Connecting Communities with Colleges & Universities

Strategies to Strengthen Local Promise Efforts

Through Higher Education Involvement

Brought to you by America's Promise—The Alliance for Youth

AMERICA'S PROMISE
THE ALLIANCE FOR YOUTH®

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"Like America's Promise, Campus Compact believes that higher education has a public mission that encompasses both serving today's local communities and creating the civic leaders of tomorrow. Our membership, which consists of more than 900 college and university presidents dedicated to this ideal, speaks to the size of the opportunity for collaborations that serve the nation's youth.

Across the nation, there is a growing recognition that colleges and universities care about—and can be an important resource for—their neighboring communities. Strong, vibrant communities are also a source of strength for local campuses. Campus Compact strongly endorses the efforts of America's Promise to foster community-campus relationships that benefit all involved. We welcome this guide as a valuable tool for achieving that end."

Elizabeth Hollander
Executive Director
Campus Compact

Campus Compact

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THE POWER OF CAMPUS-COMMUNITY PARTNERSHIPS

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America's Promise—The Alliance for Youth

There is no more pressing mission for America's higher education institutions than to prepare thoughtful, committed citizens to help overcome the various challenges facing communities today. But more than just teaching students basic civics lessons, many colleges are applying their knowledge and resources to strengthen the communities in which they reside.

America's Promise believes in cultivating these campus-community partnerships in an effort to fulfill the Five Promises for children and youth. For the past several years we have been working with universities to integrate the knowledge, expertise and creativity of their faculty and students to meet the specific needs of Communities of Promise.

There are countless opportunities for higher education to have a real and valuable impact on Communities of Promise. One of the most important resources they have to share is knowledge. Dedicated faculty and staff stand ready to apply their expertise and leadership in practical, constructive ways. But service by faculty and staff is just one of the ways that colleges seek to develop a sense of partnership with the community. Students, of course, play one of the biggest roles in a campus-community partnership.

Working side by side, Communities of Promise and higher education institutions are fulfilling the Five Promises and changing the course of children's lives. Together they are connecting young people with caring adults, offering them safe places after school and making healthcare facilities more accessible. Drawing upon their own knowledge and experiences, college students are teaching youth marketable skills and introducing them to career opportunities they may have never thought possible. In turn, young people themselves are giving back to their communities. They too are learning what it means to be responsible citizens through service-learning programs and community service projects.

I have always believed that a proper education doesn't just teach one how to make a living but actually teaches one how to live by instilling values, morals and civic character. Engaging students in community service instills citizenship in a way that no classroom experience can. It ignites imaginations, engages minds and bodies and gives students a sense of pride and inspiration.

As leaders of your local Promise effort, it is vital that you reach out to nearby higher education institutions and engage them in your Community of Promise. You have an opportunity to shape your community and extend the reach of your local collaboration by mobilizing the resources of universities. In doing so, you will find that campus-community partnerships have the power to do extraordinary things.

A SPECIAL CHALLENGE FROM THE CO-CHAIR

A Message from Harris Wofford, Co-chair
America's Promise–The Alliance for Youth

In the 1970s, I was a college president and publicly called for national service by all young Americans. But I overlooked one of the greatest resources to achieve that goal that was there within reach—right on our Bryn Mawr College campus in Pennsylvania.

That great resource waiting to be fully tapped is, as it was then, the federal work-study program. Today, this program is funded at a billion dollars a year, benefiting one million college students. Since the Higher Education Act of 1965, Congress has helped middle- and low-income students pay for college by funding jobs in public service, either on campus or in the community.

Originally, it was assumed that most work-study students would serve in the community, working in the War on Poverty and gaining firsthand experience in helping solve the critical problems in our communities. Many did, but by the mid-1970s, colleges and universities had claimed almost all of those jobs for work on campus. It was good for college budgets, easier to administer and more convenient for students, but it did very little for the communities in need and did not maximize the educational experience for students.

It never occurred to us in the Committee for the Study of National Service, which I chaired in the late 1970s, that a major way to expand opportunities for service was to convert work-study into serve-study. One 1978 report, *Youth and the Needs of the Nation*, proposed ways to make service as common an expectation as finishing high school.[1]

Today, my message—and proposal—to colleagues in our America's Promise campaign is this: Don't overlook the potential for securing work-study jobs for your Communities of Promise, Sites of Promise and partner organizations. Take the initiative to ask campuses in or near your community to enable and encourage students who qualify for work-study to serve their average of 11 hours a week in efforts to provide one or more of the Five Promises. Don't look back someday and say, "We never asked." Don't let the colleges—and students—say, "We were never asked."

The 50 percent goal was one of the ideas advanced at the 1997 Philadelphia Summit that gathered all the living presidents and launched the America's Promise campaign. It was repeatedly urged by General Colin Powell as chairman of America's Promise. In his citizen service initiative after the tragedy of September 11, 2001, President Bush has asked universities to shift work-study to service in the communities—for at least 50 percent of the jobs.

Many have responded: Indeed, one thousand college and university presidents answered President Clinton's call for work-study students and college volunteers to engage in the America Reads effort by securing hundreds of thousands of extra reading tutors. The average percentage of work-study jobs in the community is now more than 12 percent, and in some colleges it is beyond 25 percent.

Communities of Promise can help universities take the lead and increase those numbers. Imagine what a major contribution work-study students can make to nonprofit organizations and youth-serving programs in your community.

Middle- and low-income students who need work-study as part of their financial aid package find it hard to volunteer additional hours in the community. Work-study gives them a chance to make a difference, while a community program can benefit from their reliable, weekly service.

With the recent cutbacks in programs for children and youth, you can fill some of these human resource gaps through work-study. As you read this toolkit, keep work-study in mind as an innovative way to move your Community of Promise forward. Go see the presidents of colleges and universities in your communities and ask about putting students to work in your community. Knock on the doors of financial aid officers. Get students themselves to ask to work, not in administrative offices or cafeterias on campus, but in the community—in your campaign for children and youth.

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1 For further background, see Thomas Ehrlich, "Work Study: Service for Communities, Not Colleges," Blueprint Magazine, Progressive Policy Institute, April 1999, and Joshua Green, "The Other College Rankings…" The Washington Monthly, January/February 2002, pp. 11–18.

ABOUT THIS TOOLKIT

INTRODUCTION

Connecting Communities with Colleges & Universities was created to assist Communities of Promise in connecting with higher education resources to build and strengthen their competencies and deliver the Five Promises to more children and youth. This easy-to-use toolkit will familiarize you with the service structure and philanthropic culture of colleges and universities. You will gain the insight needed to initiate, foster and sustain effective campus-community partnerships. Regardless of your current level of involvement, this toolkit can enhance your partnerships by providing specific examples of how resources can be utilized to benefit young people. And as your partnership develops, it will bolster your local collaboration and advance your Community of Promise.

We hope that the sample projects, best practices and job descriptions presented throughout this guide will spark new ideas. In addition, this toolkit contains valuable materials for use when approaching presidents, faculty and staff and students in the world of academia.

But our assistance does not end with the last page of this toolkit. We will continue to explore and collect success stories from campus-community partnerships and highlight their best practices in a replicable manner on the America's Promise Web site. To access an expanding list of great ideas, log on to *www.americaspromise.org*; AOL Keyword: America's Promise regularly. Also, share your knowledge and experience with America's Promise so other Communities of Promise may benefit from your proven practices and lessons learned.

Please contact *local@americaspromise.org* for additional assistance with this toolkit and with forging campus-community partnerships.

AMERICA'S PROMISE
AND THE FIVE PROMISES

OUR MISSION

To mobilize people from every sector of American life to build the character and competence of our nation's youth by fulfilling Five Promises:

1. CARING ADULTS
Ongoing relationships with caring adults—parents, mentors, tutors or coaches

2. SAFE PLACES
Safe places with structured activities during nonschool hours

3. HEALTHY START
Healthy start and future

4. MARKETABLE SKILLS
Marketable skills through effective education

5. OPPORTUNITIES TO SERVE
Opportunities to give back through community service

America's Promise–The Alliance for Youth

A national alliance comprising hundreds of organizations dedicated to improving the lives of children and youth

In April 1997, at Philadelphia's Independence Hall, all living U.S. presidents—George H.W. Bush, Jimmy Carter, Bill Clinton and Gerald Ford, with Nancy Reagan representing Ronald Reagan—convened the Presidents' Summit for America's Future and challenged the nation to make children and youth a national priority and fulfill Five Promises: Every child will have a caring adult role model in his or her life; a safe place to learn and grow; a healthy start and future; an opportunity to learn marketable skills through education; and opportunities to give back through community service. These fundamental resources create opportunities for success. These are the Five Promises.

America's Promise–The Alliance for Youth was launched at the close of the Summit to mobilize people from every sector of American life to ensure that the Five Promises are fulfilled for all of our nation's children. Building on the vision and commitment of its founding chairman, General Colin L. Powell, America's Promise has grown from a call to action by concerned citizens to a nationwide movement by millions of people dedicated to ensuring a brighter future for America's youth. More than just a single institution, America's Promise is a national alliance—made up of hundreds of organizations from the public, private and independent sectors—working hand-in-hand with communities across the nation to foster collaborations and develop innovative tools and programs to meet the needs of children and youth. Today, in hundreds of communities across the country, America's Promise is bringing people and organizations together, creating a network of support, providing children and youth with the fundamental resources they need to succeed and, ultimately, ensuring that they have the opportunity to fulfill the promise of America.

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As of June 2004.

SUMMARY BY SECTION

Connecting Communities with Colleges & Universities is divided into the four sections described below. After reviewing the book in its entirety, it will be helpful to refer back to certain sections that relate to the current or anticipated needs of your Community of Promise. As your campus-community partnership expands, you may wish to continue to use this guide for additional ideas on how to leverage resources to benefit youth.

Roadmap to Resources Within Colleges and Universities orients leaders of Communities of Promise to the wealth of resources available in the higher education world. This section illustrates the wide range of community outreach activities already taking place and answers the question, Why should communities partner with colleges and universities?

Projects to Strengthen Your Community of Promise presents examples of programs and services that can enhance the competencies of a Community of Promise. This section lists ideas on how you can engage universities in a mutually beneficial way.

Strategies to Forge Strong Campus-Community Partnerships offers suggestions on how to initiate, build and sustain effective partnerships with colleges. This section walks you through the various ways that you can engage local campuses and recruit new Colleges and Universities of Promise.

The **Appendix** contains sample projects for you to present to colleges when launching joint initiatives. You will also find job descriptions to assist your community in determining the additional staff or volunteer involvement needed.

ROADMAP TO RESOURCES WITHIN COLLEGES AND UNIVERSITIES

Higher education institutions of all shapes and sizes have a wealth of resources to offer Communities of Promise and other local collaborations focused on youth development. From service-learning curricula to federal work-study funding for community-based work, colleges and universities are already providing their students multiple opportunities to serve. The mission of your Community of Promise is a natural fit with these academic and extracurricular service opportunities, and in some instances the areas of faculty expertise. This section will orient you to the range of assets possessed by colleges and universities, and describe the roles that higher education institutions and their faculty, staff, students and alumni can play in local Promise efforts.

The Range and Reach of Higher Education

Across the country, there are more than 4,000 colleges and universities that educate nearly 16 million students.[2] They include a variety of institutions, from large public and private research universities to community colleges to the specialized institutions, such as medical centers and teachers' colleges. But regardless of size, each is equipped with a vast array of human, financial and campus resources that can strengthen and enhance Communities of Promise.

Naturally, public and private research universities with master's and doctoral degree programs provide the largest resource base available to communities. Their graduate and professional schools enroll a great number of students in various disciplines, making them an ideal source for volunteers with expertise in subjects that can benefit community and youth development. They also have access to the latest studies that may be applied to your local collaboration. With the help of your Community of Promise, they can even develop or advance research in this area. Or you may choose to turn to the schools of medicine, nursing and public health within these research institutions to provide a healthy start for young people through health education and outreach programs.

