

2021 Bonner Faculty Fellowship



2021 Bonner Faculty Fellowship
May 25th- 27th, 2021 -9:00am-1:00pm

Wednesday, May 26th

Workshop 1: *Bonner 101*
9am-1pm

- History of Bonner
- Bonner Foundation
- Transformational Goals
- 6 Common Commitments Overview and Discussion
- Averett University Bonner Leader Program
- Recruitment
 - Potential structure of partnerships
- Bonner Meeting Structure and Purpose
 - Discussion/ ideas on Bonner Meetings
- Bonner Curriculum
- Senior Capstones

Thursday, May 27th

Workshop 2:
Bonner Foundation
9am-10am

Meet with a member of the National Bonner Foundation and discuss the Bonner Model and using it in curriculum

Workshop 3:
Bonner Leadership Team
10am-11am

Hear from Averett University Bonner Leadership Team members and learn about their experience in the program and their plans for the future and capstones.

Workshop 4:
Bonnors in your curriculum
11am-12pm

Map out how you could use the Bonner Leaders in your own curriculum

Lunch & Learn
12pm-1pm

Continue discussion on using Bonner Leaders in your own curriculum.

Friday, May 28th

Workshop 5:
Community Asset Mapping
9am-10:30am

Discuss and map the resources and assets of the Dan River Region. Learn what local nonprofit organizations offer and how Averett University can play a role in being part of these change-making organizations

Workshop 6:
Bonner Service Sites
10:30am-12:00PM

Hear from Bonner Service Site Supervisors and learn what role Bonner Leaders play in their organizations

Service Sites

- UVA Cancer Center
- Danville Church-Based Tutorial Program
- Danville Life Saving Crew
- Boys and Girls Club

Lunch
12pm-1pm

Final Thoughts and wrap up
How do we move forward from here?



**Bonner History,
Vision & Approach**

Introducing the Bonner
Program & Network

Agenda

- Bonner Model
- Access to Education,
Opportunity to Serve
- Campus-Wide Goals
- Resources

Corella "Billy" Bonner
1993



1:19 / 9:08



HD



Bonner Model

Bonner Program *Motto*

***Access to Education,
Opportunity to Serve***

*To afford college students
an opportunity to use their
energy, talents, and
leadership skills to engage
in community service while
providing developmental
and financial support.*



Bonner Leader Expectations

- Four year commitment
- Work/Service Stipend Expected = Federal Work Study
- Some schools include service scholarship
- Many Bonner Leaders find summer service internships



What do Bonners *do*?

- **Engage** every week, every semester
- **Develop and grow** as an agent of change
- **Serve legitimate needs** and make an impact
- **Connect** service and studies, and connect people
- **Accomplish** inspiring projects!
- **Graduate** and stay involved

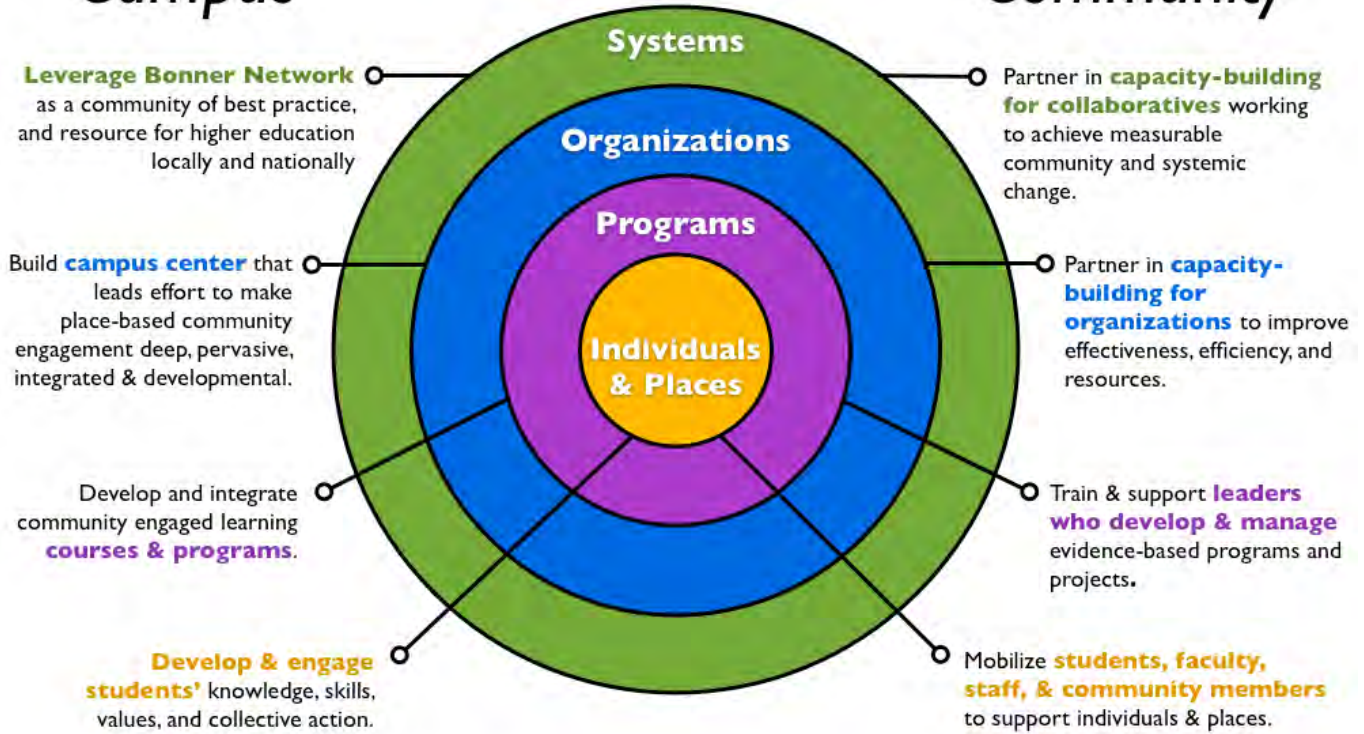




Transformational Goals

Campus

Community



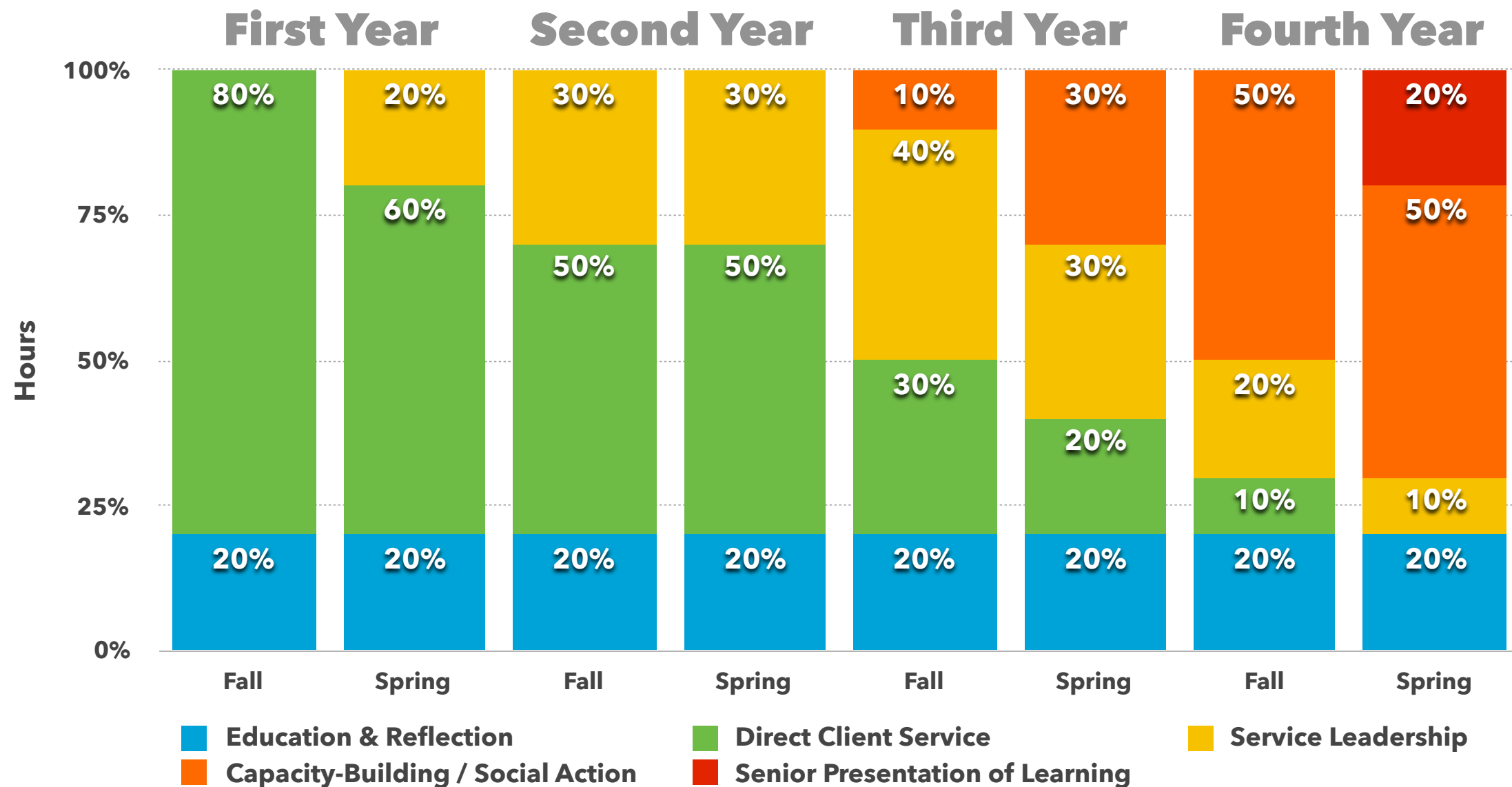
Level of Work	Goals for Individual Development	Goals for Campus Development	Goals for Community Development
<i>Macro</i>	Community Leaders	Campus as Citizen	System Change
<i>Meso</i>	Campus-Wide Leaders	Centers of Engagement	Capacity-Building for Organizations & Collaboratives
	Staff & Faculty Leaders	Engaged Teaching	Evidence-based Programs & projects
<i>Micro</i>	Student Leaders	Engaged Learning	Direct Service

