Left Page: **Who is a Bonner Student?**

Who is a Bonner Student?

Bonner students are enrolled in American colleges and universities and committed to community service. These students were passionate about serving their communities before college. They have been chosen to receive financial aid or other assistance from the Bonner Program so that they may attend college and continue to positively impact their communities. Most Bonner students come from low-income backgrounds, so the aid is important to their education. Hence, the Bonner Foundation's motto is *Access to Education, Opportunity to Serve;* our intensive community service programs provide both.

Bonner Students:

▸ serve 8-10 hours per week in the community

▸ move through a training and enrichment program to supplement their knowledge and skills

▸ are committed to six common commitments

- social justice
- diversity
- community building
- spiritual exploration
- civic engagement
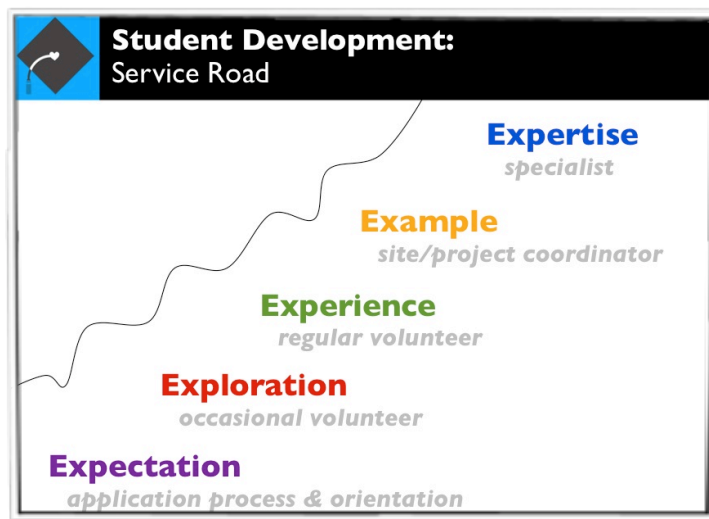- international perspective

Bonner Students:
   ▸ work 10 hours per week in the community

In order to continue to receive the Bonner scholarship or other financial assistance, Bonner students must engage in community service each academic semester and two summers during their college experience. Bonner students are asked to serve in their community approximately 10 hours per week during the academic year, which is equivalent to 280 hours annually. It is important that a service site can offer roughly 10 hours per week to a prospective Bonner student if it is during an academic semester. If the Bonner student is interested in serving your organization over a summer, it is essential that an organization can offer 280 hours for a summer of service over a minimum of 7 weeks. Bonner students in all service positions (academic semester, year, or summer) should have access to a **Site Supervisor**, which is someone who will typically be on-site at the organization when the Bonner student is serving. The site supervisor assists in tracking the developmental progress of the Bonner students as well as confirming their logged service hours.

   ▸ move through a training and enrichment program to supplement their knowledge/skills

Students are expected to develop their knowledge and skills related to their service work over their four years in college, mainly through coursework and the Bonner "Training and Enrichment" opportunities, which are campus and community events that supplement their service work (i.e. workshops, presentations, lectures). This continual learning process is supported by the **Student Development Model:**

Student Development:
Service Road

Expertise
specialist

Example
site/project coordinator

Experience
regular volunteer

Exploration
occasional volunteer

Expectation
application process & orientation

The "5 E's" (pictured above) are a framework for students' ongoing growth as they develop, apply, and integrate service passions, career interests, leadership skills, and academic pursuits. Students move through stages of increasing responsibility, skill, and knowledge development that are put into practice

through service. The model corresponds with a typical four-year educational model in American universities. Each phase generally coordinates with an academic year, so:

> Expectation - the phase before entering college
> Exploration - the first year (freshman year)
> Experience - the second year (sophomore year)
> Example - the third year (junior year)
> Expertise - the fourth year (senior year)

For two-year Bonner Leader Programs, these same phases may apply, supplemented by other campus opportunities.