Communities of Promise can also engage specialized institutions such as medical schools, colleges of dentistry, nursing schools and other schools of health professions. You can enlist them in the delivery of health services, including immunizations and dental screenings, for a reduced fee or even free of charge. In addition, law students and faculty have the expertise to provide legal advice and assistance to nonprofit and community-based organizations and low-income families. It is also appropriate to recruit students enrolled at teachers' colleges to provide marketable skills and safe places by coordinating after-school and Saturday programs that offer tutoring, mentoring and educational enrichment activities.

Last but not least, never underestimate the immeasurable contributions that can come from undergraduate programs. They can deploy resources and volunteers through service-learning curricula focused on the framework of the Five Promises, while giving students valuable out-of-classroom experiences. Student groups can coordinate ongoing community service projects, national days of service and fundraisers to benefit your Community of Promise. Found within driving distance of virtually all communities, community colleges are not only convenient and accessible providers, but they may also offer flexible curricula that include practical education.

Also take the time to learn about your state land-grant university, which may receive funding from the state specifically earmarked for youth development programs. Your Community of Promise can work with it to apply these grants toward fulfilling the Five Promises.

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[2] National Center for Education Statistics, Projections of Education Statistics to 2012 (2002).

Trends in Campus-Community Involvement

The time is ripe for your Community of Promise to partner with colleges in the provision of programs and services that deliver the Five Promises to children and youth. Higher education institutions are already engaged in a wide range of community outreach activities. In addition, there has been an increase in funding earmarked for higher education institutions engaged in community and economic development and other outreach initiatives. There is also a trend toward universities offering hands-on, experiential education that produces well-rounded and civic-minded students. Amid these trends in higher education, greater numbers of students are seeking out extracurricular activities that enable them to give back to their communities. Higher education institutions are promoting student participation in community outreach activities through a variety of initiatives.

Community Service Activities

Many colleges are institutionalizing community outreach with the establishment of community service offices and volunteer centers. In addition, many higher education institutions are establishing offices of civic engagement and public service and initiating nonprofit management degree and certificate programs to prepare future nonprofit leaders. Perhaps in response to the institutionalization of community service and civic engagement initiatives and the development of service-learning curricula, students have increased their participation in community-based work.

Service-Learning Programs

The establishment of service-learning curricula on campuses is gaining momentum as administrators and faculty are recognizing the benefits not only to nonprofit and community-based organizations, but also to the students themselves. Service-learning courses provide university students the opportunity to participate in organized service activities that address community needs while receiving academic credit and reflecting on their experiences. Service-learning courses, which are built into the regular academic curriculum across several disciplines, are designed to promote civic engagement among young people.

Federal Work-Study Funding and the America Reads and America Counts Programs

The federal work-study program was originally created to provide part-time employment to enable students from low-income families to pursue postsecondary education while receiving an hourly wage for work on campus or in the community. In addition to the many students who work on campus, the program allows students to work in community-based organizations to provide direct service or complete administrative tasks that meet pressing community needs. Since fiscal year 2000, higher education institutions have been subject to a mandate to allocate 7 percent of their federal work-study funds to community service activities. However, many institutions are surpassing this requirement, with the average among the nation's higher education institutions at 12.5 percent for award year 2000–2001.[3] The establishment of federal work-study waivers for the America Reads and America Counts programs in 1997 and 1999, respectively, enables greater numbers of students to give back to their communities while also financing their education. The federal government waived the institutional-share requirement that students participating in the federal work-study program receive a portion of their compensation from their employers, allowing these funds to be used to pay 100 percent of the wages for students tutoring school-aged children in reading and mathematics.

[3] "Federal Work-Study Program Community Service Expenditures by Institution by State Award Year 2000-2001," Corporation for National and Community Service, May 26, 2003. www.nationalservice.org/areads/FWS/fwsservice/fwscs_all.html.

Internships in Community-Based Organizations

Colleges are shifting toward providing students practical learning experiences that take place outside the four walls of the classroom. Students interning in nonprofit and community-based organizations benefit from the opportunity to apply lessons learned in the classroom while also cultivating skills essential to future career success. In addition, students are able to meet the human resource needs of financially constrained organizations while getting an insider's view of careers in nonprofit management and community mobilization.

Other Funding for Community Outreach Programs

The federal work-study program is only one of the many federal funding sources promoting college involvement in the community. Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) provides funding for partnerships among higher education institutions, high-poverty middle schools, community organizations and businesses that close the college opportunity gap by encouraging low-income, first-generation college students to pursue higher education. TRIO grants also enable universities to finance programs that prepare low-income, first-generation college students for postsecondary education. The Fund for the Improvement of Postsecondary Education (FIPSE) provides financial support for higher education institutions and nonprofit organizations engaged in postsecondary reform initiatives. Learn and Serve enables universities to implement service-learning curricula providing students hands-on, experiential education while they address pressing social problems. The Department of Housing and Urban Development's Office of University Partnerships maintains a variety of grant programs, including the Community Outreach Partnership Centers Program, to promote campus-community partnerships to rebuild communities.

Colleges also can access funding from community, independent and corporate foundations that promote higher education involvement in service-learning and civic engagement initiatives, community and economic development programs and other community outreach.

The Roles of Higher Education Institutions in Communities of Promise

Communities of Promise have valuable resources right in their backyards that often are not fully utilized. Higher education institutions contain an extensive array of resources that local Promise efforts can access to strengthen their organizational capacity and develop community collaborations. In fact, campuses contain resources often exceeding those of all of the other sectors combined. For example, their medical centers, athletic facilities and research institutes can supplement the resources of Communities of Promise. In addition, university students, faculty and staff represent a large pool of potential volunteers for local Promise effort initiatives. A college is a logical and resourceful partner to your Community of Promise. Let this partner work with you as a community catalyst, provider of services, innovator of programs and practices, and civic generator.

Catalysts and Conveners

Higher education institutions are rich in resources and have deep roots in the community, placing them in an ideal position to serve as catalysts for community action. University administrators can convene stakeholders to identify and address the needs of local youth and take a leadership role in coordinating the delivery of the Five Promises. They can assist your Community of Promise in leveraging local resources by engaging principals, educators, young people, parents, business leaders, foundations, nonprofit organizations, faith communities and government agencies in the movement to fulfill all Five Promises. They can also connect your Community of Promise with other nearby Promise efforts to facilitate the exchange of lessons learned and best practices, and help to analyze data collected for evaluation and tracking purposes.

Providers

Most higher education institutions are already providing various services to the community. They facilitate mentoring and educational enrichment programs, host summer athletic camps and provide medical services to young people in the community. Their human, financial and campus resources make colleges a natural provider in your local Promise effort. Your Community of Promise can optimize its impact on young people by enlisting the help of your local college president, faculty and staff, and students in the development and implementation of initiatives that deliver the Five Promises.

Partners

Partnerships pooling resources are beneficial to all parties involved. Colleges and universities partnering with nonprofit and community-based organizations provide their students the unique opportunity to acquire skills and develop competencies in community mobilization and nonprofit management while still in school. In exchange for providing college students this experiential education, local nonprofit agencies are able to accomplish more and enhance the level of services delivered.

Innovators

Your Community of Promise should also approach nearby universities to leverage their potential as innovators. Because of their role as thought leaders, colleges are uniquely qualified to craft new approaches to tackle critical issues affecting youth. Take advantage of higher education institutions' extensive resources to create and pioneer programs that deliver the Five Promises to children and youth.

Civic Generators

The most important assets of higher education institutions—the students—can volunteer their time and share their talents to benefit Communities of Promise. Colleges present students with multiple opportunities to give back to the community during their four years, from service-learning curricula in various disciplines to federal work-study funding for community-based work to involvement in community service student organizations. When promoting civic engagement and activism among students, colleges can focus on the development and implementation of projects that directly benefit Communities of Promise.

Benefits of Campus-Community Partnerships To Your Community of Promise

In a campus-community partnership, both parties benefit while also expanding the reach of initiatives that provide the Five Promises to youth. Your Community of Promise can benefit from partnerships with higher education institutions in a variety of ways.

Strengthening and Expanding the Reach of Your Local Promise Effort

Colleges bring a wealth of resources—human, financial and campus—to partnerships with Communities of Promise. Your local Promise effort benefits as these resources are channeled into enhancing the delivery of the Five Promises and building and strengthening its infrastructure. Higher education institutions accomplish this by providing leadership, resources, volunteers and direct services.

Promoting the Visibility of Your Community of Promise

Your Community of Promise will also gain from the increased visibility that results from the involvement of additional stakeholders. University administrators and faculty can promote and mobilize additional support for your Community of Promise by serving as community champions, making media appearances and speaking at community events. Your Community of Promise can also utilize campus media to raise awareness of your local Promise effort and mobilize additional volunteers to deliver the Five Promises. Your local Promise effort can also benefit from the fact that higher education institutions develop and disseminate research and best practices in a variety of disciplines, including youth development and community mobilization. Communities of Promise can commission research projects that promote the framework of the Five Promises and highlight the value of local collaborations benefiting youth.

Tapping into Additional Funding Streams

Campus-community partnerships can potentially expand the financial resource base of Communities of Promise by enabling them to secure funding specifically earmarked for higher education institutions. University partners can serve as the fiscal agent for grants from public and private entities interested in funding higher education outreach, community and economic development and education reform initiatives. The federal work-study program also provides an additional funding source that local Promise efforts can leverage to reach more young people.

Capitalizing on Deep Roots in Your Community

Your local college or university is often a trusted mainstay of the community. In addition to the institutions themselves having long-standing traditions of educating the citizenry and sharing resources with the community, university administrators, faculty and staff also maintain extensive networks of contacts. As a result, they can connect your local Promise effort with civic-minded individuals and local nonprofit and community-based organizations whose missions are compatible with the goals of your Community of Promise.

Benefits of Campus-Community Partnerships to the College or University

Colleges receive as much if not more than they contribute to campus-community partnerships. In fact, the more they invest in community outreach, the more they stand to gain. No matter how deeply they are involved, they benefit from campus-community partnerships in many ways.

Connecting with Community-Based Initiatives and Local Networks

Campus-community partnerships enhance a higher education institution's ability to cultivate leadership, promote civic engagement and provide service opportunities that enable students, faculty and staff to affect the community immediately surrounding campus. Universities can access the ready-made cross-sector partnerships and network of your Community of Promise to provide students with leadership and personal and professional development opportunities. Students are also able to network with individuals from a variety of professions when volunteering with your local Promise effort.

Providing Experiential Learning Opportunities

Campus-community partnerships also present students with valuable experiential learning opportunities. Communities of Promise contain networks of nonprofit and community-based organizations and Sites of Promise that function as real-life learning labs for students interested in nonprofit management, community mobilization, advocacy and youth development. Internships and fellowships, consulting projects and service activities expose students to cutting-edge issues in the field. Meanwhile, the faculty has the opportunity to conduct action-based research by experimenting with new teaching methods that combine classroom instruction and service delivery.

Reaching out to Future Students

Collaborating with Communities of Promise to deliver the Five Promises exposes universities to prospective students. It also enables them to make a difference in their communities while focusing on their core business. The participation of students, faculty and staff in local Promise effort events and activities at Sites of Promise introduces young people to the prospect of pursuing postsecondary education. The institution's involvement in your local Promise effort also functions as a marketing tool to attract potential students interested in immersing themselves in community service activities during college.

Keeping up with Trends in Higher Education

Working with local Promise efforts and their partner organizations enables universities to keep up with the current trend toward greater involvement in initiatives that promote community and economic development. The numbers of community service offices on campuses and students participating in community service activities are on the rise as higher education institutions have greater access to funding earmarked for youth and community development.

PROJECTS TO STRENGTHEN YOUR COMMUNITY OF PROMISE

America's Promise measures the growth and effectiveness of Communities of Promise based on their strengths in four focus areas—leadership, planning and goal setting, implementation and outcomes. Colleges and universities can supply leadership; resources and expertise; volunteers and direct services to promote the delivery of the Five Promises to young people and build the competencies of Communities of Promise.