Bonner Developmental Progression

Social justice citizen

Participatory citizen

Personally responsible citizen



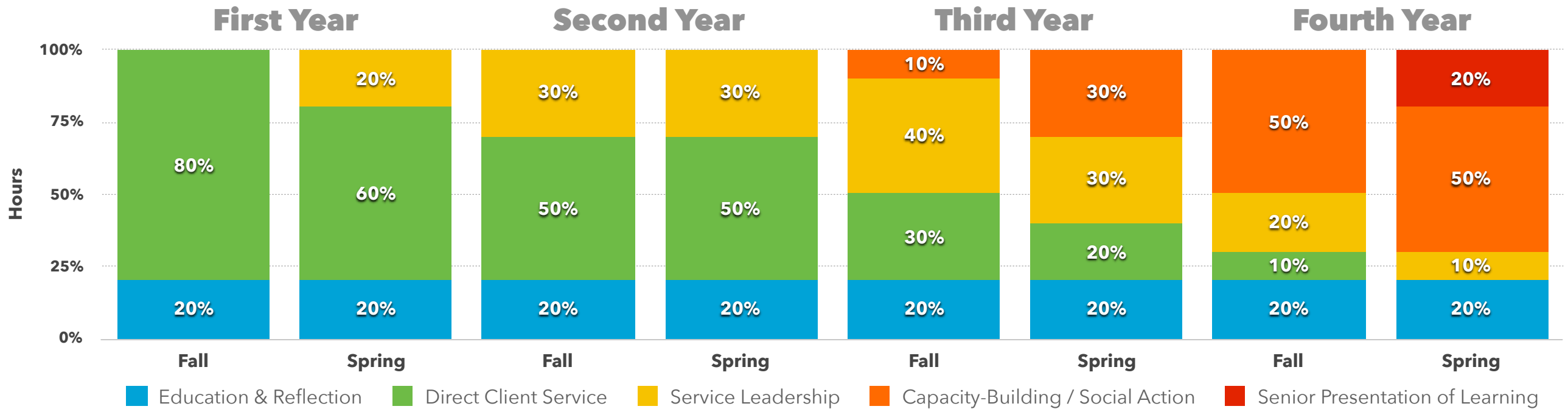
Kinds of Citizens

"What Kind of Citizen? The Politics of Educating for Democracy"

by Joel Westheimer and Joseph Kahne (American Educational Research Journal; Summer 2004)

Personally responsible citizen	Participatory citizen	Justice-oriented citizen
Description		
<ul style="list-style-type: none"> • Acts responsibly in his/her community • Works and pays taxes • Obeys laws • Recycles, gives blood • Volunteers to lend a hand in times of need 	<ul style="list-style-type: none"> • Active member of community organizations and/or improvement efforts • Organizes community efforts to care for those in need, promote economic development, or clean up environment • Knows how government agencies work • Knows strategies for accomplishing collective tasks 	<ul style="list-style-type: none"> • Critically assesses social, political, and economic structures to see beyond surface causes • Seeks out and addresses areas of injustice • Knows about democratic social movements and how to effect systemic or policy change
Sample action		
Contributes food to food drive	Helps to organize a food drive	Explores why people are hungry and acts to solve root causes
Core assumptions		
To solve social problems and improve society, citizens must have good character; they must be honest, responsible, and law-abiding members of the community.	To solve social problems and improve society, citizens must actively participate and take leadership positions within established systems and community structures.	To solve social problems and improve society, citizens must question, debate, and change established systems, structures, and policies that reproduce patterns of injustice over time.

Bonner Developmental Progression



Training & Education Themes

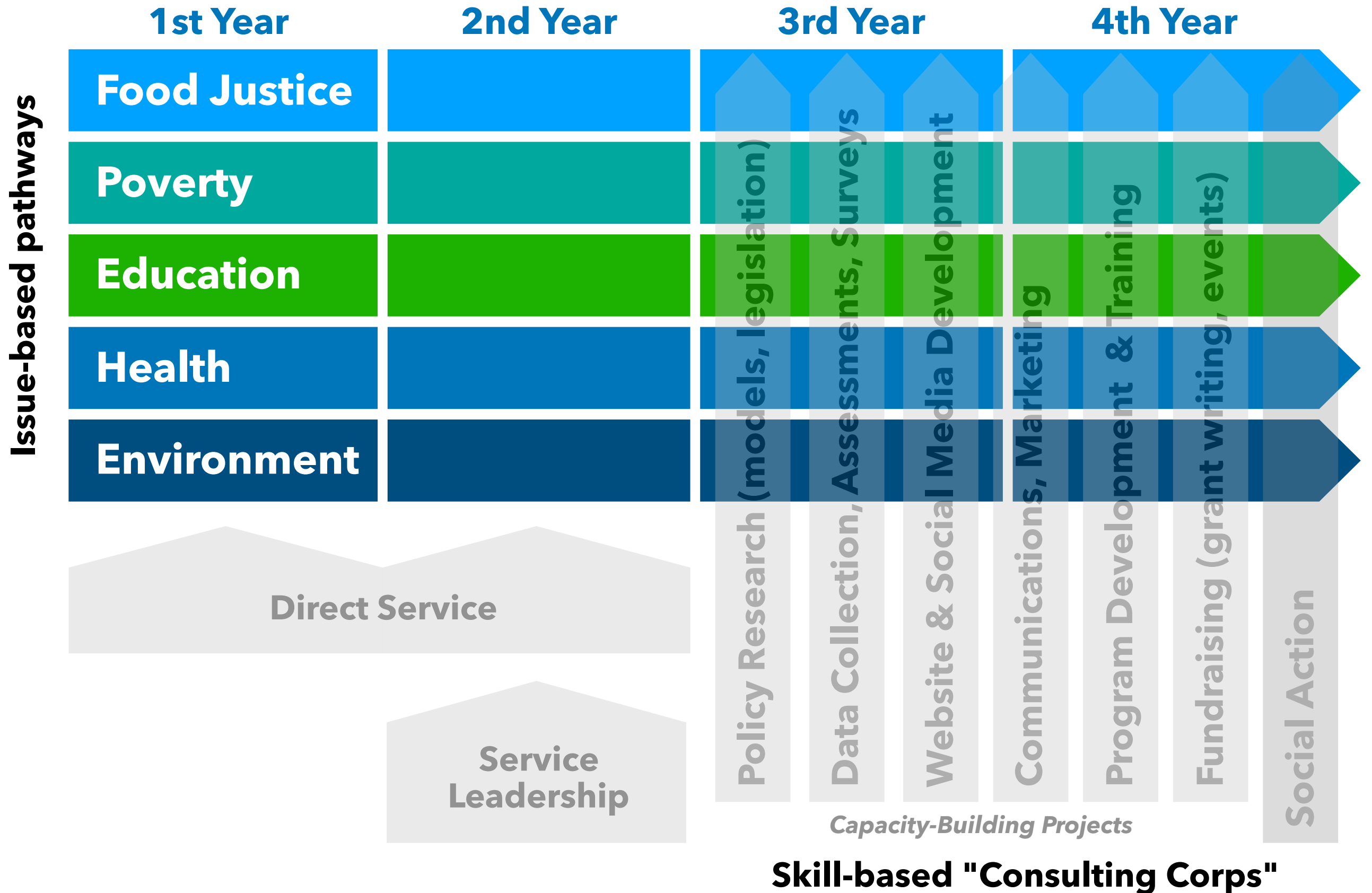
	1ST YEAR		2ND YEAR		3RD YEAR		4TH YEAR	
Semester	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Training & Education Theme	GETTING TO KNOW YOURSELF, EACH OTHER & YOUR PLACE	SOLUTIONS-ORIENTED COMMUNITY ENGAGEMENT	LEADING GROUPS	KNOWING YOUR ISSUE	MANAGING PROJECTS	MANAGING ORGANIZATIONS	LEAVING A LEGACY	LIVES OF COMMITMENT
Workshop Modules	Identity Circles	Shifting Focus to Solutions; Discovering What Works	Leadership Compass	Researching the Scope of a Local Problem	Overview of Project Management: Setting Goals and Analyzing Stakeholders	Understanding the Public Sector - A Systems View	Preparing a Leadership Transition	Through Evaluators' Eyes - Senior Resume Review
	An Introduction to Place	Measuring Impact; Creating the Greatest Possible Impact	Planning Effective Meetings	Researching Key Organizations, Current Programs and Policies	Analyzing Project Requirements, Steps, and Risks	Assessing and Building Organizational Capacity	Public Speaking and Presentations of Learning	Interviewing Skills
	River Stories	Attacking the Root Causes	Introduction to Effective Facilitation	Identifying Proven Programs and Practices	Creating a Task List, Schedule, and Budget	Fundraising and Resource Development: Creating and Executing a Plan	Resume Writing and Senior Resume Review	Financing Your Life After Bonner
	Community Asset Mapping	Cultivating Collaborations & Leveraging the Power of Relationships	Advanced Facilitation Techniques and Strategies:	Leading an Issue-Focused Discussion/Forum	Executing and Evaluating a Project	Finding Your Vocation - Considering Many Sectors	Finding Your Vocational Fit (using new Sector Guides)	Life After Bonner: Staying Well and Engaged

Bonner Community Engagement Framework



Partners (Focus)	Service Provider (Individuals)		Collaborative (Systems)	Campaign (Policies)	
Student Roles	Client Service	Service Leadership	Organization Capacity Building		Social Action
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		e.g., letter writing, target dialogue, etc.
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)				
Organization & Staffing Structures	Campus-Wide Center				
	Student-Led Coalition of Projects		Issue- and Skills-Based Programs or Pathways Housed in Departments, Centers, or Hubs/Clinics		
	On Campus				
Physical Structures	Off Campus				

Community-Engaged Pathways



Common Commitments

Civic Engagement

Participate intentionally as a citizen in the democratic process, actively engaging in public policy and direct service.

