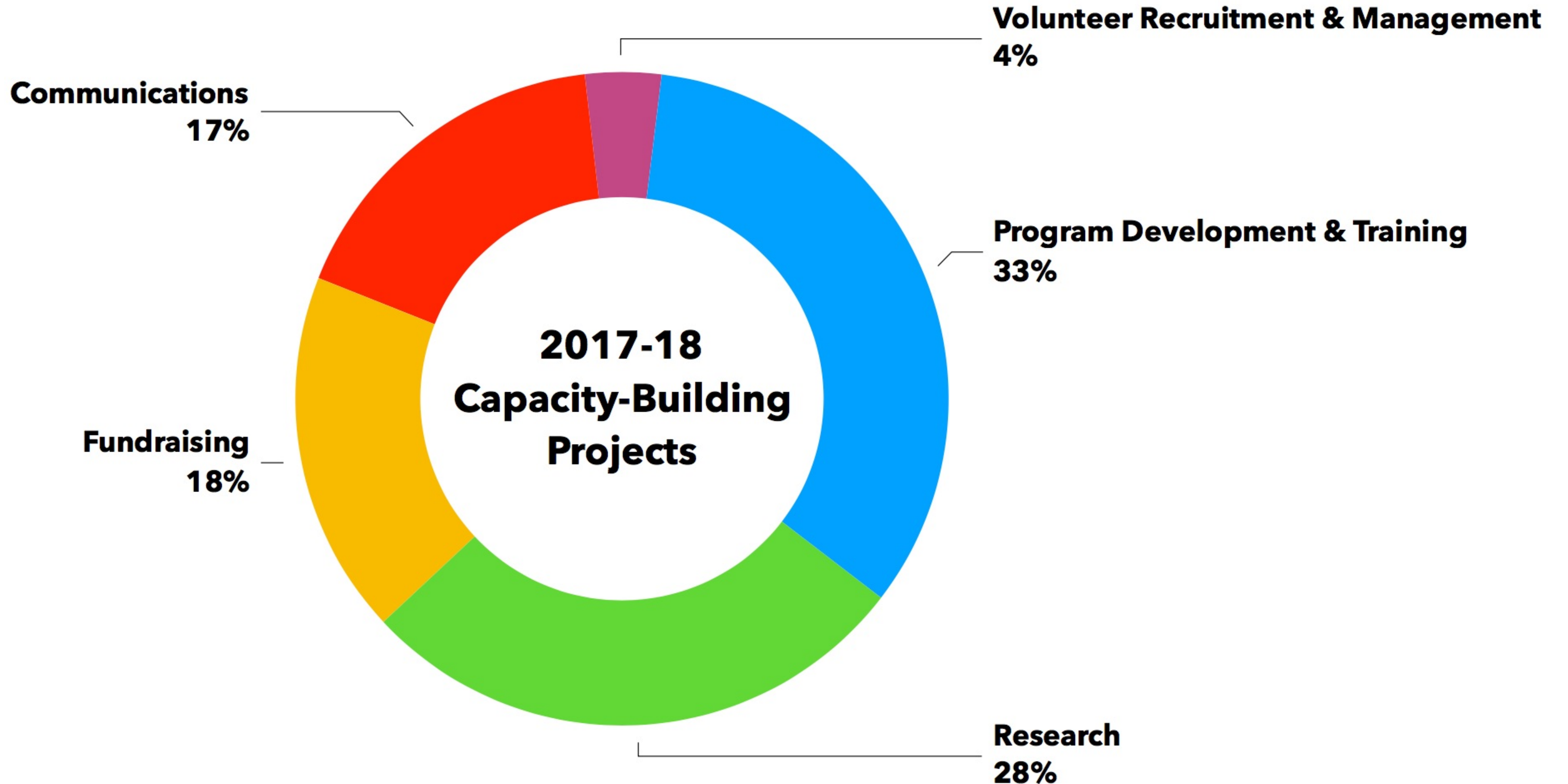
Regular Direct Service (Weekly) 18 teams | 55 students | 3,300 hours