This section explains in detail the essential roles and functions of an effective Community of Promise. For each role or function, explore the ideas and best practices gleaned from campus-community partnerships already making a difference in the lives of youth. These projects may be replicated or expanded to build the competencies of your Community of Promise.

Look for the parenthetical notations that denote project ideas that are explained in greater detail in the Appendix. The Appendix contains project ideas and template job descriptions enabling you to provide university administrators, faculty, staff and students with concrete examples of activities that strengthen your Community of Promise and enhance its ability to deliver the Five Promises to young people.

Communities of Promise generally have three tiers of leadership that guide and support the local collaboration. They are community champions, day-to-day management and the advisory board or steering committee.

Project Ideas

Related to community champions:

❑ Set up a meeting to describe your local Promise effort and its accomplishments to university leaders.

❑ Invite college presidents, administrators, faculty, staff, student leaders and alumni to participate in special events to raise awareness of your local Promise effort.

❑ Host a press conference featuring remarks by college leaders on the plans and accomplishments of your local Promise effort.

❑ Request that faculty, staff, students and alumni submit news and feature stories on your Community of Promise to campus and local media.

❑ Ask a college or university to help plan, coordinate and host a youth summit bringing together children and youth, youth service leaders and community members.

❑ Invite faculty and staff to facilitate leadership development training to build the skills and competencies of community champions and other Community of Promise leaders. (For a project proposal to present to college or university leaders, see Project 1—Leadership Development Training Program for Local Promise Effort Leadership Team, on page 48.)

Community Champions

The most visible members of Promise leadership teams are the community champions. They are well-connected, highly respected local leaders and conveners who have a genuine interest in making their communities a better place for children and youth. These leaders actively connect local Promise efforts with essential resources and help generate visibility and credibility for Communities of Promise. College presidents, administrators, faculty and staff; student leaders such as the student body president or an accomplished athlete; and alumni are excellent candidates for this vital role.

Examples

■ Lakewood's Promise (Lakewood, Wash.) hosted the Breakfast of Champions event to raise funds for the local Promise effort. The Community of Promise selected Frosty Westering, Pacific Lutheran University's football coach, as keynote speaker for this first-time event because of his visibility in the community and his reputation for exhibiting the Five Promises in interactions with his colleagues and football players. Westering captivated the audience of community members—both young and old— by weaving the Five Promises and the objectives of Lakewood's Promise into his remarks on team-building. The Breakfast of Champions raised approximately $20,000 to support the work of Lakewood's Promise and its partners.

■ Organizers of the Lawrence-Douglas County Promise Summit (Lawrence, Kan.) set their sights on educating a large segment of the community about the Five Promises and the goals and objectives of the local Promise effort. They capitalized on the excitement generated in the community by the University of Kansas's (KU) men's basketball team by securing Jared Hasse, a former basketball star and current assistant coach, as the youth speaker for the summit. America's Promise Co-chair Harris Wofford was the keynote speaker at the summit. When planning the event, young people in the community overwhelmingly requested that a KU basketball coach or player speak at the event. Hasse's inclusion in the program generated good publicity and motivated a large number of local residents to attend the summit.

■ Knoxville's Promise (Knoxville, Tenn.) continues to benefit from the leadership of Joseph E. Johnson, its former board chair, who is also past president of the University of Tennessee. Johnson, who was recruited as the founding chairman of the local Promise effort, has utilized both his network of personal and professional contacts and his visibility in the community to raise funds to support Knoxville's Promise. Johnson has secured donations to fund the entire operating budget of the Community of Promise and the Alliance for Youth Regional Summit that it hosts on an annual basis. He has also been instrumental in connecting the local Promise effort with community-based organizations. For another example of a university president serving as a community champion, see the Cedar Valley's Promise example, on page 20.

Good places to start:
- Athletics Department
- Consortium for Children, Youth and Families
- Cooperative Extension and the Center for 4-H Youth Development
- Office of Alumni Relations for high-profile alumni
- Office of Community Service or Student Activities Office for student leaders
- Office of the President or Provost
- Office of University and Community Relations

Day-to-Day Management

The day-to-day manager devotes time, energy and talent to manage the daily functions of the Community of Promise. He or she facilitates collaboration, raises funds, promotes programs and events and communicates with the community at large.

Examples
- Northeastern University's Center of Community Service (Boston, Mass.) coordinates the activities of 25 Massachusetts AmeriCorps Promise Fellows who deliver the Five Promises and provide additional support to assist with the day-to-day management of local Promise efforts. The Promise Fellows work in partnership with communities by serving in project management positions within schools, nonprofit and community-based organizations and government agencies. As of 2003, the fellows had increased the number of mentors by 125 percent, introduced 10,000 children to 79 new safe places, enrolled close to 90,000 young people in healthcare plans and connected more than 30,000 students with internships.

- King College staff and student interns are providing day-to-day management for Bristol's Promise (Bristol, Tenn.), a local Promise effort that is housed in the college's LINKing Center along with the College of Promise initiative. Staff and students are providing administrative support by maintaining the Promise Station for the Community of Promise and assisting with mailings, brochure development and Promise packet assembly.

Good places to start:
- Center for Nonprofit Management
- Cooperative Extension and Center for 4-H Youth Development
- Office of Community Service or Student Activities Office
- Schools of Education, Public Affairs and Social Work

Project Ideas
Related to day-to-day management:
- ❑ Encourage college faculty and staff to assist in organizational development by devoting time to the daily management and oversight of the local Promise effort.

- ❑ Work with administrators, faculty and staff to establish fellowships, internships and work-study positions that place students in your Community of Promise main office and Sites of Promise.

- ❑ Ask a college or university to establish financial aid awards and fellowships for students to work with your Community of Promise.

- ❑ Invite faculty and staff to facilitate leadership development training to build the skills and competencies of the staff and volunteers of your Community of Promise. (For a project proposal to present to college or university leaders, see Project 1—Leadership Development Training Program for Local Promise Effort Leadership Team, on page 48.)

Advisory Board/Steering Committee

The third component of a Community of Promise leadership team is an advisory board that includes community members from the public, private and nonprofit sectors. Its committees and subcommittees meet regularly to provide strategic guidance and work closely with the managers and partner organizations. This decision-making body is most effective when it includes youth representation such as college students. In addition, consider including leaders from the higher education community to promote the sustainability of campus-community partnerships.

Examples

■ Cedar Valley's Promise (Waterloo/Cedar Valley, Iowa) has benefited from the participation of the presidents of local colleges and universities on its Promise Policy Board. In addition, each college or university president co-chairs a task team of the local Promise effort. President Robert Koob from the University of Northern Iowa is the former board chair. Higher education representation on the leadership team of Cedar Valley's Promise has enabled the local Promise effort to access student interns, technical assistance and in-kind donations of space for meetings and special events. The college and university presidents have raised awareness of the Community of Promise and mobilized public support by leveraging their personal and professional networks.

■ The board of directors of Lawrence-Douglas County's Promise (Lawrence, Kan.) incorporates higher education representation. The four board members representing the University of Kansas (KU) were actively involved in the community and committed to promoting healthy outcomes among children and youth even before the establishment of the Community of Promise. Their involvement with the local Promise effort has generated greater opportunities for collaboration between the university and the community and enhanced awareness of the resources that KU can offer to address the needs of local young people. KU representation on the board of directors has enhanced the local collaboration's impact on children and youth throughout Douglas County.

■ The involvement of James Conneely, vice president of student affairs at Eastern Kentucky University (EKU), has enabled Madison County's Promise (Richmond, Ky.) to access higher education resources promoting the self-sustainability of the movement. Conneely became involved with the Community of Promise as a result of his desire to build a better learning environment at EKU and his interest in creating more service opportunities enabling students, faculty and staff to make a difference in the surrounding community. Conneely created the part-time position of Coordinator for Volunteerism at EKU to facilitate the creation of community service activities and service-learning opportunities for the EKU community. In addition, he connected the Community of Promise with office space, supplies and a budget for implementing service programs on campus.

■ Colby College faculty members are providing leadership and expertise to guide the implementation and evaluation of the initiatives of Waterville's Promise (Waterville, Maine). The co-chairs of Colby's Human Development/Education Department, Professors Mark Tappan and Lyn Mikel Brown, participate in the monthly meetings of the Greater Waterville's Communities for Children Coalition. Tappan also chairs the coalition's subcommittee on mentoring evaluation, charged with improving programs and promoting positive outcomes among children and youth participating in Colby Cares About Kids and other mentoring initiatives. Waterville's Promise has tapped into Brown's expertise on gender issues and youth development and received assistance with the evaluation process from her colleague, Dr. Jean Rhodes of the University of Massachusetts.

Good places to start:

■ Cooperative Extension and Center for 4-H Youth Development
■ Center for Nonprofit Management
■ Office of Community Service or Student Activities Office
■ Schools of Education, Public Affairs and Social Work

First and foremost, your Community of Promise must devise a strategic plan. To do this, establish goals and objectives consistent with the mission and vision of your local collaboration. After defining the collective vision and the strategies for accomplishing it, translate the goals into measurable activities that affect young people.

Goal Setting

Once your Community of Promise has determined the unique mission, vision and goals of your local collaboration, it can assess community needs and map local resources. This will pinpoint gaps in services and resources and identify untapped opportunities. A needs assessment and asset mapping help the Community of Promise identify a target population of young people in need of all Five Promises. It is important to periodically reevaluate the mission and goals of the Community of Promise. This will require another round of needs assessments and community asset mapping to evaluate successes and pinpoint areas where the needs of youth remain unmet. Colleges can provide resources and expertise to assist your Community of Promise with these tasks.

Examples

- Students participating in American Humanics at Auburn University—Montgomery work within the university's Center of Demographics and Population Research and in collaboration with the River Region's Promise (Montgomery, Ala.) to conduct the United Way's Caring Index. American Humanics is a collaboration of higher education institutions and nonprofit organizations interested in building the skills and competencies of students who will serve as future nonprofit leaders and managers. The American Humanics program, which enables students to obtain a certification in nonprofit management, encompasses an education curriculum, in addition to leadership opportunities, internships and scholarships.

- In partnership with Madison County's Promise (Richmond, Ky.) and North Carolina's Promise, Mars Hill College (MHC) (Mars Hill, N.C.) students, faculty, staff and administrators assessed the needs of the children and youth residing in three communities within a 20-mile radius of the campus. In preparation for the Madison County Summit on Children and Youth, MHC faculty and students collaborated with community members to host eight community listening sessions designed to assess local strengths and needs with respect to the Five Promises.

- King College, which houses Bristol's Promise (Bristol, Tenn.), has structured its youth service programs and initiatives around the Five Promises. The college surveyed its existing youth-serving initiatives and created a variety of new programs to ensure that it was delivering all Five Promises before making the commitment to become a College of Promise. King College has committed to expand its volunteer base and annually increase by 100 percent the number of children and youth served by its programs and services.

- East Carolina University (ECU) faculty, staff and students have participated in goal setting and strategic planning for the Pitt Alliance for Youth (PAY) (Pitt County, N.C.). Faculty and community leaders from ECU and Pitt County were delegates to the Presidents' Summit and leaders and organizers of the Governor's Summit and Pitt County Summit. These activities ultimately led to the establishment of a Community of Promise in Pitt County. The founding members of PAY utilized the framework of the Five Promises when conducting a community needs assessment and determining the goals and strategies of the local initiative. ECU students assisted with the collection and compilation of data on local needs and community assets that has informed PAY's coordination of youth and mentoring summits and other events that address the needs of young people in the community.

Project Ideas

Related to goal setting:

- ❏ Encourage faculty to develop research projects to collect and analyze demographic information and conduct community needs assessments.

- ❏ Engage students, faculty and staff in identifying the needs of children and youth and developing goals and strategies to address each of the Five Promises.

- ❏ Ask a college or university to develop a service-learning course in which students assist your Community of Promise by conducting local needs assessments and mapping community assets. (For a project proposal to present to college or university leaders, see Project 4—Conducting Local Needs Assessments and Mapping Community Assets, on page 50.)

- ❏ Partner with college faculty and staff to establish an internship program combining a service-learning seminar, research on local issues and the design of service projects with community-based and nonprofit organizations.