▶ are committed to six common commitments

The Common Commitments represent the range of interests and passions of Bonner students. The Bonner program aims to provide students with opportunities to engage in these key areas, whether it be through service, academics, or experiential learning. The Bonners are committed to:

Diversity - we respect and embrace the many dimensions of diversity

Social Justice - we advocate for fairness, impartiality, and equality while addressing systemic social and environmental issues

International Perspective - we develop international understanding that enables us to participate successfully in a global society

Civic Engagement - we participate intentionally as a citizen in the democratic process, actively engaging in public policy and direct service

Community Building - we establish and sustain a vibrant community of place, personal relationships, and common interests

Spiritual Exploration - we explore personal beliefs while respecting the spiritual beliefs of others

What can a Bonner do for you?

Serving 10 hours per week during multiple academic years, and often full-time in summer, Bonner students gain extensive experience in community service and a passion for addressing pressing societal needs. Veteran Bonners are typically more prepared than the average volunteer to take on more intense roles with your organization, ranging from project coordination to grant writing.

Bonner students are expected to develop their knowledge and skills related to their service work over their four years in college. Their personal development should be reflected in their responsibilities at their service site. Each year, students take on increasingly complex responsibilities with their community partner.
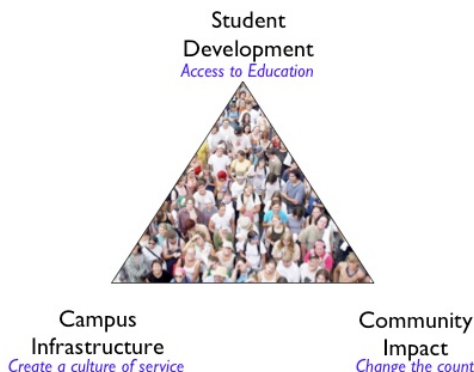
The Bonner Program emphasizes **partnerships**. By partnering with our campus Bonner program, your organization will:

▸ have access to an experienced volunteer base

▸ gain research opportunities with our academic community on campus

▸ engage in relevant policy analysis with the help of Bonner students' PolicyOptions project

▸ be connected with a national network of over 80 American colleges and universities and their community partners

Center Fold: **What can a Bonner do for you?**

The Bonner Program emphasizes **Community Partnerships**, based on the idea that students, communities, and campuses can work together to influence positive change in policy and in practice. The focus on the community partner enables organizations to meet their goals through the support of Bonner students in terms of volunteer assistance, research, and advocacy.

Student
Development
Access to Education

Campus
Infrastructure
Create a culture of service

Community
Impact
Change the count

By becoming a community partner with our campus program, your organization will:

▸ have access to an experienced volunteer base

Bonner Students have a long-standing commitment to service and civic engagement, meaning they have a diverse set of experiences and knowledge that make them uniquely equipped to serve as a volunteer with your organization and address relevant community issues. Additionally, because site placements with your organization can are at least 10 hours/week and often over multiple semesters and years, students can continually grow and take on more complex and challenging service roles.

▸ gain research opportunities with our academic community on campus

Bonner Students are enrolled in American colleges and universities and have access to the latest research tools, campus libraries, and academic professionals to assist your organization in researching more about the community you serve and the issues you face. Over time, university courses may choose to serve with various community organizations related to the course topic. "Service-learning" has become a great way for organizations and campus communities to engage in **Community-Based Research**. The Bonner Program provides resources and training for making CBR happen on campuses across the country.

Partner Prep

Let's consider some of the research questions you would like answered so that your organization can better serve your community. If a university course were to engage in Community-Based Research related to your organization, what would you like them to research? Take a look at some of these examples and then brainstorm some of your own.

- University of Denver partnered with La Clínica, a free health clinic, in conducting a 6-month **evaluation of one of their programs**. The research team made recommendations for improvement which were integrated into the next year's program. The team also recorded positive findings, which were used in **grant proposals**.

- Princeton University partnered with the New Jersey Environmental Federation and studied how they can **better their services based on research findings** related to finding alternatives to incineration like composting, recycling, and source reduction.
- The University of Louisville partnered with their local history society to conduct **archival research** focused on identifying individuals, buildings, and geographical sites of importance to African American history in the metropolitan area.