Community Building

Establish and sustain a vibrant community of place, personal relationships and common interests.

Social Justice

Advocate for fairness, impartiality and equality while addressing systemic social and environmental issues.



International Perspective

Develop international understanding that enables Bonners to participate successfully in a global society.

Diversity

Respect the many different dimensions of diversity in our public lives.

Spiritual Exploration

Explore personal beliefs while respecting the spiritual practices of others.

Full Bonner Roster			
Student	Year	Division	Service Site
Daniel Cancro	Freshman		
Erin Hayes	Freshman		
Tylan Anderson	Freshman		
Shaneya Snipes	Freshman		
Natalia Strachan	Deferred Freshman		
Shyam Neupane	Freshman		
Faith Bowlin	Freshman		
Jamie Lynskey	Freshman		
Jonel Fitz	Freshman		
Valerie Servideo	Sophomore	Applied Studies	Boys and Girls Club
Anna Ewing	Second Year	Applied Studies	Danville Church and Community Tutorial Program
Lleyton Barber	Sophomore	Applied Studies	Pittsylvania Pet Center
Hallie Maloney	Sophomore	Physical and Psychological Health	UVA Cancer Research Center
Saige Johnson	Second Year	Physical and Psychological Health	UVA Cancer Research Center
Lake Hojnacki	Junior	Physical and Psychological Health	God's Storehouse Urban Garden
Derrick Williams	Junior	Applied Studies	YMCA
Luke Stewart	Junior	Physical and Psychological Health	Danville Church and Community Tutorial Program
Torri Williams	Junior	Natural and Social Sciences	Danville Church and Community Tutorial Program
Rebecca Clifton	Junior	Physical and Psychological Health	Danville Life Saving Crew
Rana Davis-Robinson	Senior	Physical and Psychological Health	YMCA
Allison Kelley	Senior	Physical and Psychological Health	God's Storehouse
Allison Davis	Senior	Arts and Humanities	Habitat for Humanity
Ashley Ruelo	Senior	Applied Studies	United Way
Jared Brown	Senior	Physical and Psychological Health	Danville Church and Community Tutorial Program
Grey Capazzoli	Senior	Natural and Social Sciences	UVA Cancer Research Center
Austin Paynter	Senior	Physical and Psychological Health	TBD
Morgann Dills	Senior	Applied Studies	TBD
Elizabeth Arquiett	Senior	Applied Studies	Goodwill Career Center
Maleek Puliam	Senior	Physical and Psychological Health	YMCA

Community Learning Agreement

Return to your program administrator by

Contact Information

Student _____

Phone Number _____

Campus _____

Graduation Year _____

Email _____

Service Site Supervisor _____

Site Phone Number _____

Service Site _____

Site Email _____

Commitment Period

Start Date _____ End Date _____

Hours Per Day

+ + + + + + + =

M

Tu

W

Th

F

Sa

Su

Flexible

Total

Hours Per Week

Job Description

Job Title _____

(Please estimate percent if more than one area or type)

What issue area(s) does this service address? Education Human Need Public Safety Environment

What type(s) of service are you doing? Program Support Direct Service

Will you provide leadership through guiding, supporting or organizing the service of others? Yes No

How many volunteers will you seek to recruit? (if applicable)

Briefly describe your role and responsibilities _____

Service Objective

What do you hope to achieve or contribute? _____

**Learning
Goal (s)**

What do you expect to learn or gain? _____

Competencies

Name at least three skills you would like to develop

Signatures

_____	_____
Program Member Signature	Date
_____	_____
Service Site Supervisor Signature	Date
_____	_____
Campus Administrator	Date

About this Form

The Bonner Foundation requires that all program members of the Bonner Program fill out the Community Agreement at the beginning of their service. If you serve at more than one site, please have a unique Community Learning Agreement for the first two sites. The Community Learning Agreement is a tool that acts as reference point for the beginning, middle and end of your service at a particular site. The Community Learning Agreement allows you to document your service in such a way that you can reflect on your accomplishments and your struggles at the mid-point and end point of your service.

You should fill out the Community Learning Agreement and return it to your program administrator within one month of starting your service, because the Community Learning Agreement marks the beginning of your service at a particular site. So if you started your service on September 1, you would want to discuss the various components of this form with your program administrator and service site supervisor, fill out the Community Learning Agreement and return the completed, signed form to your program administrator before October 1. Please make a copy for yourself and for your service site supervisor, so that both of you can refer to it later. If you would like to learn more about the Community Learning Agreement, please visit the Bonner Foundation web site <<http://www.bonner.org>>.

Averett University National Bonner Leader Policies and Procedures for Discipline, Suspension, and Release from Service

I. Requisite Standards of Conduct

All Students are expected to acquaint themselves with performance criteria for their particular service site and with all the rules, procedures, and standards of conduct established by the University Code of Conduct, and the National Bonner program (<https://bit.ly/2NSMwrU>).

A Student who does not fulfill the responsibilities set out by such performance criteria, rules, procedures, and standards may be subject to suspension or dismissal from the program.

II. Conduct that is Subject to Disciplinary Action

A. Service Performance

- (1) Failure of a Student to maintain satisfactory service performance can constitute just cause for disciplinary action up to, and including suspension and release from service. The term “service performance” includes all aspects of a student’s service, including but not limited to attendance, timeliness and behavior in the course of service.
- (2) Service performance is to be judged by the Program Director’s and Site Supervisor’s evaluation of the quality and quantity of service performed by each student. When, in the opinion of the Program Director, the service of a student is below the standard established by the program, the Program Director will take appropriate disciplinary action.

B. Training/Enrichment and Administrative Performance

- (1) Attendance and active participation is expected at training/enrichment events. Whether on campus or beyond, as a representative of Averett National Bonner Leaders, conduct should meet all standards expected at service site.
- (2) All students are required to document their hours utilizing the BWBRs system. This is time sensitive for accurate documentation to ensure students meet requirements.
 - a. Hours are to be entered weekly- they should be entered no later than Monday of the following week.
 - b. Paper timesheets are to be signed bi-weekly. All students are expected to follow policy for documenting hours, and when in doubt make inquiries in advance of due dates to ensure proper entry.
 - c. Students should not guess about hours to be documented.

- d. There is a short window for approval of hours, so students are expected to monitor their email and respond promptly to inquiries and updates related to BWBRs.

C. Academic Performance

Students are to have a minimum GPA of 2.5 to be accepted as a National Bonner Leader student. If a student's GPA falls below this level, a meeting will be scheduled to discuss the student's plan to improve their academic performance. A suspension of membership may be considered.

III. Misconduct

- A. All students are expected to maintain standards of conduct suitable and acceptable to the work environment. Disciplinary action, including suspension and release from service, may be imposed for unacceptable conduct.
- B. Examples of unacceptable conduct include, but are not limited, to:
 - (1) Falsification of time sheets, personnel records, or other institutional records;
 - (2) Failure of a student to adhere to responsible work habits such as reporting for scheduled service appointments and office hours, being on time, staying on task, being friendly and helpful in the school and community, and maintaining a professional manner and appearance;
 - (3) Refusal of a student to follow instructions or to perform designated service that may be required of the student or refusal to adhere to established rules and regulations;
 - (4) Repeated tardiness or absence without proper notification to the Program Director and site supervisor or without satisfactory reasons for unavailability for service;
 - (5) Lack of response or consistently late response to email, phone or other electronic messages and requests for information;
 - (6) Failure to meet deadlines for timesheets, hours entry, or submitting signed hours logs or other requested paperwork; and/or
 - (7) Texting during service, especially while driving.

IV. **Warnings and Disciplinary Action**

- A. The first two times a student fails to maintain any one of these standards of conduct they will be issued a verbal warning from the Chair of the Bonner Accountability Board
- B. Students who fail to maintain any one of these standards of conduct for a third time will be asked to meet with the Bonner Director and a plan of action will be decided.
- C. Students who fail to follow up as indicated in the plan are subject to suspension/dismissal
- D. Upon suspension, a student will be prohibited from serving for a period of up to one semester. During the time of suspension, the student is eligible to find another Work Study position on Averett's campus. The student will reflect on his/her commitment to Bonner and decide whether s/he wants to continue his/her service. At the end of the suspension, the student will meet with the Program Director to discuss her/his decision.
- E. If a student is unable to recommit to the program, the student will be dismissed from the National Bonner Leader Program.
- F. If there are extreme circumstances (e.g. illness, change of status) that cause a student to fail to maintain any of these standards of conduct, s/he should arrange for an individual negotiation with the Program Director to develop an agreed-upon plan of service for the remainder of the program year.

V. **Term of Service**

- A. The National Bonner Leader Program term of service is a full academic year, to include a complete Fall and Spring semester, regardless of the number of service hours accrued.
- B. In order to be eligible for the stipend, the student must complete a minimum of 200 hours of approved service hours, satisfactorily complete all required training and submit signed paperwork within required timelines. All National Bonner Leader related service hours are to be logged in BWBRs.
- C. Once a student has signed up for a service day, whether it be a one-time service or their weekly service, the student may not cancel within 48 hours of such an event unless extreme circumstances (e.g. illness, change of status, death in the family) exist.