- ❏ Encourage faculty to give students credit for independent study projects conducted with your Community of Promise.

- ❏ Engage students in establishing measurable goals and objectives for your Community of Promise.

Project Ideas 💡

Related to strategic planning:

❑ Engage university students in the development of a strategic plan for your local Promise effort. (For a project proposal to present to college or university leaders, see Project 5—Assisting with the Development of Your Local Promise Effort's Strategic Plan, on page 50.)

❑ Enlist administrators, faculty, staff and students in the strategic planning process for your local Promise effort.

❑ Invite faculty and staff to serve as facilitators for the strategic planning process for your Community of Promise. (For a project proposal to present to college or university leaders, see Project 5—Assisting with the Development of Your Local Promise Effort's Strategic Plan, on page 50.)

❑ Assign the completion of specific tasks in the strategic plan to college faculty and staff and students.

❑ Ask faculty and students to revisit and reevaluate the goals in the strategic plan to gauge the success of your local Promise effort. (For a project proposal to present to college or university leaders, see Project 5—Assisting with the Development of Your Local Promise Effort's Strategic Plan, on page 50.)

❑ Encourage faculty to give students credit for independent study projects conducted with your local Promise effort.

Good places to start:

■ Center for Demographics and Population Research
■ Center for Nonprofit Management or American Humanics
■ Consortium for Children, Youth and Families or Youth/Child Development Center
■ Cooperative Extension and Center for 4-H Youth Development
■ Schools of Dentistry, Education, Law, Medicine/Public Health, Nursing, Public Affairs and Social Work

Strategic Planning

Your leadership team should spearhead the translation of the mission, vision and goals of the Community of Promise into a workable plan. Coordinate a planning process to define measurable activities under each strategy. The strategic plan should be revisited and refined on a regular basis to ensure that it is a living document contributing to the achievement of your local Promise effort's long-range goals. The strategic planning process should include representatives from the public, private and nonprofit sectors to ensure the inclusion of a variety of perspectives in the decision-making process. Representatives from local higher education institutions should be included. In addition, responsibility for some of the activities contained in the strategic plan should be assigned to universities.

Examples

■ The University of Minnesota's Summer 2001 issue of *The Center* publication included an article advancing a vision and master plan for a "developmentally attentive" Minneapolis. In addition to evaluating the impact of Minneapolis' Promise (Minneapolis, Minn.) thus far, the article's authors delineate a set of strategies to ensure that all local children and youth have access to the Five Promises and the 40 Developmental Assets identified by Search Institute. These strategies, which are structured around circles of energy necessary for raising healthy and well-adjusted young people, challenge individuals throughout Minneapolis to provide breadth, depth and redundancy in the delivery of essential resources to youth.

■ Jefferson State Community College is collaborating with the Birmingham Area Alliance for Youth (BAY) (Birmingham, Ala.) to advance the mission of America's Promise and deliver the Five Promises to local young people. Representatives from Jefferson State are participating in the BAY Partners Committee and Marketable Skills Working Group and assisting the Community of Promise in achieving the goals and objectives contained in its 2001–2004 Strategic Plan. Jefferson State's participation in the local Promise effort also enables it to connect the students that it serves in Shelby and Jefferson counties with community resources, services and other opportunities.

Good places to start:

■ Center for Nonprofit Management or American Humanics
■ Cooperative Extension and Center for 4-H Youth Development
■ School of Business or Consulting Club
■ School of Public Affairs
■ Urban Studies Program

Performance Measurement

The final step in planning and goal setting is to identify a mechanism for measuring progress toward each goal. Initially, a Community of Promise assesses how it is providing youth access to the Five Promises by evaluating which programs and services are providing youth one or more of the promises. As your local Promise effort grows and matures, it shifts toward tracking the delivery of the Five Promises and focusing on when and how these resources are actually being provided to the target population of youth.

As your Community of Promise grows even more sophisticated, tracking evolves into focusing on the fulfillment of the Five Promises. The number of young people receiving all Five Promises can be calculated and used to measure your Community of Promise's impact on the lives of young people. Ongoing performance measurement includes reporting results to the greater community and America's Promise and periodically adjusting the strategy and activities of your Community of Promise based on the data collected.

Universities have extensive resources to contribute to the evaluation of a Community of Promise's effectiveness. Students, faculty and staff can play an active role in defining goals and performance indicators and collecting and analyzing data.

Examples

- In addition to advancing strategies to ensure that Minneapolis maintains a focus on reaching children and youth, the University of Minnesota's summer 2001 edition of *The Center* contains a reflective review of the accomplishments within the first four years of Twin Cities' Promise (Twin Cities, Minn.). Conducted in collaboration with Search Institute, a series of essays identifies the factors promoting the success of the state, community and urban efforts inspired by America's Promise. The identification and analysis of the achievements and challenges encountered by the local Promise effort in its first few years of existence enables its leadership team to chart its future course and promotes the replication of best practice programs by other Communities of Promise.

- Through a partnership with Greeneville/Greene County's Promise (Greeneville, Tenn.), faculty and staff within Tusculum College's Service-Learning Center are designing and implementing a service-learning course that encompasses a Community Based Research (CBR) Project to evaluate mentoring initiatives. CBR focuses on gathering information on needs identified by the community to support requests for funding and services and influence future decision making and programmatic changes. Students enrolled in the service-learning class are interviewing staff within local agencies that offer mentoring programs in order to gather data to inform the development of a community-wide approach to fulfilling the promise of an ongoing relationship with a caring adult for local children and youth. In addition to working with these local nonprofit and community-based organizations, students are conducting research on mentoring initiatives, enabling them to begin to develop training materials, disseminate best practices on mentor recruitment and estimate the impact of mentoring programs on young people.

Good places to start:
- Center for Nonprofit Management or American Humanics
- School of Business or Consulting Club
- Schools of Education, Law, Medicine/Public Health and Public Affairs
- Service-Learning Classes

Project Ideas

Related to performance measurement:

- Ask college faculty and staff to inventory the institution's community outreach initiatives that serve young people in order to establish a baseline and develop benchmarks for measuring Community of Promise progress.

- Engage faculty and staff in assessing local needs and mapping community assets to inform the development of benchmarks against which to measure your local Promise effort's progress.

- Gather data on positive youth development outcomes from faculty.

- Encourage students to consult on the development of a framework for performance measurement of Community of Promise initiatives.

- Enlist faculty and staff support in tracking data on access, delivery and fulfillment of the Five Promises.

- Encourage faculty to give students credit for independent study projects conducted with your local Promise effort.

- Ask students to develop surveys and other evaluative tools to capture information on the effectiveness of your local Promise effort's initiatives targeted to youth. (For a project proposal to present to college or university leaders, see Project 8—Survey and Evaluative Tool Development, on page 51.)

❑ Encourage students to focus their undergraduate research or graduate work on program evaluation or problem solving for a Community of Promise.

❑ Engage students in coordinating evaluation projects to capture youth perceptions of receipt versus delivery of the Five Promises at both your Community of Promise and Site levels.

❑ Ask students to appraise the current system of evaluating local programs and services structured around the Five Promises. (For a project proposal to present to college or university leaders, see Project 7—Assessment of Evaluation Methods, on page 51.)

❑ Enlist students in a comparative study of the impact of your local Promise effort on different populations (religious, racial/ethnic and socio-economic) and age groups of children and youth in the community. (For a project proposal to present to college or university leaders, see Project 6—Comparative Study of the Impact of Your Local Promise Effort, on page 51.)

❑ Encourage students to take an evaluation course to assess the method of performance measurement of your Community of Promise.

Taken together, the following four key implementation strategies ensure that your local Promise effort is on the right track for fulfilling the Five Promises for children and youth.

Local Effort "Home"

When considering where to set up the central office for your Community of Promise, select a neutral convener to avoid turf issues among collaborating organizations.

While some Communities of Promise are independent nonprofits with 501(c)(3) status, others are housed within nonprofit and community-based organizations. Colleges can be a great place to house your Community of Promise. Among other advantages offered by this setting, the leadership would be in close proximity to a wide array of financial, human and campus resources.

Examples

■ Robert Morris University houses the Allegheny County's Promise (Allegheny County, Pa.) effort and provides 30 AmeriCorps Promise Fellows who coordinate more than 965 campus volunteers who deliver services to over 3,200 young people and adults residing in Duquesne, an economically distressed area within the county. Robert Morris University's Promise Fellows are structuring their work around the issues of workforce and economic development; education and crime prevention; and community organizing.

■ Salisbury's Promise (Salisbury, Md.) is housed on Salisbury University's (SU) campus, located with the volunteer center and an AmeriCorps program. The location of the Community of Promise on campus has been influenced by a variety of factors, including the compatibility between the mission of the local Promise effort and the number of community outreach programs already in existence at the university. SU represents the most politically neutral place to house Salisbury's Promise, and the university's involvement lends credibility to the local Promise effort. Situating the Community of Promise in close proximity to several other outreach programs presents an opportunity for these programs to expand and build upon one another.

Good places to start:

■ Development and Advancement Office
■ Facilities Office
■ Office of Community Service or Student Activities Office
■ Office of Student Financial Aid
■ Office of University and Community Relations

Project Ideas

Related to local effort "home":

❑ Request that the college lead or host your Community of Promise.

❑ Secure donations of office space, equipment and supplies from local colleges and universities.

❑ Enlist higher education institution support in acquiring facilities or funds for office space, supplies and equipment.

❑ Encourage faculty and staff to contribute to the day-to-day management of your Community of Promise.

❑ Work with administrators, faculty and staff to establish internship and fellowship programs placing students in your local Promise effort's main office and Sites of Promise.

❑ Secure meeting space on campus for the advisory board and committees of your Community of Promise.

❑ Request that local colleges and universities host special events and meetings on campus.

Establishing Sites of Promise

A key strategy to ensure the success of Communities of Promise is to establish and channel resources into sites where children and youth live, learn, play and worship. The designation of schools, congregations and community-based organizations as Sites of Promise increases the depth, breadth and frequency of resources available to young people. A Site of Promise is a location that provides all Five Promises to a specific group of young people. Local Promise efforts designating Sites of Promise should tap into the already established networks and partnerships of local colleges and universities.

Examples

■ The federal work-study program enables universities to place students in sites to provide administrative support for direct service to young people. Federal work-study students at Robert Morris University (Allegheny County, Pa.) serve as reading and mathematics tutors and mentors through the America Reads and America Counts programs. Allegheny County's Promise supports and strategically places these college students in elementary schools in Duquesne City, Pa. to improve the reading and math skills of young people. The students who qualify to participate in federal work-study work an average of 11 hours per week, a significant contribution to Communities of Promise and the children and youth that they serve.

■ The University of Southern California's (USC) Family of Five Schools initiative is designed to improve educational opportunities for young people and enhance the safety of five K–12 schools in the University Park area of south central Los Angeles and its surrounding neighborhoods. More than 8,000 elementary, middle and high school students have access to the university's museums, libraries and recreation facilities. The Family of Five Schools initiative is a public-private partnership spearheaded by a 100-member committee composed of school principals and educators, representatives from community organizations and institutions and 18 units within USC. The collaboration enables USC to deliver the Five Promises to young people within a specific geographic area and involve community members through targeted outreach.

■ The University of Pennsylvania's (Penn) Center for Community Partnerships is coordinating community- and school-based programs that channel resources to improve the lives of Philadelphia residents. Penn participates in the West Philadelphia Improvement Corps (WEPIC), an initiative that promotes neighborhood-wide change through the involvement of public schools. The University-Assisted Community Schools program encompasses curricula containing activities that focus on themes selected by school principals and staff. Penn's Community Schools include service-learning courses and integrate a school-to-work component that includes internships, apprenticeships and mentoring programs. Penn students support the WEPIC by assisting with evening, weekend, extended and school day programs.