List some of your organization's research needs here:

Research Ideas
1
2
3
4
5

▸ engage in relevant policy with the help of Bonner students' PolicyOptions project

Some Bonner Programs have been producing "Issue Briefs" for the PolicyOptions project, which seeks to engage students in doing policy research that would be helpful to your organization. By researching community issues and engaging with others who work on a specific issue, students can help identify program models or policy models.

Partner Prep

Let's think about some policy models that affect the issue area your organization works with and how Bonner student engagement with PolicyOptions could be helpful. Bonner students typically begin the process by writing an issue brief that is relevant to their community. The issue brief provides an outline of the scope of the problem, a review of policies past and present related to the issue, a summary of model programs and "policy options" for improving the situation, and a list of key organizations and individuals involved in the process. Here are some examples of how issue briefs are making a difference for Bonner community partners:

- Hamilton College is focusing on international issues in their campus community situated in Utica, New York. They are assisting community partners who work with refugees by researching refugee resettlement policies past and present and **developing improved models** to make the process easier for both the community agencies and the resettled immigrants.
- Bonner students in the Trenton, New Jersey area created an issue brief related to chronic homelessness produced a review of policies past and present as well as **identifying key individuals and organizations** who have the ability to make positive changes in the area.
- West Virginia Wesleyan college has partnered with the Stockert Youth Center, an after-school program, in **researching the policies which affect their programming** and proposing strategies for working with policymakers in improving the welfare of area youth.

List some of your policy questions regarding program models that may strengthen your organization's work:

Policy Questions
1
2
3
4
5

▸ be connected with a national network of over 80 American colleges and universities and their community partners

As a community partner, you may choose to only work with our campus program, or you may connect with the larger network through conferences and web resources. By interacting with the network, you'll have the opportunity to connect with organizations and students committed to your cause. These students may also be interested in summer internships or career opportunities with your organization.

Partner Prep

Are there any summer internship or career opportunities with your organization? List them here:

Internship/Career Opportunities
1
2
3
4
5

Key Structures
When considering a partnership, first reaffirm that you can provide the basics for a strong placement:
1. If the student is seeking a service placement during an academic semester, can you provide at least 10 hours of service work for the student? If it is a summer placement, can your organization provide 280 hours over the summer term? Keep in mind that students' work cannot be purely administrative.
2. Do you know what is expected of a site supervisor? Who will play this role?
3. Do you understand the nature of the student's role in your organization?
4. Do you offer the degree of supervision and support necessary for the student to adequately and safely carry out his/her activities?
5. Are you prepared to inform the student of all the risks associated with serving your organization?
6. Does your liability insurance cover the activities of student volunteers?

If a partnership may work for you, it's important to consider how Bonner students will assist in contributing to the goals, projects, and services of your organization.

Types of Placement
Bonner students are typically more prepared than the average volunteer to take on more intense roles with your organization, ranging from project coordination to grant writing. Their development should be reflected in their responsibilities at their service site, meaning that with each year, students take on increasingly complex responsibilities with their community partner. These **Site Placements** can take on a variety of forms depending on the service site. It is important to consider what these site placements may look like with your organization.

Partner Prep

First, let's begin by listing the projects and initiatives that you feel would be a good placement for a Bonner student. A good site placement:
- provides approximately 10 hours of service per week
- has a committed site supervisor involved in the project
- has potential for the student to grow and learn from the experience

Be sure to consider both existing programs and projects as well as others that you may want to develop with the help of a Bonner student. List the various services, programs, events, and projects below:

Services	Programs	Events	Special Projects

Now, let's consider the initiatives you've listed in terms of the Bonner student's developmental goals. Before beginning this "Partner Prep" section, refer to page 1 and review the Student Development Model.

Here's an example of how an organization focused on local nutrition has integrated Bonner students into multiple levels of engagement. Note how the student development model is referenced on the right.