The Bonner Hours Breakdown

100 Bonner Hours/ Semester

The major commitment of Averett University to the National Bonner Foundation is that students will commit to completing 100 hours of service and training/ academic semester. Students are encouraged to serve more, but are only committing to 100 hours/semester. Note: Most other National Bonner Leader schools commit to 300 hours of service and training/semester.

There is flexibility in semester hours served, as long as the student plans to serve 200 hours in the academic year.

- According to Federal law, students cannot be paid for academic course work.
- According to FAFSA law, students can be paid only up to 20. You should distribute your weekly hours accordingly.

Paid Hour Examples to be added towards you 100 Bonner hour commitment
Service Site Hours
Volunteering for Days of Service
Peer Mentoring in Averett 101
National Bonner Leader Meetings
Fall & Winter Orientation

Stipend

All National Bonner Leaders receive an annual stipend for \$1,200. This stipend is dispersed to students on an hourly basis for their service and training in the National Bonner Leader Program. Following the state of Virginia employment laws, each student will receive \$7.25 for each Bonner hour fulfilled that qualifies for payment.

2021-2022 Commitment Form

Averett University National Bonner Leader Program

I. Purpose

It is the purpose of this agreement to outline the terms of membership in the Averett University National Bonner Leader Program and commit to membership for the 2019- 2020 academic year.

II. Leader Information

Name (Full first and last): _____

Cell phone number: _____

III. Service Agreement

I understand to fully participate and engage in the Averett University National Bonner Leader Program I am required to:

- Complete 3-5 hours of service at your site/week in order to earn your full stipend.
- Enroll in the National Bonner Leader section of Averett 101 in your first year and enroll in IDS 251: Averett 101 Mentoring in your second year, if you are a Peer Mentor
- Attend **and engage** in weekly enrichment and training activities
- Log and have my site supervisor approve my hours in BWBRs every week
- Participate in National Bonner Leader Orientation
- Participate in additional campus-wide service events including: MLK Week and Days/Play to Engage
- Attend Winter Orientation and Sophomore Exchange
- Participate in mid-year and end of year assessment and evaluations
- Participate in Engage Showcases in the Fall and Spring

I understand that I will be receiving a bi-weekly stipend during my participation in the program that will total \$1200.

IV. Good Standing Agreement

I understand that I must be in good academic standing and conduct standing with Averett University. I must maintain a 2.5 GPA. If I do not maintain a 2.5 GPA, I recognize that I will be placed on Bonner academic probation, a performance improvement plan will be developed with the Bonner Director, after which I have **one** semester to show significant academic progress. I understand that I must maintain a level of personal conduct that reflects positively upon the National Bonner Leader Program and myself. I will agree to share my status with the Program Director.

V. Authorization

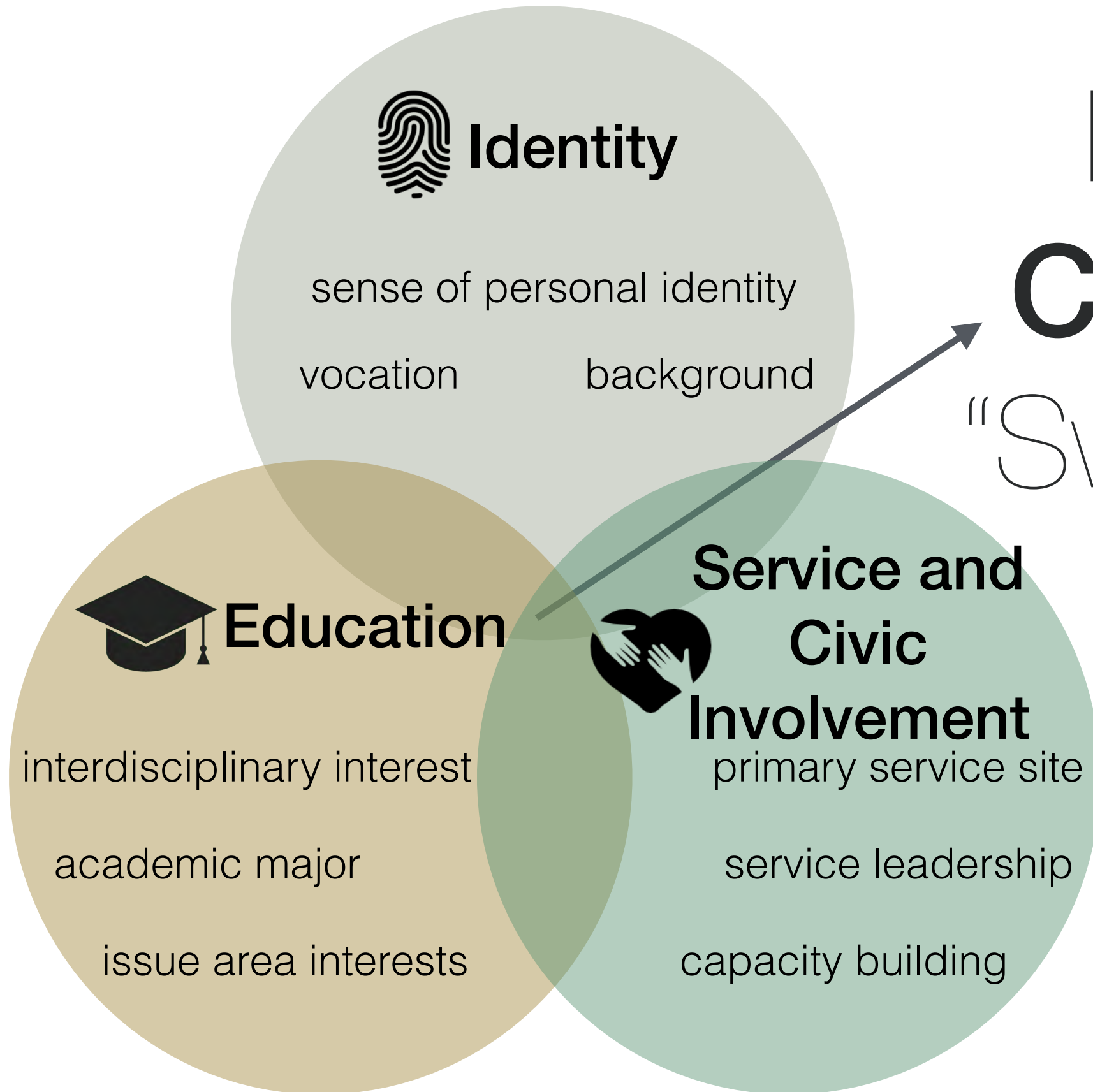
I hereby acknowledge by my signature that I have read, understand, and agree to all terms and conditions, including the Policies and Procedures for Discipline, Suspension, and Release from Service. I accept membership in the Averett University National Bonner Leader Program for the 2019-2020 academic year. Failure to meet any of these requirements may result in the termination of membership and loss of financial benefit.

Signature: _____

Date: _____

Bonner Capstone

“Sweet Spot”



Bonner Capstone:



A project that connects your **identity**, **service**, and **academics**



A project created with the **community**



A **signature** experience

Just as you build up to graduate with an
academic major, think of your Bonner
Capstone as your...

Service Major





Bonner

Expertise

Developmental Model

Example

4

Integration of academic and experiential learning

3

Serve as site leader
Engaged in capacity building

Experience

2

Taking on leadership
Increased responsibility

Explore

1

Find issues and causes
Explore service sites

Capstone Examples

Columbia, Kentucky

Developmental Pathway

Senior Capstone Project and Paper

- ★ Full-time intensive summer and internship in Rumania, working with Diaconia Clinic and Home of Hope
- ★ Worked with children and dentists to provide education and care
- ★ Completed a culminating reflection paper integrating four-year experience
- ★ Presented paper to deans, administrators, students, and Bonner Program at Lindsey-Wilson

Project changed Lauren's future as...

Capstones take many forms:

- Research Paper
- Volunteer Handbook
- Curriculum
- Program
- Grant Proposal
- Theater Production
- Campaign
- Policy Recommendation

2022 Seniors

Grey Capozzoli	Physical and Psychological Health	UVA Cancer Research Center
Rana Davis-Robinson	Physical and Psychological Health	YMCA
Allison Kelley	Physical and Psychological Health	God's Storehouse
Allison Davis	Arts and Humanities	Habitat for Humanity
Ashley Ruelo	Applied Studies	United Way
Jared Brown	Physical and Psychological Health	Danville Church and Community Tutorial Program
Austin Paynter	Physical and Psychological Health	TBD
Morgann Dills	Applied Studies	TBD
Elizabeth Arquiett	Applied Studies	Goodwill Career Center

Preparing Student Teachers for Teaching Experiences in High Needs Schools

Three Main Components of Student Teacher Preparation

Abstract

Teachers working in high-poverty, urban schools are 50% more likely to leave than teachers working in low-poverty schools for reasons that include lack of support from school administrators, student behavior problems, and not being prepared for the demands of teaching in these schools (Freedman 2009). This research is designed to address one contributor to this problem: a lack of preparation in teacher training programs. The activities and discussions outlined within this resource are based on experiences and situations that student teachers may face throughout their teaching careers within these schools. A resource for student teachers is developed focusing on three areas: 1) development of a teaching vision, 2) connection with students' communities, and 3) use of students' culture as a foundation for curriculum. This resource will encourage faculty to work with student teachers to develop the skills and mindset needed in order to effectively teach in these schools.



Siena College Bonner Service Leader Senior Capstone
By: Jessica Guthrie
Advisor: Dr. Ruth Kassel, Ph.D.