■ Brevard Community College (Cocoa, Fla.) is using K–14 partnerships to concentrate delivery of resources in priority elementary, middle and high schools. At the center of these partnerships between K–12 schools and the two-year college are student tutors, mentors and teacher assistants. Special learning activities and events have sprung from these programs, including College Days, Science Lab Days, Library Research Days, Parents' Night, Groundhog Job Shadow Days and Diversity Days. College faculty and high school teachers are offering service-learning courses that give students from Brevard and partner high schools a chance to interact. As part of the college's federal work-study program, students serve as literacy tutors, and the Employee Service Project has made it possible for faculty and staff to mentor, tutor and participate in

outreach activities. The K–14 partnerships are supported by two grants that promote the integration of service-learning curricula in the school system and the growth of campus-community partnerships. Campus-community advisory teams and staff along with AmeriCorps*VISTA members in the Center for Service-Learning coordinate the partnerships. Brevard is tracking the numbers of children participating in special learning activities and events, school-aged youth participating in service-learning courses and projects and college students serving as classroom assistants, tutors and mentors.

- In partnership with Waterville's Promise (Waterville, Maine), Colby College is implementing Colby Cares About Kids, a program providing more than 200 one-on-one collegiate mentors for children and youth in Sites of Promise. This mentoring program, which is overseen by representatives of Colby College and community partners and coordinated by two AmeriCorps*VISTA volunteers, is designed to encourage local students to pursue postsecondary education and remain in Maine to give back to the community. Another outcome of the program has been increased access to all Five Promises for the young people being mentored. Colby Cares About Kids uses Search Institute's Mentoring Evaluation Tool and conducts surveys to gauge social/emotional and academic performance improvements in the mentees.

Good places to start:
- Academically-Based and Community Service Student Organizations
- Center for Nonprofit Management or American Humanics
- Cooperative Extension and Center for 4-H Youth Development
- Office of Student Financial Aid
- Schools of Arts and Sciences, Business, Dentistry, Education, Engineering, Medicine/Public Health, Nursing, Public Affairs and Social Work
- Service-Learning Classes

❑ Commission students, faculty and staff to develop and implement a training program on the Five Promises to educate staff and volunteers at Sites of Promise. (For a project proposal to present to college or university leaders, see Project 9—Five Promises Curriculum Development for Staff and Volunteers at Sites of Promise, on page 52.)

❑ Invite faculty and staff to facilitate training and professional development programs for social workers and youth service providers at Sites of Promise.

❑ Request that faculty and staff provide instruction on the effective use of technology in the classroom to administrators and teachers at Sites of Promise.

❑ Engage students in the development of a health education curriculum to be taught at Sites of Promise.

❑ Encourage faculty to offer to nurses at Sites of Promise a series of informational seminars focusing on a range of health issues in the school setting.

❑ Invite students to teach cardiopulmonary resuscitation (CPR) to administrators, teachers and youth service providers at Sites of Promise.

Communication Within the Community

Successful communication is vital to Communities of Promise. Marketing, publicity and special events can increase awareness, generate support and effect change. Colleges can be wonderful partners in helping Communities of Promise meet their communications goals. Working with students and faculty in marketing and public relations programs and the institution's public information office often proves to be beneficial for both the college and the Community of Promise.

Examples

■ Cedar Valley's Promise (Waterloo/Cedar Falls, Iowa) is tapping into higher education resources to develop and implement strategies for raising awareness of the local Promise effort. Students at the University of Northern Iowa developed a marketing plan for Cedar Valley's Promise as a final project for a communications and marketing class. The students met with Janet Lyons, project coordinator of Cedar Valley's Promise, each week for two months to gather data that informed the marketing plan. The students developed strategies generating visibility for the Community of Promise and getting more schools in Black Hawk County to become Schools of Promise. In addition to making a presentation to their classmates, the students presented Cedar Valley's Promise with a final copy of the marketing plan.

■ Allegheny County's Promise (Allegheny County, Pa.) is tapping into the resources of Robert Morris University (RMU) not only to enhance the ability of the local Promise effort to communicate with the community, but also to broker the university's resources to support the work of other community organizations. Students in RMU's media center are developing a marketing brochure and informational video that the Community of Promise will use to promote its local Promise effort to community members, students, funders and corporations. RMU students also developed a marketing plan for a city of Duquesne summer recreation program. This initiative will be coordinated, staffed and funded by the local Promise effort and the university. Allegheny County's Promise is also working with a Duquesne City Historical Documentary Fellow to engage college and high school students in the design, production and promotion of an historical documentary of the city that incorporates the perspectives of community leaders and residents.

■ Students enrolled in a community lawyering class at Brigham Young University (BYU) are promoting awareness of the Timpanogos Community Network, which sponsors Utah County's Promise (Utah County, Utah), and educating community members about the importance of providing children and youth access to the Five Promises. Searching for a neighborhood where they could make a real impact and address critical needs, BYU students selected the 350-unit Boulders Apartment Complex, located in a high-crime area, as the place to channel resources and promote the well being of young people, known as the Boulder Project. BYU students planned and coordinated Para Los Niños (For the Children), a one-day festival with food and games for children that provided the opportunity for representatives from more than 35 community agencies to connect with Boulders residents to educate them about local services. Since the event, BYU students have continued to focus on the Boulders Project by initiating new programs and bringing community partners on site to address the needs of children and their families. Students in the Linguistics and English Language Department are teaching English as a Second Language (ESL) classes to Hispanic residents twice a week, nursing students are teaching health classes for the adults and swimming lessons for the children, and students in the community lawyering class have organized soccer teams for the young children. In addition, with the help of the

apartment's management, Provo City and the local police department, the Timpanogos Community Network has been able to allocate one apartment in the complex for use as a community room and police substation. The leaders of the local Promise effort are forming a study circle to engage Boulder's residents in planning future projects and activities to address needs in the complex.

Good places to start:

- Academically-Based Student Organizations (Communications, Computer Science, Education, English, Foreign Languages, Psychology, Sign Language and Social Work)
- Media Center
- Photography Club
- Public Relations Student Society of America
- School of Arts and Sciences (Departments of Communications, Computer Science, English, Fine Arts, Foreign Languages, Journalism, Psychology, Sociology and Sign Language)
- School of Business (Department of Marketing)

Promise and events attended by deaf children and young people. from immigrant and minority communities. (For a project proposal to present to college or university leaders, see Project 13—Language Translation Services, on page 54.)

❑ Commission faculty and students to write a series of articles on the Five Promises for campus and local newspapers.

❑ Enlist student participation in the development of a strategic communications plan containing marketing and outreach strategies for your local Promise effort. (For a project proposal to present to college or university leaders, see Project 11—Strategic Communications Plan Development, on page 53.)

❑ Request that students compile a list of media contacts and resources for your Community of Promise.

❑ Ask students to develop a video documenting your Community of Promise and its programs and services that affect young people. (For a project proposal to present to college or university leaders, see Project 15—Documentary Video Production, on page 55.)

❑ Work with students to develop an advertising campaign for your local Promise effort.

❑ Engage graphic design students in the design of brochures, letterhead and publications for your Community of Promise.

❑ Encourage students to attend your local Promise effort's special events to provide media control

and set up media interviews with Community of Promise and college or university spokespersons.

❏ Invite students to take photographs at Community of Promise events to provide to members of the media not in attendance.

❏ Partner with administrators, faculty and staff to establish a resource center that provides public access to the institution's research on youth development.

❏ Commission students to develop hard copy and Web-based catalogues of university and community programs and services open to the public.

❏ Encourage college students to research community programs and services and compile data for the development of a Five Promises Checklist. (For a project proposal to present to college or university leaders, see Project 17—Research and Development of the Five Promises Checklist, on page 56.)

❏ Invite students to assist with the development of a Promise Station for the local Promise effort. (For a project proposal to present to college or university leaders, see Project 14—Design and Maintenance of the Promise Station, on page 55.)

❏ Work with students to implement the Power of Five service-learning curriculum at Sites of Promise. (For a project proposal to present to college or university leaders, see Project 16—Implementation of the Power of Five at Sites of Promise, on page 56.)

Working Relationship with America's Promise

America's Promise provides resources and technical assistance to promote the growth and effectiveness of Communities of Promise by assisting them in addressing challenges and transcending barriers. Communication between your Community of Promise and America's Promise staff informs the work of each and ensures that best practices among local Promise efforts can be shared and replicated. Universities can strengthen the working relationship between Communities of Promise and America's Promise by assisting with the implementation of the tools and resources provided by America's Promise. The Promise Station, Five Promises Checklist, Power of Five service-learning program and other America's Promise tools enable local collaborations to increase their visibility and reach more children and youth.

Examples

■ Representatives from Edinboro University of Pennsylvania have been involved in the design and maintenance of the Promise Station for Erie's Promise (Erie, Pa.) ever since a co-chair of the local Promise effort approached the university's president to solicit the involvement of his institution in the creation of a Web site for the Community of Promise. An administrator and AmeriCorps*VISTA volunteer serve on the tech crew that has implemented Promise Station templates from America's Promise, facilitated training sessions for partners throughout the community and assisted with the development of an outreach campaign to promote awareness of the Web site. The members of the tech crew have made an ongoing commitment to serve as the administrators of the Promise Station.

■ Tusculum College is partnering with Greeneville/Greene County's Promise (Greeneville, Tenn.) to implement a project based on the Power of Five service-learning curriculum developed by America's Promise and Weekly Reader. Students in Tusculum's Service-Learning Scholars class researched community needs and selected Doak Elementary School as a site to deliver the Five Promises. College students utilized interactive, hands-on activities to educate the elementary school students about the meaning and importance of each of the Five Promises. This will be repeated at additional school sites in the future in response to requests for the program.

Good places to start:
■ American Humanics
■ Community Service Student Organizations
■ Office of Continuing and Distance Education
■ Office of Student Financial Aid
■ Schools of Arts and Sciences (Departments of Communications, Computer Science, English and Journalism) and Education

Project Ideas

Related to working relationship with America's Promise:

❑ Task students with analyzing the effectiveness of the Five Promises Checklist, Promise Station and Power of Five in your community. (For a project proposal to present to college or university leaders, see Project 18—Evaluation of America's Promise Tools for Communities of Promise, on page 57.)

❑ Encourage faculty to give students credit for independent study projects conducted with the local Promise effort.

❑ Invite students to present on their programs and projects that benefit the local Promise effort at America's Promise events, such as the Effective Communities Regional Training Forums and the awards luncheon at the Conference on Community Service and Volunteerism.

❑ Contract with administrators, faculty and staff to utilize videoconferencing and Web-based tools that enable the staff and volunteers of local Promise efforts in rural areas to participate in America's Promise Effective Communities Regional Training Forums.

Once your Community of Promise begins to pursue its strategy and implement its programs, it begins to realize three important outcomes: fulfillment of the Five Promises, composition and commitment of local collaboration and self-sustainability.

Project Ideas

Related to the Five Promises:
Caring Adults:

- ❑ Urge college students to mentor and tutor local children and youth.

- ❑ Request that students assist with physical education classes, host sports clinics and volunteer to coach teams at local Sites of Promise.

- ❑ Encourage students to participate in school assemblies and serve as guest lecturers at Sites of Promise to introduce other students to different cultures and traditions.

Safe Places:

- ❑ Request that university coaches and athletes host summer sports camps at Sites of Promise.

- ❑ Enlist student support in the establishment of book clubs and photography clubs at Sites of Promise.

- ❑ Encourage students to host monthly poetry readings and "open mic" nights at Sites of Promise.

- ❑ Work with local colleges to provide programming open to the public at campus facilities, such as children's story hour at the bookstore and educational enrichment programs at museums.

Fulfillment of the Five Promises

One of the most important objectives of your Community of Promise is the fulfillment of all Five Promises with the eventual outcome of generating community-wide change. Your local Promise effort commits to providing caring adults, safe places, a healthy start, marketable skills and opportunities to serve for local young people. Effective leadership and the development of cross-sector collaborations transitions your Community of Promise from merely providing access and delivering resources to children and youth to actually fulfilling all Five Promises for the target population.