1x Service Events 7 events | 450 students | 2,250 hours

Counting Community Engagement

	Count By Type	Students	Hours
Social Action	2	6	360
Capacity Building Projects	20	30	2,700
Service Internships	40	40	11,200
Service Leadership	45	45	8,100
Regular Direct Service (Weekly)	25	120	8,400
1x Service Events	8	1,000	5,000
TOTAL	138	1,235	35,400

Counting Community Engagement



Program Development and Training (3 Projects involving 3 Students)

Develop curriculum for new or existing program(s) (1 Projects involving 1 Students)

Passport Program in Danville Public Schools	Jordan Jones is helping to develop the Passport Program which supports students in grades 6-8 with the use of technology and innovative teaching strategies. The main goal is to enhance students' knowledge of career and leadership opportunities in the region so that they may pursue a path after high school that will lead them to success.	Danville Public Schools and Noblis, a technology focused 501©3	1
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Develop or implement new program (2 Projects involving 2 Students)

Passport Program in Danville Public Schools	Jordan Jones is helping to develop the Passport Program supports students in grades 6-8 with the use of technology and innovative teaching strategies. The main goal is to enhance students' knowledge of career and leadership opportunities in the region so that they may pursue a path after high school that will lead them to success.	Danville Public Schools and Noblis, a technology focused 501©3	1
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Communications (1 Projects involving 1 Students)

Brochures, newsletter, marketing materials (1 Projects involving 1 Students)

E.C.O. Center Opposum Exhibit	Enhancing public outreach and educational outreach by constructing an outdoor exhibit for local wildlife present at the E.C.O. Center	Rome Floyd Etowah, Coosa, Oostanaula River Education Center	1
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Fundraising (1 Projects involving 1 Students)

Organize/support fundraising event (1 Projects involving 1 Students)

Spaghetti Dinner	Planned and Organized a spaghetti dinner and with the proceeds, from the tickets, it all went to the building fund to assist in building a 20-acre retreat in Floyd County for disabled and seriously ill children and their families.	Bonner Scholars Program	1
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Research (3 Projects involving 3 Students)

Data collection for tracking/reporting (2 Projects involving 2 Students)

Community-Based Research	One student collected research on exclusionary discipline practices in the local school system through interviews with middle and high school students	Tree Street Youth	1
Community-Based Research	One student researched racist and anti-racism practices at the Lewiston Farmer's Market	The Nutrition Center	1

Program assessments or evaluations (1 Projects involving 1 Students)

Program Evaluation	One student developed an analytical tool to help a granting organization assess programmatic impacts.	Maine Women's Fund	1
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Service Leadership (8 Projects involving 27 Students)

Coordinating/managing service program (8 Projects involving 27 Students)

After school programming	First Year Bonners with their coordinators planned and ran after school programming twice a week for two semesters.	Berea Community Elementary School and Shannon Johnson Elementary School.	11
Berea Buddies	Team creates new weekly programming each semester, maintains all aspects of programming and connections to big and little buddies (and their families).	local Family Resource Centers	5
Berea Teen Mentoring	Team creates new weekly programming each semester, maintains all aspects of programming and connections to volunteers, teens, and their families.	Family Resource Centers in area schools	1
Berea Tutoring	Team works to expand the community partners that refer students in need of tutoring, while reaching out to new sources for volunteers, in addition to running program.	Family Resource Centers in area school, Education Academic department	2

Communications (1 Projects involving 1 Students)

Brochures, newsletter, marketing materials (1 Projects involving 1 Students)

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Program Development and Training (1 Projects involving 2 Students)

Develop curriculum for new or existing program(s) (1 Projects involving 2 Students)

GED Program	Solidifying partnership with Floyd County Prison providing teachers and materials for a sustainable program allowing the people to obtain a GED while incarcerated.	Floyd County Prison	2
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Describing Community Engagement

THE 2015 HIGH ROAD FELLOWS...

