

Bonner Leaders Program

Whitworth University

“Access to Education; Opportunity to Serve”



THE CORELLA & BERTRAM F. BONNER FOUNDATION



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About the Bonner Foundation:

The Bonner Foundation is a national philanthropic organization based in Princeton, New Jersey. It was founded by Bertram F. Bonner and his wife Corella Allen Bonner. Bertram F. Bonner was a native of Brooklyn and had a successful career as a land developer, builder, and investor. His wife of more than fifty years, Corella Allen Bonner, was born in the mountains of Tennessee, grew up in the coal fields of West Virginia, and lived in the farmlands of Eastern Kentucky. Together they committed their talents, resources, and lives to establish the Bonner Foundation.

The Bonner Foundation serves several different functions that are united by the goals of supporting students, college campuses, and local communities.

Specifically, the Bonner Foundation:

- Makes grants to colleges, universities, and other nonprofit organizations;
- Oversees the Bonner Program, which includes both the Bonner Scholars and the Bonner Leaders;
- Serves as a consortium of colleges and universities committed to community service; and
- Champions the idea of developing service-based scholarships at institutions throughout the country.

Goals of the Bonner Program:

The Bonner Program is designed to transform not only the students who are directly supported by the program, but also the campus and community in which they serve and learn. The goals of the program are identified in four areas: students, community, campus, and higher education.

For the Student:

- To provide access to a college education for students with high financial need.
- To afford students the opportunity to enhance and use their abilities, talents, and leadership while gaining a greater sense of vocational calling.
- To create a supportive community of students on campus whose common focus on community service gives them a sense of purpose and meaning.

For the Community:

- To channel the energies of college students, faculty, and staff to continue to improve and expand upon the quality and nature of services offered to the community.
- To break down the barriers between the “town and gown,” leading to improved communication and greater collaboration between the two.

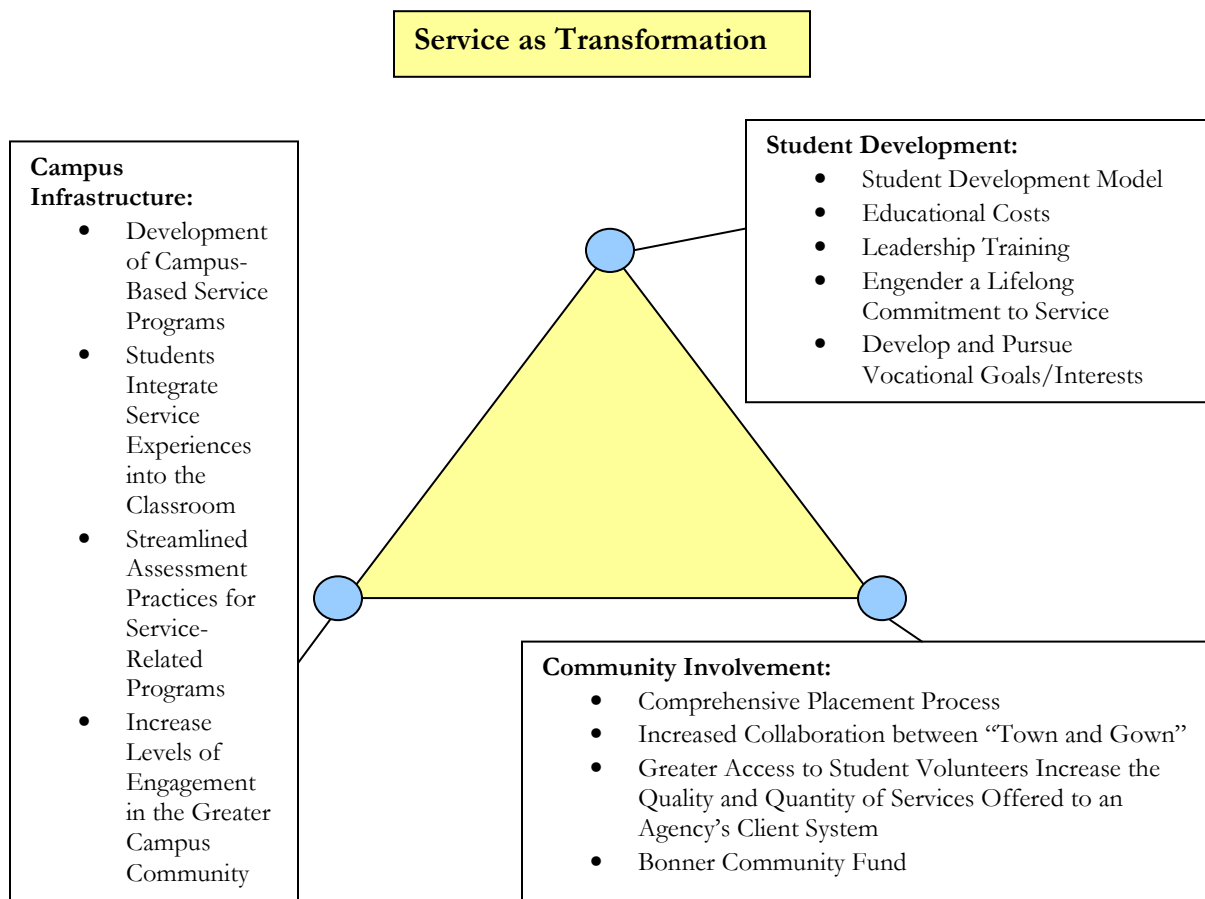
For the Campus:

- To help recruit and retain a diverse group of students who might not otherwise be able to attend college.
- To challenge and support the college to create a culture of service where the stated mission of service is translated in such a way that every student, faculty member, and staff member is encouraged to serve.
- To support a core group of student leaders eager to build and strengthen the organizations on campus that promote a culture of service.

For Higher Education:

- To serve as a successful model for other colleges and universities interested in starting their own community service scholarship program.
- To form a consortium of diverse higher education institutions which share a common commitment to service.
- To provide leadership to a nation searching for ways to value and include young people in meaningful acts of citizenship.

Student Development Model:



Student Development Model: “Access to Education; Opportunity to Serve”

Bonner Leader students are part of a developmental model that attempts to identify, develop, and integrate service passions, career interests, and academic pursuits. Because the Bonner Program is a

multi-year commitment, students are challenged and supported to grow and develop in their service work. As a result, students become more involved and take on additional responsibilities and leadership roles as they advance in the Bonner Program. The Foundation developed a student development curriculum known as “Service As Transformation” which articulates student development goals:

Expectation: Students apply and prepare for participation in the program.

Explore: First-year students are involved in a variety of service sites and activities including short-term service trips.

Experience: Second-year students are encouraged to focus on a particular issue within a single organization which enables Bonner Leaders to fully experience a particular agency and to develop a better understanding of community issues. This approach also offers agencies consistent and reliable support to help run and manage their programs.

Example: By the third year, Bonner Leaders are expected to take on more expanded roles and responsibilities in the local and campus community. For many, this translates into leadership positions with a campus service organization and/or a community agency.

Expertise: The Bonner Program works to identify interests and skills on the part of students and match them with community opportunities and needs. Students that have been involved in the Bonner Program are encouraged to integrate their academic pursuits and career interests with their service activities.

The five “E’s,” as we like to call this curriculum, are meant to provide a common challenge that can be applied in appropriate ways to every individual who participates in the Bonner Program. It recognizes that students enter in to the program at different stages of their college careers and move through their development at different rates. Advising students through this process is one of the key responsibilities of the Bonner Program Director on each campus.

Education Costs

While service is the major focus of the Bonner Program, it is also designed to provide financial assistance to individuals pursuing their educational dreams. Most students in the Bonner Program receive financial assistance either from the Bonner Foundation, Federal Work-Study, or other forms of need-based financial aid. The Bonner Program seeks to ensure that the work expectation within the student’s financial aid package is met through community service rather than a campus-based position.

Leadership Training

While the Bonner Scholars Program is not designed as a leadership program, it does expect participants to prepare and take on leadership roles in their service. Students are trained in skills that help them perform these leadership functions. Participants are expected to attend a two- or three-day orientation, regular meetings, enrichment and training workshops, and regional gatherings of students from different schools. In addition, many Bonner students attend and present at regional, national, and international conferences.

Community Involvement: “Change the Count”

The Bonner Program aims to change the way community service work is counted on college campuses. Instead of focusing mainly on the number of hours a campus dedicates to service each year, the Bonner Program strives to emphasize the quality and investment of relationships that exist when students make long-term, meaningful commitments to the community.

Comprehensive Placement Process

The Comprehensive Placement Process not only includes tools for quantifying the number of hours of direct and indirect service completed, but also offers techniques for setting service and learning goals that can be tracked throughout the year. At the heart of this process stands the Community Learning Agreement. The program director, individual student, and community partner work together to create this

document. They discuss what the student hopes to accomplish and gain through his or her service as well as how the site will use the student's skills, passions, and interests. Throughout the year, the Community Learning Agreement is used to assess progress toward objectives, make adjustments, and create new program objectives. Community partners benefit from this process as they support the service of the students in ways that address the most pressing needs of the community.

Community-Based Research

The Bonner Foundation has provided financial and technical support to faculty members and students who participate in community-based research. These faculty members and students respond to requests from local nonprofit organizations which do not often have the technical skills or resources to conduct projects such as needs assessment, asset mapping, or program evaluation. These projects are usually incorporated into an academic course as a form of service-learning, but some projects have also become the focus of a summer internship or a Bonner service placement.