1. Developing a Teaching Vision

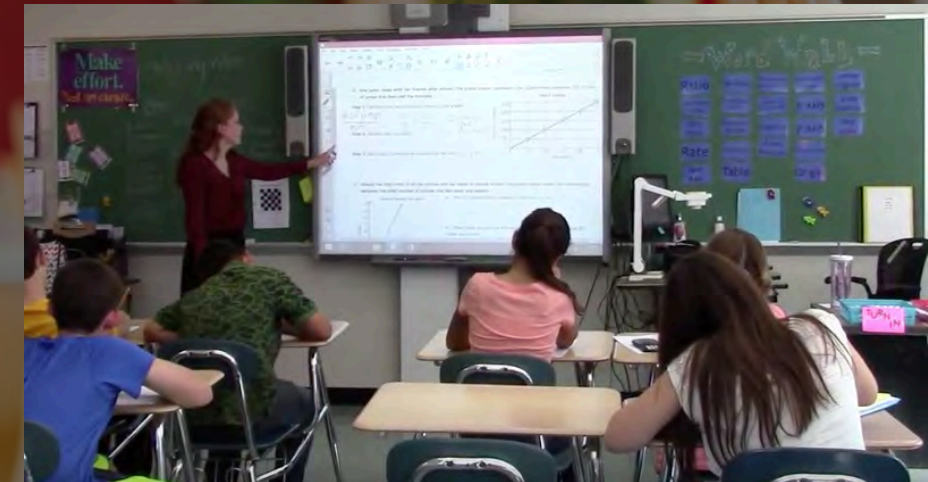
Fairbanks et al. (2010) defines vision as a “teacher’s personal commitment to seek outcomes beyond the usual curricular requirements.” When teachers strive to extend the outcomes of their teaching passed student understanding of required content material, they motivate their students to become “something special” (Fairbanks et al. 2010). Additionally, visions can also help teachers foster the relationships that they envision themselves developing with their students and help teachers become more thoughtfully adaptive while teaching (Amatea 2012, Fairbanks et. al 2010).

2. Connection with Student Communities

Teachers who are inexperienced working with students in high-needs, urban schools often develop deficit views of these students. (Amatea 2012). Long et al. (2014) concluded that when student teachers interacted with students on a regular basis, the stereotypes they held about a particular group of people were shattered. Teachers’ dedication to maintaining constant communication with their students’ parents/guardians results in deeper relationships with students’ families (Barnes 2006). Furthermore, Amatea (2012) indicated that constantly communicating with students’ families increased the value that student teachers saw in integrating the knowledge of diverse families into their instruction.

3. Culturally Responsive Teaching

Shevalier (2012) describes culturally responsive teaching as a way to “respond to students in ways that build and sustain meaningful, positive relationships.” In a study completed by Foote (2004), student teachers identified having exposure to cultural diversity in their classrooms as a beneficial experience for their development as teachers. Also, culturally responsive teaching is a result of integrating different types of learning into the curriculum in order to develop and foster students’ understanding of others in the classroom (Gay 2002).



Trainer Guide Format

The self-guided trainer guides are designed to be implemented into the EDUC-261 Foundations of Language and Literacy curriculum to focus discussion about observations in classrooms around the three main components of student teacher preparation for high-needs, urban schools. One trainer guide is designed for each component and each trainer guide includes:

1. Suggested Readings
2. Discussion Questions
3. Suggested Activities

The purpose of each trainer guide is to deepen prospective student teachers’ understanding of the skills and mindset required to effectively teach in these schools early within their growth toward student teaching.

Connection to DORS

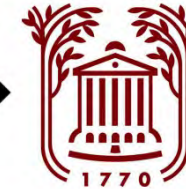
Working with students in high-needs schools will expose student teachers to the DORS values that Siena upholds through:

- Working with students from diverse backgrounds and learning how to incorporate their culture into the curriculum
- Developing a positive attitude for their teaching experience and hoping to improve their practice in the future
- Fostering a respectful and safe classroom community
- Serving under-privileged students within the capital region

Reducing Health Disparities in Our Youth

ANGELA JONES

BONNER LEADER PROGRAM



COLLEGE of
CHARLESTON

BONNER LEADER PROGRAM

Introduction

My senior capstone is based on a health intervention organized for Chucktown Squash after school program. The program was entitled the Squash Health and Wellness Fest. The duration of the program was 15 weeks and included informative yet interactive sessions, healthy snacks, and games. A pretest and posttest measured the student's overall progress.

I chose 5 specific health concerns/areas of improvement based on a joint assessment conducted with the students and program coordinator, Remy Starker. The 5 relevant health topics included:

1. *The Importance of Fresh Fruits and Vegetables*
2. *How to Eat Healthy on a Budget*
3. *Hydration is Key*
4. *Hygiene*
5. *Sugar Consumption Reduction*

The Health Intervention was constructed to provide useful knowledge about relatable and relevant health issues. The goal was to increase the students' awareness and encourage them to change specific health behaviors. I am grateful I had an opportunity to share the knowledge I gained from a degree in Public Health with my mentees. As a result, student will have the capacity to improve their overall quality of life and reach their maximum potential while playing squash on the courts.

Methodology

Week 1-3: Mentor training reviewed the purpose of the program and leading by example with healthy lifestyle choices. Mentors identified our own strengths and interests and analyzed how we can incorporate them in order to enrich the scholars.

Week 4 (09/14/2016) We conducted a fitness test using the FitnessGram Pacer test, calculating BMI, crunches and flexibility. Students will be tested at the end of the semester to track progress and encourage further development.

Week 5 (9//19/16, 9/21/16, 9/23/16) Mentors completed a cultural competency training involving a poverty simulation and discussion.

Week 6-7 Hurricane Matthew Evacuation Preparation, so programming was shortened for the week.

Week 8-9 (10/17/16, 10/20/16) I conducted the first session of an intervention, I started with a pretest, containing a Likert scale and questions assessing attitudes toward various health topics. I presented a prezi about the Importance of Fresh Fruits and Vegetables, distributed a trifold, and facilitated a discussion about health eating habits, especially among the youth.

Week 10-11: I conducted the second session of an intervention called Chucktown Squash Health and Wellness Fest. I presented a prezi about eating healthy on a budget and distributed a comic trip for the students to take home. Students were instructed to write a paragraph long reflection, those who read aloud were rewarded with fruit leather, a tasty but nutritious snack containing 1 serving of fruit and no added sugar.

Week 12 (11/10/16) I conducted the third session: I presented on the Importance of hydration, false advertisements that do not promote water consumption, and a module for behavior change. We used fruit infusion to make water more appealing. Water was infused with watermelon, strawberries, lemon, oranges, mint, and kiwi. Students calculated how much water they should drink each day and set a goal based on BMI. Students wrote a reflection vowing to make water related behavior changes based on the information given in the session.

Week 13 (11/17/16) I conducted the fourth session of an intervention: I gave a presentation on hygiene and handwashing. I encouraged the scholar's creativity by dividing 4 groups to create advertisements for deodorant. The winning group received a prize. We played performed improv related role play scenarios including a person, place, and problem related to hygiene. A brief mime game demonstrated the World Health Organization's 11 steps of hand washing.

Week 14-15 (12/01/16) I conducted the fifth session of an intervention, I gave a presentation on 'The Truth about Sugar' and then led a discussion about future behavior changes to reduce adolescence sugar consumption. We played a game where teams guess the amount of sugar in various food items such as soda, candy, cereal, fast food salads, and juice. Afterwards, we played Jeopardy to review content from all 5 Sessions.



Conclusion

I conducted a post-test, containing a likert scale and questions assessing attitudes toward health topics discussed in the intervention. Student's awareness and attitudes of the 5 health concepts increased by 23%.

Throughout the health intervention I was able to connect with the students and understand why they were making certain health decisions and then improve the behaviors with valuable knowledge

As a result I was able to connect three key areas my own passion and interest. I addressed social issues such as lack of access to fresh fruits and vegetables (food deserts). At the time the closest grocery store to most of the students, the BILO on meeting, was replaced. The key factors in impacting a health behavior change are a supportive environment, awareness, and the behavior change itself. I incorporated all three into my intervention to ensure effectiveness.

With a minor in sociology, I witness the connection between personal health and social determinants. Those in underserved communities experiences health disparities at an increased rate. In most cases health behavior is influenced by media, environmental conditions, and family. Many acquired behavior are cultural and generational. As a mentor to growing adults, it is my responsibility to share the skills and knowledge I have gained from Public Health because an individual's education and socioeconomic status has direct relationship with their health status. This includes access to quality care and access to knowledgeable resources which lead to making informed health decisions.

Special Thanks

CCE Staff, Domenico Ruggiero, Stephanie Visser, and Bonner interns. Remy Starker, CofC's Health and Human Performance Department, and the outstanding Chucktown Squash Scholars.

Culturally-relevant Education and Medical Services for Indigenous Bolivian Women and Youth

Siena College Bonner Service Leader Senior Capstone
By: Brittany Drollette
Faculty Advisor: Jesse Moya, PhD



Abstract: The country of Bolivia is struggling to provide indigenous and low-income women with the care they need, for both adolescents just learning about topics such as menstruating, and seasoned mothers preparing to birth their 5th child in less than 10 years. While much of the Bolivian population receives westernized care or at least understands it, there is still a large portion of those who do not: indigenous peoples, the majority of whom reside in rural areas. This paper examines the state of sexual health education as a whole in Latin America and Bolivia, and discusses how a misunderstanding of indigenous culture, particularly Aymara and Quechua, is negatively contributing to this state in a substantial way. Additionally, this paper explores how westernized educational practices and medical practices can address the health needs of indigenous communities while also remaining culturally sensitive to their beliefs.