Advocacy	Students present findings to School Board
Forum	Organize public forum on school lunch
Issue Brief	School lunch programs, farm-to-school, obesity
Research	Evaluate student attitudes toward nutrition
Training	Workshops for new Board & Staff
Summer	Manage summer program & plan for Fall
Team	Help expand to other Schools in District
Regular	Coach students in School Garden Club
1x	Plant School Garden for Orientation Service

Expertise

Exploration

Partner Prep
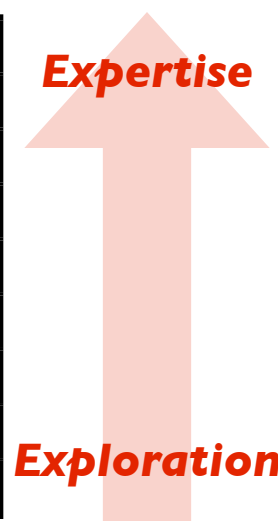
Thinking about the projects, services, and activities that require volunteer help at your organization, which would you like to have Bonner students working on and how complex would the responsibilities be according to the student development model? Please list placement descriptions below. (*Tip*: It may be easier to start from the bottom and work your way up).

Capstone Placement (Vision/Strategic Planning, Fundraising, Advocacy, Writing, Project Analysis, Outreach, Issue Briefs)	1 .... 2 3
Project Coordinator (Project Coordination, Research New Program Development, Training New Volunteers, Improving Existing Services)	1 .... 2 3
Regular Volunteer (Weekly Volunteer over an Academic Semester, Year, or Summer term)	1 .... 2 3
Short-Term Project (One-Time Service Opportunity, Basic Event Planning/Preparation)	1 .... 2 3

Community Partner Guidelines

To facilitate an effective relationship between your organization and a Bonner student, it is highly recommended that someone from your staff is assigned to the student as a manager and mentor to their service. Your Bonner **site supervisor** will work with the student in creating a Community Learning Agreement (CLA) and sign off on hour logs. It is preferred that the site supervisor be present for the majority of the time that the student is on-site with your organization.

- **Community Learning Agreement**
  The Community Learning Agreement is a *thoughtful* way for Bonners to consider their own developmental goals in collaboration with the goals of the organization. This agreement is at the core of the partnership, enabling students and service sites to achieve mutually valuable goals.

- **Hour Logs**
  Hour logs are printed time sheets that the student and site supervisor will sign off on to affirm the student's service hours at your organization. Deadlines are in accordance with the campus program.

Right Page: **Community Partner Guidelines**

There are some ongoing roles for community partners to play. The first is working with campus Bonner coordinators and/or director in creating a 4-phase developmental model specific to your service site. Secondly, it it is expected that the community partner assists in maintaining accurate paperwork regarding the student's service hours. The developmental progress of the student and the accurate logging of their service hours is facilitated by a **Site Supervisor**. It is preferred that the site supervisor be present for the majority of the time that the student is on-site with your organization. The site supervisor will be responsible for signing off on student's printed **Community Learning Agreements** (once per semester) and **Hour Logs** (2-5 times a semester depending on the program), described in the brochure.

What you can expect from Bonner Students:
- An honest assessment of their abilities, skills and interests
- Dependability in fulfilling their hours at your organization
- A complete Community Learning Agreement that indicates their schedule of hours and service objectives for the semester (required for work-study and Bonner students, encouraged for other volunteers)
- Respect for the policies and expectations of your organization, especially in regard to confidentiality and participation in required training sessions
- Professional behavior in carrying out the tasks assigned to them
- A growing and learning young person, who will benefit from your mentorship

Bonner Students will expect from you:
- Meaningful tasks related to developing their service and learning objectives
- An environment free of discrimination, harassment, or other obstructions to full participation
- A position description accurately identifying what is expected of them
- Adequate supervision and continuous feedback to facilitate growth
- An orientation to the site and training for the position
- Respect from other workers and clients at your organization
- An opportunity to make suggestions, receive feedback and develop a sense of being an integral part of the program
- An evaluation of their efforts at the end of the semester

Closing Questions
1. Let's discuss the timeline for students' completion of their CLAs (which are submitted and approved online by Bonner Program staff).
2. Let's also discuss a timeline for staying in touch. Here's why and how we'll be in communication with you during the semester.
3. Do you have any additional questions or concerns?