Bonner Partners

Many organizations are interested in the Bonner Program for a variety of reasons. The Bonner Partners Program helps these organizations access the resources of the Bonner Program and the campus communities. This program offers information and access for Bonner students who are seeking opportunities to work and serve with service-minded organizations. More than 100 regional, national, and international organizations are registered partners of the Bonner Program.

Bonner Connection

The Bonner Foundation provides up to \$1,000,000 to support local congregational and faith-based coalitions seeking to address the needs within their communities. Specifically, the Foundation provides grants to help confront and overcome local issues of poverty' a particular effort is made to fund programs emphasizing hunger prevention. The Foundation gives priority to joint requests made by congregations and colleges and universities involved in the Bonner Scholar or Bonner Leader Program. Typical annual grants range in amount from \$2,500 - \$10,000 and in many cases are renewable.

Campus Infrastructure: "Campus-Wide Culture of Service"

Many colleges and universities include in their mission statements an expressed commitment to serve society. The Bonner Program is designed to support these mission statements and to help a school develop an infrastructure that augments this culture. A slogan in the Bonner Program is "Everybody, Every Day." While every individual on campus may not be involved in service on a daily basis, the goal is to present a challenge and to develop an infrastructure that consistently encourages and supports every member of a campus community to become involved in community service.

As a means of strengthening the campus-wide culture of service, the Bonner Program is intentionally designed to be a part of a school's campus-wide community service operations. The Bonner Program is not meant to identify and then isolate a small group of individuals. Rather, it is designed to support a group of students who will then disperse throughout the campus to help create and maintain campus-based service activities.

The Bonner Foundation encourages participating schools to consider developing a community service center that coordinates other campus services initiatives such as service-learning, community-based research, and student service groups. The Bonner Program can play an integral role in uniting these diverse service initiatives into a broad-based, comprehensive service program.

Higher Education Service Consortium

Schools that participate in the Bonner Program become part of a multi-campus service consortium. One of the strengths of the Bonner community is the diversity of schools that participate in the program. Schools collaborate on joint service projects, funding proposals, and academic and service exchanges. Students, administrators, faculty and community leaders convene on a regular basis for training, information exchanges, and professional and personal development. As part of this consortium effort, the Foundation has created and supports a student Congress made up of Bonner students from each participating school. This group receives intensive training and convenes three times a year to plan activities and to provide feedback concerning current and proposed policies within the program.

Web-Based Reporting

The Bonner web-based reporting system allows for administrators to collect and submit data about students and their service activities. Administrators use the Internet to connect with databases and special software that the Bonner Foundation has developed. The web-based system serves as an effective tool for managing the program, tracking student progress, sharing data with campus faculty, and reporting information to grantors. It also offers students and administrators access to information about student participation and service site relationships, so that staff members can work with students to support them on their journeys through the Bonner Program.

Student Impact Survey

The Bonner Foundation has developed a survey instrument designed to determine the impact of the Bonner Program on its participants. These surveys are administered at the beginning, midpoint, and end of the program. A survey is also administered to individuals five years after they graduate from the Bonner Program.

Whitworth University Bonner Leaders:

The Bonner Leaders Program is a service-based workstudy position provided for student applicants that exhibit high financial need and a commitment to service. This program is designed to heighten students' overall education by affording them the opportunity to engage in sustained community service work throughout their undergraduate education. The Bonner motto, "access to education, opportunity to serve," captures its dual purpose of supporting students in college to use their energy, talent, and leadership to engage in local communities.

Over the past 5 years, Whitworth has actively recruited groups of student leaders who have a heart to serve their communities and are able to commit a minimum of two years to help change the face of the Spokane community in a positive way. The Bonner Leaders work on issues related to the abatement of poverty in the Spokane region, social justice, youth development, elder care, the development for people with disabilities, and multicultural/diversity issues. These students also participate in regular training and reflection activities sponsored by their campuses, their community partners, and the Bonner Foundation.

The Bonner Leaders Program is designed to address three areas:

- (1) Student Development
- (2) Campus Development
- (3) Community Development

These three foci provide a glimpse of where we hope to seek growth for these students and our surrounding community. With regard to the student development component, we hope to help students identify their given skills and abilities, enhance those skills and develop new ones. Through this process, students will also be learning about the social structure of their surrounding communities and will become aware of how political processes affect change at the local, national and global levels. By the very nature

of this program, students will also be encouraged to explore vocational interests and will be provided with direction and support to pursue these goals to the next level.