AUTHORED 12 PLANNING AND CAPACITY-BUILDING DOCUMENTS

Nabiha Qudsi, ILR '18, drafted a strategic plan for Assembly House 150, to convey the nonprofit's future as a nexus of art, public space, workforce training, and restoration.

CREATED 12 ISSUE & POLICY BRIEFS

Shira Kotz, ILR '18, wrote an 11-page brief about high school graduation rates for the United Way of Buffalo and Erie County, describing trends and detailing best practices.

PLANNED 6 EVENTS IN THE COMMUNITY

Deandra Fike, ILR '18, co-coordinated "Working Successfully with Immigrants and Refugees", an employer training event by PPG to convey the importance of language access.

CONSTRUCTED 8 RESOURCE DATABASES

Daniela Archila, ILR '16, interviewed more than 20 local nonprofit partners of CEO to create a comprehensive map of workforce development resources and programs and gain support for CEO's programming for previously incarcerated individuals.

BUILT 4 CLIENT-BASED INTERNAL DOCUMENTS

Melissa Bravo, ILR '16, constructed a guide for Grassroots Gardens about improving the physical accessibility of the organization's 90+ community gardens.

DESIGNED CURRICULUM OR FACILITATED 4 WORKSHOPS

Kibrett Facey, CALS '16, wrote and presented workshops on civic participation and social change for teenagers at the Massachusetts Avenue Project.

DIRECTLY IMPLEMENTED 3 NON-PROFIT PROGRAMS

Zach de Stefan, ILR '18, coordinated the Pathways to Employment program at the Learning Disabilities Association by matching LDA clients with long-term volunteer opportunities.

COORDINATED 2 CAMPAIGNS FOR WORKER EQUITY

Maria Chak, ILR '18, canvassed nail salons in Buffalo and surrounding municipalities to notify workers of their rights regarding workplace safety and wage theft.

WROTE 2 ADVOCACY LETTERS

Kyle Friend, ILR '17, authored a letter to the Buffalo News, advocating for a higher minimum wage among fast food workers in light of Governor Cuomo's Wage Board hearings.

Campus-Wide Goal for Community-Engaged Junior/Senior Capstones

Graduating Class Size	20% Goal	25% Goal
250	50	62.5
300	60	75
500	100	125
1,000	200	250
1,500	300	375
3,000	600	750

Campus-Wide Goal for

Community-Engaged Junior/Senior Capstones

Pathway	Number of Students Completing Capstone
Bonner Program	15
School Year Internship Program	40
Summer Service Internships	45
Department-Based Senior Projects	50
CBR Course Projects	30
Food Security Concentration	10
Poverty Concentration	15
Policy Research Fellows Program	15
Total	220

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Structures:

Program,
Academic,
Staffing

Bonner Community Engagement Framework

Partners (Focus)	Service Provider (Individuals)		Collaborative (Systems)	Campaign (Policies)
Student Roles	Client Service	Service Leadership	Organization Capacity Building	
Tasks	e.g., tutoring, serving soup, etc.	Recruiting, training, and supervising volunteers	1) Volunteer Management 2) Program Development 3) Fundraising 4) Communication 5) Research: CBR & Policy Options	
Program Structures	Clearinghouse/Directory Listing of Opportunities (online database)			
	Site/Issue-Based Teams			
	Bonner Program (four year training & increased roles culminating in capstone project)			
Academic Structures	Service-Learning, Community-Based Research, & Social Action Courses			
			Problem / Issue-Based Concentrations (courses, service internships, CBR, and capstone project)	
			Competency/Skill-based Certificates / Fellowships (courses, service internships, and client-defined projects)	
Staffing Structures	Campus-Wide Center			
	Student-Led Coalition of Projects			
			Issue- and Skills-Based Programs or Pathways Housed in Departments, Centers, or Hubs	