Solution One: Access to Sexual Education

- There are two approaches to Sexual Education:
 - The Life-Skills based method, which targets changing sexual behaviors of youth.
 - The Biological based method which targets building biological knowledge of youth.
- Characteristics of an informed adolescent:
 - a knowledge of biological processes of the reproductive system
 - a knowledge of proper family planning methods
 - a respect and understanding of their own body, as well as other's.

#1

Problem One: An Education Disparity

- 32% of citizens are without formal education.
- 77% of the illiterate population are women, leaving them vulnerable to situations of control.



#2

Problem Two: Ethnocentrism

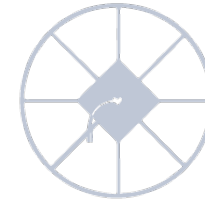
- 60% of the population is indigenous, primarily within the Aymara and Quechua traditions.
- Indigenous peoples often live in extreme poverty, and have virtually no access to adequate health care facilities and resources.
- They are often confronted with intense Ethnocentrism.

Solution Two: Culturally Relevant Medical Services and Sexual Education

- Community Based Medical Services: creating lines of communication and trust between traditional indigenous peoples and western medical doctors.
- Culturally Relevant Sexually Education: connects the discontinuity between home culture and school culture, by inserting education into culture as opposed to inserting culture into education.
 - Keys to success: the use of home language, drawing on issues and ideas the students find meaningful, and allowing students to be comfortable in their own culture ("be themselves.")



**THE CENTER FOR
COMMUNITY ENGAGEMENT &
CAREER COMPETITIVENESS**



**NATIONAL
BONNER
LEADERS**
Averett University

Thursday, May 27th Agenda

**Workshop 2:
Bonner Foundation**
9am-10am

Meet with a member of the National Bonner Foundation and discuss the Bonner Model and using it in curriculum

**Workshop 3:
Bonner Leadership Team**
10am-11am

Hear from Averett University Bonner Leadership Team members and learn about their experience in the program and their plans for the future and capstones.

**Workshop 4:
Bonners in your curriculum**
11am-12pm

Map out how you could use the Bonner Leaders in your own curriculum

Lunch & Learn
12pm-1pm

Continue discussion on using Bonner Leaders in your own curriculum.





AVERETT UNIVERSITY BONNER LEADERSHIP TEAM

Committee-Based Bonner Leadership Teams (BLT) are made up of groups of students who hold responsibilities for a specific topic or task within a Bonner Program. All National Bonner Leaders at Averett University will be part of one of the committees led by a Bonner Leadership Team member. Each committee will have at least 8 members. BLT members and committee members will be responsible for meeting at least monthly with their committee. Some committee meeting time will be provided during the weekly Bonner Leader meetings.

Averett University Bonner Leadership Team Committee Chair Roles

Recruitment

- Marketing
- Scheduling Interviews
- Researching Best Practices

Bonner Love

- Bonner Bonding
- Assisting with meetings
- Team Building

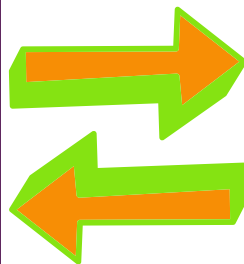
Bonner Accountability

- 3 Point System
- Service Hour Accountability
- Attendance

At Averett University, the Bonner Leadership Team is selected through an application and interview process. Only sophomores, juniors, or seniors will be BLT members and all freshmen will be a part of a committee. Students will fill out an application and interview for the Committee Chair role they wish to occupy, Program Director will interview students, and students will be chosen by Program Director. The term limit of a BLT member is one academic year.

Committee Chairs will:

- Meet weekly or bi-weekly with Program Director
- Lead committee meetings
- Keep records of information discussed during committee meetings and relay information to Program Director
- Lead assigned projects with committees

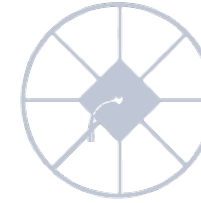


Committee Members will:

- Engage with fellow committee members during committee meetings
- Carry out any tasks assigned during committee meetings
- Assist BLT members (Committee Chairs) with projects
- Engage in brainstorming sessions for projects



THE CENTER FOR COMMUNITY ENGAGEMENT & CAREER COMPETITIVENESS



NATIONAL
BONNER
LEADERS
Averett University

Friday, May 28th

Workshop 5:
Community Asset Mapping
9am-10:30am

Discuss and map the resources and assets of the Dan River Region. Learn what local nonprofit organizations offer and how Averett University can play a role in being part of these change-making organizations

Workshop 6:
Bonner Service Sites
10:30am-12:00PM

Hear from Bonner Service Site Supervisors and learn what role Bonner Leaders play in their organizations
Service Sites

- UVA Cancer Center
- Danville Church-Based Tutorial Program
- Danville Life Saving Crew
- Boys and Girls Club

Lunch
12pm-1pm

Final Thoughts and wrap up
How do we move forward from here?



Danville Church and Community Tutorial Program

The mission of the DCBTP is to inspire the youth of the Danville Region towards academic and personal excellence through tutoring services, character development, enrichment activities and strong community partnerships.

Multiple Positions available.

Job Description:

- Will be assigned to be an assistant to the site Coordinators
- Will create a working relationship with the schools the students attend to enhance student achievement
- Will organize Averett tutors to match tutor to students
- Will assist Coordinator with administrative paper work
- Will assist with tutoring of students
- Will arrive 30 minutes prior to start time to assist Coordinator for tutorial preparation
- Will contact parents as assigned as needed for support
- Develop goals for students to achieve and submit to Coordinator
- Keep records of students that will be submitted to Coordinators quarterly
- Attend all meetings and training offered by CBT



Potential Sites: Woodberry Hills Baptist Church, Abundant Life, Bennett Memorial, Camp Grove, Pleasant View, Refuge Fundamental, Union Street, Woodside Village, Right Touch Christian Center

Potential Hours: weekdays 3:00pm - 5:30 pm

Interview Contact: Kenny Lewis lewisk1002@gmail.com

Bonner Leader Assignment Description

Title: Communications & Marketing Assistant

Organization: Dan River Nonprofit Network - 308 Craghead St., Ste. 104, Danville, VA 24541
Contact: info@danrivernonprofits.org; 434-792-3700 ext. 226, danrivernonprofits.org
Project Period: 2019 – 2023

Bonner Leader Assignment Objectives and Member Activities

Goal of the Project:

A communications and marketing assistant at the Dan River Nonprofit Network will increase capacity at the Network as well as at our membership agencies and nonprofits through Danville City, Pittsylvania County and Caswell County.

This position is responsible for assisting with the Network's media relations and external communications. The assistant will create/design various digital and print content for the Network. They will plan and schedule social media posts. The assistant will also play a large role in conceptualizing marketing strategies for nonprofit and general public awareness, brand recognition, and use of services. When available, the assistant will photograph and/or film Network events for use in future media.

Through this position, the Bonner Leader will be able to participate in free trainings and professional development opportunities. The Dan River Nonprofit Network is committed to providing an environment that is free from discrimination and harassment based on race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, pregnancy, gender identity or expression.

Site Supervisor: Evelyn Riley, Executive Director of Dan River Nonprofit Network

Member Activities:

1. Create graphics for digital and print use
2. Design posters, brochures, rack cards, newspaper ads, etc. to market the Network and the Network's services
3. Research and create monthly content calendars for updating organizational website content and social media
4. Assist in the development of a marketing strategy for resource awareness & increased membership
5. Assisting with the creation and distribution of press releases
6. Photograph/film Network events
7. Create weekly organizational newsletter





JOB DESCRIPTION

Position Title: Career Center Volunteer

Reports to: Career Center Coordinator, Sierra Petty
(434) 792-2511 ext. 224

Basic Function: Oversee all aspects of a Career Center. A Career Center is a resource center attached to a Goodwill store for the purpose of helping individuals find employment or increase their computer skills.

Job Description

1. Follows safety policies and procedures.
2. Assists individuals in job searches, designing resumes/cover letters and completing employment applications.
3. Provides individuals basic computer skills instruction to enable them to conduct online job searches and create job search materials.
4. Supervises individual's activity to ensure appropriate use of computers, office equipment and other resources.
5. Maintains confidentiality of records and security of Career Center resources.
6. Accomplishes all tasks, as appropriately assigned or requested, for successful completion of the mission of GISCV as assigned or requested by immediate supervisor.
7. Safeguards company property, following established policies and procedures to guard against damage, loss and/or theft.

Company Description: Goodwill Industries of South Central Virginia, Inc. is a non-profit organization that provides training and career opportunities for people with barriers to employment.

Essential Requirements:

1. Ability to maintain acceptable punctuality and attendance.
2. Ability to work with a wide variety of individuals who possess various levels of mental, emotional and physical functionality, as well as varied work experience.
3. Ability to read, write and count to accurately complete all documentation.
4. Ability to comprehend and interpret documents such as safety rules and procedural manuals.
5. Ability to effectively communicate with other individuals.
6. Ability to use MS Word and Publisher to perform job responsibilities and to utilize the internet to support job duties.
7. Ability to sit or stand for moderate periods of time and to bend, crouch, and balance.
8. Ability to push, pull, reach, handle and manipulate equipment and controls necessary to perform job duties.



JOB DESCRIPTION

Minimum Qualifications:

- Currently enrolled at Averett University and registered as a participant in its National Bonner Leaders program. Prefer those interested obtaining a bachelor's degree.
- Excellent verbal and written communication skills.
- Ability to communicate effectively with internal and external customers.
- Computer literate and possess a good working knowledge of MS Word, Publisher, and Outlook.
- Ability to work independently on assigned tasks as well as to accept direction on given assignments.
- Able to work collectively with agency staff.
- Must have ability to lift and/or move up to 25 lbs.

RECEIPT OF JOB DESCRIPTION

This document is intended to be a general guideline to the position. It is not intended to be all-inclusive. Goodwill reserves the right to revise and modify this job description at any time.