Of course, much of the design of this program is centered on meeting the needs of the community. Given the structure and design of the Bonner Leaders Program, these needs can be more accurately and adequately addressed than most other service-based programs that do not offer such a high degree of organization and commitment. Not only are students better trained and educated to serve their community, but local community-based organizations are also very supportive of the structure and inherent commitment offered by the Bonner Leaders. Non-profit organizations often struggle to recruit enough volunteers to make their services as effective as they are designed or intended to be. Not only does the Bonner Leaders Program create an instant pool of eager volunteers for agencies to draw from, but these student volunteers also commit their second year in the program to work for just one agency, providing a much deeper commitment and service to the agency at no cost.

In their first year as a Bonner Leader, students engage in a rotation of six general service categories listed on the “Bonner Placements” document. In this model, students are asked to select anywhere between 3 to 5 specific agencies from within each category to volunteer their time. For each agency, there is an expected commitment of at least 20 hours of service, though in some cases the minimum amount of hours required can range up to 60 hours in total duration. The idea for this first year “rotation” is that students will have a general sense of what the community needs are, and what opportunities are available for them to engage themselves in service to their community. This brief experience in different social service agencies should also provide for them a better glimpse of where their potential vocational interests lie and where they would like to further develop their own skills in the coming years.

In the second year of the program, students commit the entire year to one agency in particular, or are put in charge of running a campus-based service-related program. Regardless of their decision, they experience a much deeper commitment in that second year than in the first, with new challenges and new opportunities to grow. Due to the greater commitment, students are able to invest themselves more fully in a particular agency or cause. Those students who decide to invest their time working for a campus-based program will focus much of their efforts actively educating other students and recruiting them to work in the community on a particular issue.

Bonner Leaders receive two different sources of funding to assist them with college expenses. Primarily, students receive a biweekly stipend through Federal Workstudy based on a fixed hourly rate for the hours students serve. At the end of their two year term, students have the option to receive an education award from AmeriCorps to be used directly in paying off either their tuition expenses or school loans. These two sources of income combined provide a means for students with high financial need to afford college and to pursue their own vocational interests long before they graduate from college.

For more information, feel free to contact the Campus Director of the Bonner Leaders Program at 777-4238.

Partnering Agencies in Spokane:

Elder Care: (6)

Aging and Long Term Care
Horizon Hospice
Hospice of Spokane
Respite Daycare

Riverview Retirement
Rockwood at Hawthorne

Care for the Mentally/Physically Disabled: (5)

The Arc of Spokane
Center Pointe
Learning Skills Center
On Stage!
Respite and Recreation for Children with Disabilities

Multicultural/Diversity Issues: (10)

American Indian Community Center
Catholic Charities – Refugee Resettlement Program
Country Homes English as a Second Language School
ECEAP American Indian Community Center
El Centro de Spokane
Multicultural Wellness Coalition
Native American Presentations
Refugee Resettlement Program
Spokane Preservation Advocates
World Relief

Poverty/Community Development: (22)

American Credit Counseling Services
Anna Ogden Hall
Christ Clinic
Christ Kitchen
City Gate
Classy Rack
Easter Seals
Habitat for Humanity – Spokane
House of Charity
Interfaith Hospitality Network of Spokane
Meals on Wheels
Mission Community Outreach Center
Our Place
Our Sister's Closet
Saint Margaret's Shelter
Second Harvest Food Bank
Shalom Ministries
SNAP (Spokane Neighborhood Action Planning)
Transitions (Transitional Living Center)
Union Gospel Mission
Women's and Children's Free Restaurant
YWCA – Our Sister's Closet

Social Justice: (15)

Attorney General's Office/Consumer Protection
Better Business Bureau
Block Watch
CASA/Guardian Ad Litem
Center for Justice
Downtown Women's Shelter
Human Rights Commission (Washington State)
No on Discrimination
Office of Civil Rights
Interfaith Council
Spokane County Domestic Violence
Spokane Sexual Assault Center
United Way – First Call for Help
Vanessa Behan Crisis Nursery
YWCA - Domestic Violence Program

Youth Development: (23)

Big Brothers, Big Sisters
Boys and Girls Club of Spokane County
Children's Museum of Spokane
Crosswalk
Cup of Cool Water
Deer Park Youth Center
Department of Corrections
En Cristo
Girl Scouts Inland Empire Council
Hopeful Heart Daycare
HUB Hookup/HUB Club
Hutton Settlement
Immanuel Urban Ministries
Kid Hope
Libby Teen Center
Morningside After School Program
Spokane County Juvenile Court
Teen Parent Network
West Central Community Center
Whitworth Community Presbyterian Church
YMCA Before and After School Care
YMCA Teen Programs
YWCA After School Program

Miscellaneous: (1)

United Way of Spokane County

(Last updated: March 23, 2004)