Examples

- Students, faculty and staff at the University of Kentucky (UK) are engaged in outreach initiatives to expand access to oral healthcare among the state's underserved rural, economically disadvantaged and high-risk children and their families. UK's outreach initiatives encompass clinics, dental screenings, health fairs and mobile units that provide health education, prevention and treatment services. Student volunteers gain practical and marketable skills through these educational experiences outside of the classroom.

- The University of Pennsylvania's (Penn) Urban Nutrition Initiative (UNI) encompasses a pre-K through 16+ curriculum connecting undergraduate courses at Penn with classes in elementary, middle and high schools. UNI, which is designed to improve the health and well-being of youth and families residing in West Philadelphia, operates daily in three schools and affects 1,000 students in grades K–12. The UNI curriculum encompasses innovative activities for teaching mathematics, social studies and language arts, including after-school fruit and vegetable stands, weekend farmers' markets, school gardens, a community fitness program and urban agriculture and micro-business development. The goals of these activities are to enhance knowledge of health and nutrition, increase the supply of healthy foods and promote active lifestyles.

- The University of Southern California (USC) Family of Five Schools' Safety Task Force initiated the Kid Watch program to ensure that students in the University Park neighborhood safely arrive at school, parks, museums, libraries and other local facilities. Kid Watch volunteers are attentive in the morning and afternoon when local children are en route to school and after-school activities. The program is a partnership of residents of the University Park neighborhood, the Southwest Division of the Los Angeles Police Department, the Los Angeles Unified School District Police Department, the USC Family of Five Schools, the USC Department of Public Safety and the USC Civic and Community Relations Office. Staff in the University's Civic and Community Relations Office support the Kid Watch program by coordinating training sessions and special events, recruiting volunteers, serving as community liaisons, creating program materials, raising funds, maintaining

databases and administering program evaluations. Kid Watch has proven beneficial for the children, who report feeling safer, and the neighborhood residents, who feel a greater sense of pride in their community.

Good places to start:

- Expertise and Service-Learning Classes: Schools of Arts and Sciences, Business, Education, Engineering, Law, Public Affairs and Social Work
- Facilities: athletics department, campus bookstore, campus ministry, campus libraries, museums and theaters, recreation fields, student unions and residence halls
- Health Services: Schools of Arts and Sciences (Department of Psychology), Schools of Medicine/Public Health, Dentistry and Nursing and the medical center
- Student Organizations: community service student organizations, ethnic and cultural student organizations, honors societies, Office of Greek Affairs, sororities and fraternities
- Specific Campus-Wide Outreach Programs: college or university-sponsored mentoring program, college preparatory programs, literacy initiatives and summer camps

❑ Work with university athletics department staff to provide local children and youth free or reduced-price tickets to campus sporting events.

❑ Invite students to host cultural events open to families in the greater community.

❑ Encourage students to sponsor trips to the theater and museums for local children and youth.

Healthy Start:
❑ Task university students with facilitating health outreach and education programs at Sites of Promise.

❑ Partner with students and faculty to provide health screenings and immunizations to children and youth at Sites of Promise.

❑ Partner with students and faculty to provide free and reduced-price dental screenings to children and youth at Sites of Promise.

❑ Engage students in the administration of mental health screenings at Sites of Promise.

❑ Encourage students in special education programs to screen children and youth for learning disabilities.

❑ Invite students to conduct a State Children's Health Insurance Program (SCHIP) enrollment campaign at Sites of Promise.

❑ Task students with providing children and youth transportation to doctor's appointments.

Marketable Skills:

❑ Work with college students to develop partnerships with young people in Sites of Promise to document the impact of your local Promise effort via focus groups, photo novellas, town meetings and case studies. (For a project proposal to present to college or university leaders, see Project 19—Partnering with Youth in Sites of Promise to Document Your Community of Promise's Impact, on page 58.)

❑ Request that universities offer TRIO and college preparatory programs for local young people.

❑ Encourage faculty and students from the foreign language department to assist high school students and parents from immigrant and minority communities with the college application process by providing workshops and one-on-one assistance in their native languages.

❑ Encourage students to take young people on campus tours to orient them to college and introduce them to the prospect of pursing postsecondary education.

❑ Engage students in teaching classes and hosting workshops in a variety of academic disciplines at Sites of Promise.

❑ Invite students to facilitate summer academic and career enrichment programs at Sites of Promise to expose local youth to a variety of career opportunities.

❑ Engage students in facilitating seminars and workshops to introduce younger students to the concept of starting their own businesses.

❑ Work with students to arrange a career speakers' series at Sites of Promise for local professionals to discuss their jobs.

❑ Partner with staff to provide local high school students access to information on job openings, training programs, college preparatory programs and financial aid for college.

❑ Enlist student participation in the collection and refurbishment of computers for your Community of Promise's main office and Sites of Promise.

Opportunities to Serve:

❑ Encourage college students to partner with young people in Sites of Promise to develop and implement service projects structured around the Five Promises.

❑ Invite students to partner with high school students active in political organizations to assist with political campaigns and coordinate voter registration drives.

All Five Promises:

❑ Commission university faculty to implement service-learning courses in a variety of academic disciplines that are structured around the Five Promises and place students in Sites of Promise and nonprofit and community-based organizations.

❑ Partner with students to sponsor a speakers' bureau that brings campus coaches and athletes into Sites of Promise to discuss the importance of the Five Promises.

❑ Request that campus honors program staff initiate a community service requirement placing students in Sites of Promise.

❑ Encourage students to coordinate and participate in ongoing service projects sponsored by your Community of Promise and national days of service.

❑ Invite sororities and fraternities to adopt philanthropies structured around the Five Promises.

❑ Partner with colleges to provide buses and shuttles to transport local children and young people to Sites of Promise and local Promise effort activities.

Composition and Commitment of Local Collaboration

Your Community of Promise will grow to encompass a wide range of partners from the public, private and nonprofit sectors. By exhibiting leadership and coordinating activities and outreach structured around the Five Promises, your local Promise effort will promote the development of a coalition effectively directing resources to children and youth. Colleges are great assets to Communities of Promise since their students, faculty and staff can supply leadership; resources and expertise; and volunteers and direct services that channel resources to young people.

Examples

- Orlando's Promise (Orlando, Fla.) has initiated a partnership with the University of Central Florida's (UCF) LEAD Scholars Program that will enable the local Promise effort to utilize UCF students as volunteers in 17 Sites of Promise. The LEAD Scholars Program provides first- and second-year students with opportunities to cultivate leadership skills and give back to the community. The approximately 500 program participants are required to enroll in a leadership curriculum and complete at least 10 hours of service per semester in nonprofit and community-based organizations. The LEAD Scholars Program has designated the Healthy Community Initiative, which is the coordinating agency for Orlando's Promise, as the organization to which program participants can devote their service hours. Orlando's Promise is promoting the development of a sustainable, long-term partnership by phasing in LEAD Scholar participation at Sites of Promise. Initially, LEAD Scholars will assist with existing programs and events before serving as mentors and developing program curricula in sites.

- The University of Minnesota established the University Promise Fellows Program with financial support from the Office of the Provost and matching funds from various departments on campus. The program's objective is to leverage the institution's financial resources to benefit young people in Minnesota by providing guidance and uniting a cadre of students around the common goal to "Realize the University's Promise to Minnesota's Children and Youth." Promise Fellows are engaged in meaningful projects that support the community outreach efforts of the university and nonprofit and community-based organizations.

- Eastern Kentucky University (EKU) has been instrumental in promoting the growth and development of Madison County's Promise (Richmond, Ky.). EKU faculty and administrators have spoken on behalf of the local Promise effort and connected the Community of Promise with resources and volunteers. Madison County's Promise currently partners with several academic departments and a variety of student organizations at the university, including Junior Panhellenic, Mortar Board, the Student Government Association and Colonels Who Care. In addition, the final project for students enrolled in a public speaking class with a service-learning component is to present on the Five Promises before a group of community members or local children and youth. The local Promise effort has recently forged a relationship with the Office of Student Affairs, which will provide office space and financial support for the Community of Promise.

Good places to start:

- Consortium for Children, Youth and Families and Research Centers/Institutes
- Cooperative Extension and Center for 4-H Youth Development
- Office of Community Service
- Office of Student Financial Aid
- Office of University and Community Relations

Project Ideas

Related to local collaboration:

- ❑ Encourage college administrators, faculty and staff to network and engage community members and representatives from nonprofit and community-based organizations to participate in planning and decision making for your local Promise effort.

- ❑ Ask administrators, faculty and staff to implement a University Promise Fellow program that places students in Sites of Promise and community-based and non-profit organizations.

- ❑ Co-sponsor conferences, lectures, panel discussions and brown bag lunches to update researchers, practitioners, parents, teachers and youth service providers on the latest trends in the field of youth development.

- ❑ Engage faculty in providing professional development and training programs on the topics of youth development, nonprofit management and resource development for teachers, social workers and youth service providers.

- ❑ Invite faculty to dialogue with administrators and teachers at Sites of Promise on school improvement strategies and offer assistance and expertise.

Related to self-sustainability:

❑ Ask university students to develop a Community of Promise business plan that includes outreach and fundraising strategies.

❑ Task students with researching and compiling information on local funding opportunities and potential sources of in-kind donations. (For a project proposal to present to college or university leaders, see Project 21—Funding Opportunity Research and Grant Proposal Development, on page 59.)

❑ Invite students to write grant proposals to assist your Community of Promise in raising additional funds for programming. (For a project proposal to present to college or university leaders, see Project 21—Funding Opportunity Research and Grant Proposal Development, on page 59.)

❑ Request that students devote time to budgeting and cost analysis for your local Promise effort.

❑ Task students with the development of a donor database enabling your local Promise effort to track financial and in-kind donations.

❑ Request that university student organizations host fundraising events to benefit your Community of Promise. (For a project proposal to present to college or university leaders, see Project 20— Coordination of Fundraising and Special Events for Your Community of Promise, on page 58.)

Self-Sustainability

Communities of Promise achieve self-sustainability by building relationships and generating funds and resources, while also ensuring that they are not perceived as encroaching on the work of other nonprofit and community-based organizations. Each member of the collaboration provides your local Promise effort essential resources, including volunteers, funds, equipment, consulting expertise, facilities and connections to individuals and community-based organizations. Achieving self-sustainability necessitates securing sustainable funding from diversified sources, cultivating effective leadership and ensuring smooth leadership transitions and communicating the value of your local Promise effort to the greater community. Universities are poised to provide a variety of resources that promote the sustainability of your local Promise effort.

Examples

■ Robert Morris University (RMU) secured a Community Outreach Partnership Center (COPC) grant from the Department of Housing and Urban Development for Allegheny County's Promise (Allegheny County, Pa.). This funding enables the local Promise effort to concentrate resources in Duquesne City, which is one of the most distressed and disadvantaged communities in Pennsylvania. In partnership, RMU and Allegheny County's Promise will address workforce and economic development; education and crime prevention; and community organizing in Duquesne City.

■ Students at Salisbury University's (SU) Perdue School of Promotions Management (Salisbury, Md.) developed and implemented a community-wide fundraiser to benefit the Wicomico Mentoring Project, which provides more than 400 mentors to children and youth throughout Salisbury. The Inaugural SU Cup Classic Soccer Tournament and Kids' Fest, a full-day round-robin tourney for co-ed intramural student soccer teams, functioned as both a final class project and a gift to the community. In addition to raising funds for community mentoring programs, the event served as the perfect venue for recruiting additional volunteers.

Good places to start:

■ Athletics Department
■ Center for Nonprofit Management or American Humanics
■ Cooperative Extension and Center for 4-H Youth Development
■ Development and Advancement Office
■ Facilities Office
■ Office of Student Financial Aid
■ School of Business or Consulting Club
■ Schools of Law and Public Affairs

- Invite high-profile athletes and alumni to donate memorabilia (e.g., autographed books, pictures and sports equipment) to be raffled off at events benefiting your Community of Promise.

- Secure grants and other forms of financial assistance from local higher education institutions.

- Partner with local colleges to secure grant funding specifically earmarked for higher education institutions and designed to benefit communities.

- Encourage students and alumni to serve as community liaisons, representing your local Promise effort in meetings with members of the business community and connecting your Community of Promise with nonprofit and community-based organizations.