I have read, understand and have received a copy of this job description. I understand that my engagement with Goodwill is at-will. I understand that signing this job description is in no way to be considered a contract for employment.

The physical demands described here are representative of those that must be met by an employee to successfully perform the principal functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the principal functions.

This job description has been reviewed with me by my supervisor. I understand and agree to perform all duties as assigned. I understand the job functions may be changed from time to time.

Danville Life Saving Crew

Position: Emergency Medical Technician

Contact: Tommy Barber, Training Coordinator

Phone: 434-792-1871 x 210

tbarber@dlsc.org



EMTs are first responders in the event of medical emergencies. They respond to any medical emergency, but the most common are car accidents, childbirth, violent traumas, heart attacks and accidents.

Nationally certified training is provided and paid for by the Danville Life Saving Crew.

The Danville Life Saving Crew's mission

- be the leader in providing pre-hospital care to the sick and injured.
- provide superior training to our members and members of other agencies throughout the community
- providing opportunity for personal growth, career development and advancement for those who work in the EMS field.

Each trainee should:

- Be of good moral character
- Free of physical limitations
- Free of any physical limitations
- Free of felony convictions specified by the Commonwealth of VA's Department of Health Regulations

Shifts are available 7 days a week.



UVA Cancer Center - National Bonner Leader Position

Research and Outreach Assistant

Mission Statement:

The UVA Cancer Center's mission is to reduce the burden of cancer through care for the patients of today, and through research and education for the patients of tomorrow.

What We Do:

The University Cancer Center delivers advanced care using the latest research-based treatment options to improve one's quality of life. Here in Southside Virginia, the Cancer Center staff is responsible for the development, delivery, administration and evaluation of cancer and obesity-related initiatives. Staff also works with a wide variety of partners (e.g., schools, workplaces, health care, and faith-based communities) in several outreach, education, and research projects.

Areas of Responsibility:

- Research and create a flow chart of key stakeholders and community partners in the region.
- Reach out to those stakeholders to gather their input on their needs and introduce our programs and resources.
- Support and eventually provide culturally relevant programs within our region of development to community partners.
- Support and implement the Understanding Cancer Curriculum in the region.
- Maintain a database of Community Health Workers within the region.
- Assist with data collection, entry and management during research projects.
- Support community partners through intervention and recruitment training as assistance in implementation of research projects.
- Provide support and assistance in the management of the Parent Advisory teams associated with the research projects.

Required Competencies/Experience:

- Oral and written communication skills
- PC proficiency
- Research skills
- People skills
- Good organization skills
- Ability to work independently

Hours:

Morning and evening hours are available 10am until 8pm. Weekend hours are also available.

Contact:

Bryan E. Price - Outreach and Education Specialist

beprice@virginia.edu - (434) 962-6659



National Bonner Leader Community Position

Site: Danville Area Humane Society

Supervisor: Paulette Dean dahsinc@yahoo.com

Mission Statement:

Our purpose is to promote the welfare and humane treatment of all animals: mammals, fowl, reptiles, and fish; to prevent cruelty and promote kindness, respect, and reverence for all forms of life; and to this end, provide for the rescue and temporary maintenance of lost, strayed, abandoned animals; find responsible, loving homes for as many as possible; investigate acts of cruelty, abandonment and neglect; strive to decrease pet overpopulation through spay/neuter programs; disseminate the principles of humaneness through educational programs and through these efforts contribute to the creation of a truly humane society.

What We Do

We operate the city animal shelter, conduct humane investigations and rescue operations, have a spay/neuter program, and have an educational program.

Duties:

Market animal adoptions on social media and DAHS website. Take pictures of animals for marketing. Manage volunteer and donor database. Manage Get Connected for Averett volunteers. Set up paper newsletter and email correspondence. Help with event planning, fundraisers, advertising, etc. Help with workshops with elementary school children

Available hours:

Monday- Friday 8:30 am- 5:30 pm
No Weekend Hours

Bonner Leader Assignment Description

Title: Research Assistant

Organization: Dan River Nonprofit Network - 308 Craghead St., Ste. 104, Danville, VA 24541
Contact: info@danrivernonprofits.org; 434-792-3700 ext. 226, danrivernonprofits.org
Project Period: 2019 – 2023

Bonner Leader Assignment Objectives and Member Activities

Goal of the Project:

A research assistant at the Dan River Nonprofit Network will increase capacity at the Network as well as at our membership agencies and nonprofits through Danville City, Pittsylvania County and Caswell County.

The researcher will explore potential programming and services offered nationwide and assist in guiding the structure of classes, trainings, etc. that the Network will host. In addition, the researcher may assist in analyzing the Network's current and future offerings. A researcher may also spend time identifying fundraising and grant options to increase the Network's sustainability. Lastly, the researcher will read scholarship (literature, online thought pieces, etc.), identify current trends and issues in the nonprofit sector, and recommend material to cover in trainings, the Network newsletter, etc.

Through this position, the Bonner Leader will be able to participate in free trainings and professional development opportunities. The Dan River Nonprofit Network is committed to providing an environment that is free from discrimination and harassment based on race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, pregnancy, gender identity or expression.

Site Supervisor: Evelyn Riley, Executive Director of Dan River Nonprofit Network

Member Activities:

1. Research best practices and successful training/programming offerings at similar institutions as the Network in various communities
2. Compile and evaluate area nonprofit feedback and engagement for Network offerings in conjunction with the executive director (through surveys, focus groups, etc.)
3. Identify financial support options for organizational activities (primarily grant or partnerships)
4. Produce a weekly report of recommended reading material regarding sector discourse with key points to guide Network staff, board, members, and area nonprofits (this may be distributed in the Network newsletter, on our website blog, or on our social media)
5. Update the organizational website and Facebook with key resources





United Way of Danville-Pittsylvania County

Job Description for Bonner Leader Program

Summary:

The position reports directly to the Director of Public Relations and Operations. This is a part-time position with flexible hours. United Way offices are open 9 a.m. to 5 p.m. Monday-Friday, working hours may be synced with class schedule for convenience.

United Way's focus is Community Impact and we accomplish our mission through funding programs in the areas of health, education and financial stability, providing the community with valuable local data and providing capacity building support to local nonprofit agencies.

The overall primary objective of this position is marketing and social media support. United Way is in the process of raising awareness about the things we do and need someone who can provide information to the public in a fun and interesting way. The duties include but are not limited to:

- Attend United Way events to take pictures and record short videos with a cellphone
- Posting relevant information on multiple social media platforms and website
- Creating and distributing marketing materials for different events and campaigns
- Assist with the creation of important documents such as the United Way Annual Report
- Some clerical duties such as typing, copying and assembling information packets
- Assist with the planning and execution of community events
- Meeting with people to organize projects or complete interviews with photos

Our small number of staff members means the ability to work as a team is critical. Some duties may be assigned outside the scope of these specific job components.

Required Competencies/Experience:

Oral and written communication skills, PC proficiency, people skills, personal experience using multiple social media platforms, personal experience using a cellphone to create short videos and take good quality photos.



After School Child Watch Assistant- National Bonner Leader Position 2019-2020

215 Riverside Drive, Danville, VA 24540

Site Supervisor: Cord Cothren, Child Care Director

Email: cord.cothren@ymcadanville.org

Phone: (434) 792.0621

YMCA Mission: To put Christian Principles into practice through programs that build healthy spirit, mind and body for all.

YMCA Areas of Focus: Youth Development, Healthy Living, Social Responsibilities

YMCA Character Development: The core values that guide the YMCA in fulfilling the mission and goals are: Caring, Honesty, Respect, and Responsibility

Position Summary: Delivers excellent service to all members, guests, and program participants. Responds to member and guest needs, promotes memberships and programs, and maintains cleanliness and organization of the after-school care room.

****Essential Functions:**

- Provides excellent service to members, guests, and programs participants in the Y and on the phone, contributing to member retention.
- Builds relationships with members; helps members connect with one another and the YMCA
- Handles and resolves membership concerns and informs supervisor of unusual situations or unresolved issues
- Applies all YMCA policies dealing with member services
- Ensures the safety and engagement of children in assigned group
- Demonstrates competency with DESSA assessment tool and is fully trained
- Plan and use the S.A.F.E. framework to facilitate purposeful engaging activities and group projects that compliments the program's thematic or project-based agenda according the program's 9 components and site implementation plan
- Provide assistance with homework and encourage academic progress
- Follows program lesson plans and implementation plan in a developmentally appropriate manner, meeting the individual, physical, social, emotional, and intellectual needs of the participants
- Provides careful, attentive supervision, alert at all times
- Serves as a positive role model, demonstrates professional behavior and understand positive youth development approaches to the academic and social development of youth
- Facilitates a program environment that invites exploration, promotes positive play, and welcomes children
- Promotes a team concept through a positive approach to supervision, communication, and interactions with others. Maintains ongoing communication with supervisor
- Maintain accurate classroom records as assigned and according to program requirements
- Communicates regularly with parents, attends parent/family events as designated supervisor
- Demonstrates a working knowledge of YMCA mission, purpose and goals, childcare policies, and YMCA standards
- Ensures the program meets the highest standards of excellence

Service Skills:

- Follow staff dress code
- Greet members and guests
- Show interest in concerns
- Listen to suggestions and respond promptly
- Carry out other duties as assigned
- Be alert to safety factors and potential hazards
- Always look for ways to improve performance
- Emphasize fun, make the Y a happy place with positive relationships

Relationship Skills

- Be open friendly and approachable

Qualifications

- Certifications required: CPR/AED, and First Aid
- Excellent interpersonal and problem solving skills
- Ability to relate effectively to diverse groups of people from all social and economic segments of the community
- Previous customer service, sales, or related experience
- Group management, problem-solving and conflict resolution skills
- Must possess oral, auditory, and written communication skills appropriate for interacting with both children and adults
- Must be capable of implementing the daily administrative, program related, and supervisory responsibilities of an after-school site
- Flexibility, with ability to adapt to changing circumstances

Effect on End Results

This position ensures that YMCA members, potential members, and facility guest receive great customer services.

- Demonstrate a friendly environment for all individuals entering the facility.
- High member satisfaction through clear communication of membership and program information.
- Retention of members

**Denotes essential functions of the job. The YMCA promotes an equal employment opportunity work place which includes reasonable accommodation of otherwise qualified disabled applicants and employees. Please see your manager should you have any questions about this policy or job duties.



Volunteer Coordinator

Averett Bonner Leader

Our Vision: A world where everyone has a decent place to live.

Our Mission Statement: Seeking to put God’s love into action, Habitat for Humanity brings people together to build homes, communities and hope.

Danville-Pittsylvania County Habitat for Humanity (“DPCHF”) is an affiliate of Habitat for Humanity International, a global nonprofit housing organization operated on Christian principles. Since 1976, Habitat for Humanity International has helped to build, renovate and repair more than 800,000 decent, affordable houses sheltering more than 4 million people worldwide. Habitat for Humanity was founded on the conviction that every man, woman and child should have a simple, durable place to live in dignity and safety. Established in 1991, DPCHF has built 45 new homes and renovated 5 homes, serving 197 people locally and has served 47 families internationally through its annual tithes to Habitat for Humanity International. DPCHF raises needed funds from public, private and faith-based sources and utilizes volunteer labor to build homes. Learn more about us at danvillehabitat.org.

Job Title: Volunteer Coordinator to serve as an agent of change in our community, by assisting with the recruitment of volunteers, while also helping to strengthen our volunteer program. Job skills to be learned in this position will be to develop recruiting skills, build and maintain relationships and make a real impact in the community by providing decent, safe and affordable homes for those in need.

Job Duties: *Recruitment and Engagement* – further DPCHF’s efforts to recruit volunteers by utilizing recruitment strategies through the use of our volunteer database, facilitate volunteer recognition events, and implement volunteer retention strategies.

Volunteer Development & Management – Coordinate a volunteer schedule to maximize opportunities and interests for existing volunteers. Identify and develop new volunteer individuals or groups in our community. Assess their skill and interest level to ensure their effectiveness on either the house sites and/or in the ReStore.



Job Qualifications:

- Possess a natural ability to connect with people
- Believe in and passionately promote our vision and mission
- Demonstrate a desire to build relationships and public speaking
- Effectively and creatively communicate with others using social media, the website, print communications and in public settings
- Have flexibility and adaptability in both work style and work environment. Be able to work independently and with a team
- Assist volunteers with enthusiasm
- Use ingenuity to reach out to community members and inspire action and involvement with the mission of DPCHFH
- Take initiative in meeting goals and seeking professional growth
- Can problem-solve through challenges and failures
- Pay strong attention to detail and manage competing priorities effectively, especially when working with volunteers' schedules
- Maintain a level of integrity at all times when working with volunteers

If you desire to help make the American dream of homeownership become a reality for someone, please join our team at Danville Pittsylvania County Habitat for Humanity!

Our office is located at 2805 Riverside Drive, Suite J across the Dan River inside the ReStore. The ReStore plays a huge part in funding our operations as well as building strength, stability and self-reliance with shelter. The hours of operation for the ReStore are Tuesday through Thursday 10:00 a.m. to 5:30 p.m. and Friday and Saturday 10:00 a.m. to 4:00 p.m. Some volunteer opportunities may occur in the evenings or on weekends. We provide a separate office space in an exhilarating work environment. Your site-supervisor will be Kim Baldrige, Executive Director, and may be reached at kim@danvillehabitat.org or 434-793-3630.

**Goal of the Project:**

An exhibitions and events assistant at the Danville Museum of Fine Arts & History will increase the museum's capacity to promote history and art in the Dan River Region as well as helping to create an environment of diversity and inclusion.

The events assistant is responsible for providing support throughout the process to help ensure event success. The assistant will help manage existing event logistics, event marketing, and future event research. The assistant will work closely with the executive director and any relevant board committees to plan and execute the special events including any fundraising events.

Through this position, the Bonner Leader will be able to participate in free training and professional development opportunities. Danville Museum of Fine Arts & History is committed to providing an environment that is free from discrimination and harassment based on race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, pregnancy, gender identity or expression.

Site Supervisor: Larry Wilburn Ph.D. Interim Executive Director

Member Activities:

1. Convene and provide capacity support for occurring programs.
2. Brainstorm and research potential events to benefit the museum, its members, and to help create an environment of diversity and inclusion.
3. Schedule and manage logistics of events.
4. Maintain event calendar on website and social media.
5. Take leadership roles for special events.
6. Manage miscellaneous event logistics (seating, check-ins, technology, etc.).
7. Keep records of and communications with event attendees and conduct any necessary evaluations.
8. Assist in marketing for and addressing correspondence regarding events to help reach a diverse audience.

Danville Parks and Recreation National Bonner Leader Position

Parks and Recreation is seeking leaders who focus on affecting the City of Danville through community impact. The department is currently working on equity mapping for parks, playgrounds and infrastructure in the community. Students would be responsible for assisting the departments planning team to identify areas of need and impact based on citizen feedback. Students will predominantly work



in an office setting but will spend some time in communities and working with planning professionals.

In addition, the department is looking for students to engage in a community impact initiative program that targets neighborhoods in the City of Danville. Students will work alongside staff to coordinate, implement, oversee, develop and manage the FIT mobile program. FIT mobile provides free fitness classes and programs to neighborhoods and communities in efforts to help educate citizens of the benefits of healthy lifestyles as well as train and develop fitness leaders in each community. The project operates year round and visits a variety of sites. Morning and evening hours are available from 10am until 8pm. Weekend hours are possible. Students must possess a valid driver's license or have the ability to arrive at offsite work destinations. Students will work with a variety of demographics and ages during this program.

Contact: Jason Bookheimer, CPRP

Division Director of Community Recreation

bookhjl@danvilleva.gov

434.799.5200

Engaging Community and Enhancing Lives through People, Places and Services

Danville Church Based Tutorial Program National Bonner Leader Position

The mission of the DCBTP is to inspire the youth of the Danville Region towards academic and personal excellence through tutoring services, character development, enrichment activities and strong community partnerships.

Multiple Positions available.

Job Description:

- Will be assigned to be an assistant to the site Coordinators
- Will create a working relationship with the schools the students attend to enhance student achievement
- Will organize Averett tutors to match tutor to students
- Will assist Coordinator with administrative paper work
- Will assist with tutoring of students
- Will arrive 30 minutes prior to start time to assist Coordinator for tutorial preparation
- Will contact parents as assigned as needed for support
- Develop goals for students to achieve and submit to Coordinator
- Keep records of students that will be submitted to Coordinators quarterly
- Attend all meetings and training offered by CBT



Potential Sites: Woodberry Hills Baptist Church, Abundant Life, Bennett Memorial, Camp Grove, Pleasant View, Refuge Fundamental, Union Street, Woodside Village, Right Touch Christian Center

Potential Hours: weekdays 3:00pm - 5:30 pm

Interview Contact: Kenny Lewis lewisk1002@gmail.com



Program Coordinator, Malcom Huckabee Backpacks Program

Averett University Bonner Leader

Description

God's Storehouse is closing the gap between food insecurity and food access in the city of Danville and Pittsylvania County by providing food resources to those in need. With more than 175 families served per day, God's Storehouse staff and volunteers require additional support to ensure each family receives their box of food in a timely manner and is provided with healthy, nutritious food. As a Bonner Leader with God's Storehouse, you will support ongoing projects as well as initiate new projects that further our mission and increase efficiency. Join our team leading the charge to deepen our impact and expand our service. Learn more about us at godsstorehouse.org.

The Role

The Program Coordinator serves as the point person for the Malcom Huckabee Backpacks program, ensuring that kids most in need get the food they need over the weekend during the school year. Coordinating a complex program such as this will give you the opportunity to make a difference while developing vital transferable skills such as prioritizing tasks, communicating with various stakeholders, working individually and as part of a team, staying organized, and more.

What You'll Do

- Track and update participant numbers on a weekly basis
- Communicate schedules, needs and changes with program partners
- Manage the volunteer schedule, coordinating groups and communicating volunteer requirements
- Organize and record inventory on a weekly basis
- Identify food needs and place orders in a timely manner, ensuring volunteers and program partners have what they need to be successful
- Assist volunteer(s) with staging weekly packing items
- Pack and label allergy bags
- Assist with volunteer packing groups as available
- Assist with the recruitment and coordination of delivery volunteers
- Distribute program evaluations; record data

Who You Are

You'll be successful in this role if you:

- Boast a deep belief in and passionately promote our mission
- Have flexibility and adaptability in both work style and work environment.
- Able to work independently and with a team
- Can problem-solve through challenges and failures
- Possess a commitment to safety
- Assist volunteers as needed with enthusiasm
- Take initiative in meeting goals and seeking professional growth
- Pay strong attention to detail and manage competing priorities effectively
- Root your work in our core values

The Logistics

God's Storehouse is located at 750 Memorial Drive in Danville, just a short drive from Averett's main campus. We distribute food between 9:30am and 2:30pm Monday through Wednesday and between 1 and 5pm Thursday. Our office hours are 8:30am to 5pm. Some projects may occur in the evenings or on weekends. We provide a shared workspace in an exhilarating work environment. Your site-supervisor will be Emily Holder, Assistant Director, and may be reached at emily@godsstorehouse.org or 343-793-3663.



Life's most persistent and urgent question is,
'what are you doing for others?'

-Martin Luther King Jr.