- Invite faculty and staff to facilitate leadership development training to build the skills and competencies of the staff and volunteers of your Community of Promise.

- Encourage faculty to give students credit for independent study projects conducted with your local Promise effort.

- Invite Promise Fellows to work in your Community of Promise's main office and Sites of Promise.

- Enlist student support in the compilation of a directory of experts to provide your local Promise effort and community members information on areas of faculty expertise. (For a project proposal to present to college or university leaders, see Project 22—Development of a Directory of Experts, on page 59.)

- Task students with providing legal advice and assistance to your Community of Promise and nonprofit and community-based organizations.

- Encourage faculty and students to coach your local Promise effort's leadership team in lobbying and advocacy activities to fight against budget cuts.

- Encourage students to help Sites of Promise and nonprofit and community-based organizations complete paperwork required by the Internal Revenue Service.

STRATEGIES TO FORGE STRONG CAMPUS-COMMUNITY PARTNERSHIPS

Building and maintaining strong campus-community partnerships that channel resources to young people takes hard work and dedication from all parties involved. This section outlines the steps that your local Promise effort may take to prepare, initiate and sustain campus-community partnerships. To access forms for use in forging partnerships, visit *www.americaspromise.org/community/uopmain.cfm*.

Preparing for a Partnership

Conducting Background Research and Collecting Data

Prior to meeting with college administrators, faculty and staff to explore the initiation of a partnership, your Community of Promise should conduct background research on the institution itself and identify the most pressing needs within the community. The College or University Profile Sheet available on the America's Promise Web site outlines the pertinent information that you should collect. Since a great deal of it may not be readily available via online and print materials, you will need to engage higher education representatives in a conversation to collect additional data. You should investigate the institution's current community outreach initiatives, the types and amount of funding allocated to community-based work and existing partnerships with national and local organizations. Collection of these institutional data is important, since it reveals the extent of the institution's involvement in the community and provides information helpful for determining its ability to expand and enhance outreach initiatives. Background research also enables your local Promise effort to identify current and potential supporters and champions within the institution. These individuals are the best first contacts and should be targeted as institutional champions for your local Promise effort. Often, the best way to forge an institutional partnership is to start with the departments and organizations that are receptive to working with your local Promise effort.

Your local Promise effort should also gather community demographic data to present to higher education representatives. Data collected through local needs assessments and community asset-mapping exercises highlight unmet needs among youth and reveal local resources available to address them. Presenting these data in meetings with higher education representatives paints a picture of the resource gaps that can be filled through outreach programs.

Brainstorm Ways to Access Campus Resources

Effective preparation for meetings with higher education representatives also includes brainstorming programs and projects that capitalize on institutional resources to enhance the impact of your local Promise effort. Higher education institutions have a resource base that matches that of all of the other sectors combined. To maximize your relationship with the college or university, your leadership team should craft a pitch structured around the three components of strong campus-community partnerships:

- Leadership
- Resources and Expertise
- Volunteers and Direct Services

Higher education representatives can supply leadership to your local Promise effort by serving as community champions, sitting on the advisory board and its committees and assisting with daily management and oversight of operations. Colleges and universities can contribute resources to build and strengthen the competencies of your Community of Promise. Federal work-study funding can enable student employees to assist with the daily operations of your local Promise effort or function as service providers in Sites of Promise and nonprofit and community-based organizations. The project ideas and template job descriptions in the Appendix provide concrete examples that your leadership team can share with college and university administrators, faculty and staff to structure a campus-community partnership that encompasses leadership; resources and expertise; volunteers and direct services. The diagram on the next page depicts the variety of ways that colleges and universities can connect with your local Promise effort.

How America's Promise Can Help
- Tools and resources available from America's Promise:
  - *Connecting Communities with Colleges & Universities* toolkit
  - *Becoming a College or University of Promise* manual
  - *Enhancing the Ability of State and Land-Grant Colleges and Universities to Serve Their Communities* policy analysis report
  - *Higher Learning:* The University of Promise video

Components of Strong Campus-Community Partnerships

Leadership

Your Community of Promise can look to higher education institutions for leaders who will increase the visibility of the movement to deliver the Five Promises to young people.

- Coaches and Athletes
- Education and Youth Development Faculty
- High-Profile Alumni
- Presidents and Provosts
- Student Leaders

Resources & Expertise

Your Community of Promise can access the extensive resource base of colleges and universities to strengthen its competencies.

- Campus Facilities for Meetings, Summits and Special Events
- Federal Work-Study Funding for Community-Based Work
- Language Translation
- Research
- Training and Consulting Projects

Volunteers & Direct Services

Your Community of Promise can recruit students, faculty and staff to deliver the Five Promises to children and youth.

- After-school Academic Enrichment Programs
- College Preparatory Programs
- Health Outreach and Provisions
- Mentoring & Tutoring Programs
- Service-Learning Courses Focused on the Five Promises

Initiating a Partnership

Communicating About America's Promise and Your Community of Promise

Initial conversations with university administrators, faculty and staff should focus on promoting the goals and objectives of America's Promise and your Community of Promise. The first meeting provides an excellent opportunity to educate them on the Five Promises, the accomplishments of your Community of Promise and the unmet needs of young people in the community. Provide background information on the history of your local Promise effort and refer to the community partners already on board. Providing this information promotes the legitimacy of your Community of Promise and increases the likelihood that the college representatives will join the local collaboration.

Promoting the Benefits of Partnership to Higher Education Institutions

Take the time to convey the benefits that colleges can reap from campus-community partnerships and affiliation with America's Promise (as outlined on page 43). Higher education involvement in your local Promise effort presents a mutually beneficial partnership that can expand the reach of initiatives that deliver the Five Promises to children and youth. Joining the America's Promise network of national partners enables colleges and universities to access additional resources and gain national recognition for their outreach programs that serve children and youth.

Structuring the Conversation Around the Three Components of Strong Campus-Community Partnerships

Be specific when describing the ways in which the institution can assist in connecting more young people with the Five Promises. Discuss the college's potential role in building the infrastructure of your Community of Promise through leadership; resources and expertise; volunteers and direct services in the context of the institution's current outreach initiatives. Introduce program and project ideas based on these three components and challenge college representatives to expand outreach initiatives.

Establishing Your Community of Promise as a Recipient of Federal Work-Study Students

Another strategy is to approach the Office of Student Financial Aid on the campus to file forms indicating local Promise effort needs and the availability of community service jobs for undergraduate and graduate students. You should indicate the direct and indirect service employment opportunities within your Community of Promise network that address the needs of young people in the community. Federal work-study students can assist with the daily operations of your Community of Promise by implementing a youth leadership team, developing and maintaining the Promise Station and planning fundraisers and special events. They can provide direct service in Sites of Promise and nonprofit and community-based organizations by mentoring, tutoring and facilitating family literacy projects.

Documenting the Campus-Community Partnership and Enlisting Colleges and Universities of Promise

Campus-community partnerships come in many different shapes and sizes, depending on a college's level of involvement, availability of resources and the willingness of individual departments and organizations on campus to participate. There are three stages of partnership for colleges and universities working with Communities of Promise and America's Promise (as illustrated on page 44). The College or University of Promise Agreement and other partnership forms available on the America's Promise Web site are designed to document campus-community partnerships that mobilize either an entire higher education institution or several of its departments and organizations. The Campus Partnership Form enables your leadership team and the main points of contact within an institution to formalize your partnership and document the initiatives that will deliver the Five Promises and develop the competencies of your Community of Promise. Each of the campus units committing to devote resources to your local Promise effort should complete a copy of the form.

Enlisting Colleges and Universities of Promise

Your Community of Promise may be able to motivate an institution's top administrators to not only partner together, but also initiate the process of becoming a College or University of Promise, a higher education institution committed to fulfilling all Five Promises. However, in many instances, you will find it most useful to initiate partnerships with individual departments and organizations on campus. This approach enables your local Promise effort to secure resources while building momentum for the cultivation of a College or University of Promise. Demonstrating the involvement of multiple campus units with your Community of Promise is often critical to motivate top-level administrators to commit the full range of institutional resources to a partnership.

How America's Promise Can Help

- Tools and resources available from America's Promise:
  - Campus Partnership Form—for partnerships with individual departments and organizations
  - College or University of Promise Agreement—for institutional partnerships backed by presidential support

Benefits to Becoming a College or University of Promise

A Proven Framework in the Five Promises

Research by Search Institute demonstrates that the Five Promises are the right prescription for the challenges facing today's young people.[4] The framework of the Five Promises enables universities and other America's Promise partners to organize their outreach initiatives to have the maximum benefit on children and youth.

A Platform for Centralizing Efforts

Colleges tend to be decentralized institutions, composed of departments conducting their own outreach initiatives without knowledge of similar programs around campus. Becoming a College or University of Promise connects the youth-serving initiatives of different departments and organizations on campus, fosters communication and collaboration and combines resources. Coordination of campus outreach programs enables higher education institutions to have a greater impact on children and youth in the community.

Recognition Through Affiliation with a National Movement

Affiliating with a nationally recognized organization working to improve the lives of children and youth makes a college or university's community outreach initiatives more visible. It also lends additional credibility to the institution's work on behalf of young people.

Access to the America's Promise Network of Partners

Within the America's Promise network are major corporations, national nonprofit organizations, community-based agencies, higher education institutions, faith congregations and government officials and agencies. Nearly 400 National Partners and approximately 300 communities nationwide collaborate to enhance their impact on young people. This national network of partners facilitates the exchange of best practice examples and lessons learned in community mobilization and the delivery of the Five Promises to young people. Colleges and Universities of Promise gain access to a variety of valuable tools and resources and are able to interface with other organizations struggling with similar challenges in their endeavors to connect young people with all Five Promises.

Opportunities for Media Attention Through Affiliation with America's Promise

The media attention received by America's Promise frequently focuses on the national network of partners. America's Promise promotes to a national audience its partners that are creating and implementing innovative programs to deliver the Five Promises to young people. Colleges and Universities of Promise have access to boilerplate press releases and other communications tools created by America's Promise to enable partners to promote their accomplishments.

[4] *Five Promises for Children and Youth*, prepared by Search Institute. April 1997. Revised November 2000 and August 2002.

Stages of Partnership for Higher Education Institutions

Colleges and Universities of Promise

Partnering

- Work with a Community of Promise (develops a Community of Promise partnership plan)

- Supports a Community of Promise by providing:
  - leadership;
  - resources and expertise; and/or
  - services and volunteers

Collaborating

- Works with America's Promise (develops strategic/work plan and Community of Promise partnership plan, submits letter from president, provides best practices and success stories, and exchanges information with the network of partners)

- Provides the Five Promises

- Initiates campus-wide outreach inventory process

- Solicits commitments to participate in the Promise effort from a diverse group of campus departments and organizations

- Develops a site-based strategy

- Supports a Community of Promise

- Develops a strategy to engage students in the Promise effort

- Devotes staff time to the Promise effort

- Communicates about the Five Promises and partnership with America's Promise and Community of Promise

- Establishes an infrastructure for sustainability (explores funding, evaluates programs and transitions leadership)

Engaging

- Works with America's Promise (develops strategic/work plan and Community of Promise partnership plan, submits letter from president, provides best practices and success stories, and exchanges information with the network of partners)

- Provides the Five Promises

- Completes a campus-wide inventory of programs that impact youth

- Demonstrates widespread support by engaging a diverse group of departments and organizations in the Promise effort

- Channels and tracks resources in Sites/Schools of Promise

- Hosts or supports a Community of Promise

- Dedicates resources to enable students to participate in the Promise effort

- Devotes the equivalent of one full-time coordinator for the Promise effort

- Develops a strategic communications plan for the campus Promise effort and Community of Promise

- Sustains the Promise effort (explores funding, evaluates programs and transitions leadership)

Sustaining the Campus-Community Partnership

Critical to the development and maintenance of sustainable campus-community partnerships are regular communication; ongoing assessment and evaluation; and recognition and appreciation of the contributions of partnering institutions.

Establishing a Productive Working Relationship

To build a strong foundation based on trust, it is important to maintain regular contact with a partner. This is essential in creating a positive working relationship and keeping your objectives fresh in the partner's mind. Keep higher education points of contact informed of your Community of Promise's progress, upcoming meetings and special events. While university representatives should determine the extent of their involvement in planning and goal-setting exercises, your leadership team should regularly invite them to meetings and events to ensure that they remain engaged.

Evaluating the Effectiveness of the Partnership

Assess your campus-community partnerships at regular intervals to pinpoint accomplishments and develop strategies to address ongoing challenges. Gather data on the numbers of children and youth served through the institution's outreach initiatives, since this information is critical to estimate the effectiveness of your local Promise effort. The Campus Partnership Form, College or University of Promise Agreement and other paperwork that documents these partnerships also provide information helpful for gauging the impact of a college or university's contribution to your local Promise effort.

Recognizing the Contributions of Partners

Sustainable campus-community partnerships are dependent on Communities of Promise highlighting the achievements of partners and communicating appreciation for their contributions. Your local Promise effort can do this through formal and informal mechanisms, such as sending thank-you letters, hosting volunteer and partner appreciation events and writing press releases that highlight partner accomplishments.

Sharing with and Learning from other Communities of Promise

Sharing best practice program examples and communicating lessons learned with other Communities of Promise in the network promotes the development of other campus-community partnerships that benefit youth and enables America's Promise to assist other partners and promote your successes to a national audience. The America's Promise Web site and Great Ideas Database contain program and project examples that Communities of Promise can consult to enhance and expand their initiatives that deliver the Five Promises.

The following are suggested projects to assist you in recruiting campus support. After you have done background research on prospective partners, decide which projects would be appropriate to recommend. Use these project ideas as conversation starters. Together, you and your point of contact at the college can brainstorm ways to tailor a project idea to the specific needs of your campus-community partnership.

When presenting project ideas and job descriptions to colleges and universities, make sure you include all necessary information in the format provided (see page 47). Be sure to include the history and mission of your Community of Promise and America's Promise, expertise and time commitment required and contact information for interested individuals.

Proposed Projects

Project 1—Leadership Development Training Program for Local Promise Effort Leadership Team
Project 2—Recruiting, Coordinating and Training a Youth Leadership Team
Project 3—Training Program for Site Coordinators
Project 4—Conducting Local Needs Assessments and Mapping Community Assets
Project 5—Assisting with the Development of Your Local Promise Effort's Strategic Plan
Project 6—Comparative Study of the Impact of Your Local Promise Effort
Project 7—Assessment of Evaluation Methods
Project 8—Survey and Evaluative Tool Development
Project 9—Five Promises Curriculum Development for Staff and Volunteers at Sites of Promise
Project 10—Program and Service Coordination at Sites of Promise
Project 11—Strategic Communications Plan Development
Project 12—Five Promises Training Seminar Curriculum Development
Project 13—Language Translation Services
Project 14—Design and Maintenance of the Promise Station
Project 15—Documentary Video Production
Project 16—Implementation of the Power of Five at Sites of Promise
Project 17—Research and Development of the Five Promises Checklist
Project 18—Evaluation of America's Promise Tools for Communities of Promise
Project 19—Partnering with Youth in Sites of Promise to Document Your Community of Promise's Impact
Project 20—Coordination of Fundraising and Special Events for Your Community of Promise
Project 21—Funding Opportunity Research and Grant Proposal Development
Project 22—Development of a Directory of Experts

Sample Job Descriptions

Sites of Promise Site Coordinator
Youth Engagement Liaison
Community Research Fellow
Five Promises Checklist Fellow
Promise Station Fellow
Resource Development Fellow
Faith Coordinator

Template for Project and Job Descriptions

Please use this template for reference only. For your convenience, you can download an electronic version from the America's Promise Web site at *www.americaspromise.org*.

Project/Job Title:
Starting Date and End Date:
Hours per week: (e.g., 10 hours, negotiable/flexible)
Location: (e.g., address of local agency office, you can work from distance with periodic face-to-face meetings)
Stipend: (e.g., work-study qualified, nonpaid but willing to assist in providing information for course credit, $100 per month)
If interested: (e.g.. send resumés to or please contact)

Project/Job Description
[Insert description of project or job designed to deliver the Five Promises and/or build and strengthen the competencies of your Community of Promise.]

Community of Promise
[Insert a paragraph describing your Community of Promise, including history, mission, vision, partners and accomplishments.]

America's Promise–The Alliance for Youth
A national alliance comprising hundreds of organizations dedicated to improving the lives of children and youth

In April 1997, at Philadelphia's Independence Hall, all living U.S. presidents—George H.W. Bush, Jimmy Carter, Bill Clinton and Gerald Ford, with Nancy Reagan representing Ronald Reagan—convened the Presidents' Summit for America's Future and challenged the nation to make children and youth a national priority and fulfill Five Promises: Every child will have a caring adult role model in his or her life; a safe place to learn and grow; a healthy start and future; an opportunity to learn marketable skills through education; and opportunities to give back through community service. These fundamental resources create opportunities for success. These are the Five Promises.

America's Promise–The Alliance for Youth was launched at the close of the Summit to mobilize people from every sector of American life to ensure that the Five Promises are fulfilled for all of our nation's children. Building on the vision and commitment of its founding chairman, General Colin L. Powell, America's Promise has grown from a call to action by concerned citizens to a nationwide movement by millions of people dedicated to ensuring a brighter future for America's youth. More than just a single institution, America's Promise is a national alliance—made up of hundreds of organizations from the public, private and independent sectors—working hand-in-hand with communities across the nation to foster collaborations and develop innovative tools and programs to meet the needs of children and youth. Today, in hundreds of communities across the country, America's Promise is bringing people and organizations together, creating a network of support, providing children and youth with the fundamental resources they need to succeed and, ultimately, ensuring they have the opportunity to fulfill the promise of America. For additional information, visit *www.americaspromise.org*, AOL Keyword: America's Promise.

Project Ideas

PROJECTS FOR BUILDING LEADERSHIP

Project 1—Leadership Development Training Program for Local Promise Effort Leadership Team

This interdepartmental initiative brings together faculty and staff throughout the university's departments to design and implement a Leadership Development Training Program for the leadership team of your local Promise effort. University representatives will work with the community champions, day-to-day manager and advisory board of your local Promise effort to ensure that they have the skills and capacity to handle not only daily oversight and management of your Community of Promise, but also to ensure its long-term sustainability. The Leadership Development Training Program will address the topics of community mobilization and cross-sector collaboration; volunteer management; organizational and group dynamics; facilitating productive meetings; managing conflict; resource development and financial oversight; strategic planning; strategic communications; and utilizing and valuing evaluations.

Contact:
- Center for 4-H Youth Development
- Center for Nonprofit Management
- Consortium for Children, Youth and Families
- Consulting Club
- Cooperative Extension
- Office of Alumni Relations
- Office of Community Service (or University and Community Relations)
- Research Centers and Institutes
- School of Arts and Sciences (Departments of Communications, English, Foreign Languages, Government, Political Science, Psychology, Religious Studies and Sociology)
- Schools of Business, Education, Public Affairs and Social Work
- Student Activities Office
- Urban Studies Program

Project 2—Recruiting, Coordinating and Training a Youth Leadership Team

The development and coordination of a Youth Leadership Team is an ideal initiative for a student organization seeking a community service project involving a partnership with local high school students. Formation of the Youth Leadership Team promotes the involvement of young people in the leadership and strategic direction of your Community of Promise. In order to assemble a team of young people who reflect the community's diversity, university students embark on an extensive outreach campaign to recruit students from several public and private high schools in the community. University students network with teachers and principals, speak at school assemblies and other special events and distribute informational materials about the role of young people in your local Promise effort to recruit team members. They recruit from youth-serving nonprofit and community-based agencies, congregations and civic and community groups. Once the Youth Leadership Team is assembled, university students develop and implement a leadership development and team-building training program to ensure the effective participation of young people in your local Promise effort. University students advise and provide support and guidance to the team on an ongoing basis. For additional information, please see the Youth Engagement Liaison job description on page 61.

Contact:
- Academically-Based Student Organizations (Education, English, Foreign Languages, Government, Nonprofit Management, Psychology, Public Affairs, Religious Studies, Social Work and Sociology)
- American Humanics
- Campus Ministry
- Community Service Student Organizations
- Honors Societies
- Office of Career Services and Advisement
- Office of Student Financial Aid

- School of Arts and Sciences (Departments of Psychology, Religious Studies and Sociology)
- Schools of Education, Public Affairs and Social Work
- Service-Learning Classes
- Student Activities Office

Project 3—Training Program for Site Coordinators

This project engages students, faculty and staff from various units of the university to collaborate on the design and implementation of a training program for coordinators at Sites of Promise. A Site of Promise is a location where Community of Promise partners and resources come together to fulfill all Five Promises for children and youth. This training program will build the skills and capacity of site coordinators to ensure effective service delivery and accurate tracking of the resources provided to young people in schools, congregations and community-based organizations. The training covers the topics of assessing local needs and mapping community assets; matching local resources with community needs; and tracking the delivery of the Five Promises to young people. University representatives will provide refresher trainings on an ongoing basis to ensure the quality of the services provided at Sites of Promise. For additional information, please see the Sites of Promise Site Coordinator job description on page 60.

Contact:

- Academically-Based Student Organizations (Communications, Education, English, Foreign Languages, Nonprofit Management, Psychology, Religious Studies and Social Work)
- American Humanics
- Center for 4-H Youth Development
- Center for Nonprofit Management
- Consortium for Children, Youth and Families
- Community Service Student Organizations
- Consulting Club
- Honors Societies
- Office of Career Services and Advisement
- Office of Community Service
- Office of Student Financial Aid
- School of Arts and Sciences (Departments of Communications, English, Foreign Languages, Psychology, Religious Studies and Sociology)
- Schools of Education, Public Affairs and Social Work
- Service-Learning Classes
- Urban Studies Program

PROJECTS FOR PLANNING AND SETTING GOALS

Project 4—Conducting Local Needs Assessments and Mapping Community Assets

University students provide the information that your local Promise effort needs to begin connecting young people with the Five Promises by spearheading the processes for conducting local needs assessments and mapping community assets. These data inform the establishment of goals and the development of a strategic plan for your local Promise effort. Students focus on uncovering the youth-serving organizations, programs and services already delivering the Five Promises to youth and the individual and institutional assets already available within the community. They assess the capabilities and physical assets possessed by the community's associations, institutions and businesses that can be utilized to provide the Five Promises, strategize ways to discover the talents of community members and encourage widespread involvement in your local Promise effort. To assess community needs, students administer surveys capturing data on the resources that young people want and need and supplement survey results with interviews of community residents and information on community indicators. For additional information, please see the Community Research Fellow job description on page 62.

Contact:

- Academically-Based Student Organizations (Communications, Education, English, Foreign Languages, Psychology, Social Work and Sociology)
- American Humanics
- Center for Demographics and Population Research
- Consulting Club
- Office of Career Services and Advisement
- Office of Community Service
- Office of Student Financial Aid
- School of Arts and Sciences (Departments of Communications, English, Foreign Languages, Psychology, Religious Studies and Sociology)
- Schools of Education, Medicine/Public Health, Public Affairs and Social Work
- Service-Learning Classes
- Student Activities Office
- Urban Studies Program

Project 5—Assisting with the Development of Your Local Promise Effort's Strategic Plan

University students, faculty and staff assist with the strategic planning process for your local Promise effort in a variety of ways. Faculty and staff function as independent facilitators at strategic planning sessions that integrate the perspectives of diverse stakeholders. Students review transcripts of the strategic planning sessions to capture common themes and chart your local Promise effort's future direction through the establishment of strategies and activities. Faculty and students provide guidance and oversight as your local Promise effort's leadership team implements the initial phase of strategies and activities in the strategic plan. They revisit and reevaluate the goals in the strategic plan to gauge the success of your local Promise effort.

Contact:

- Academically-Based Student Organizations (Communications, Education, Government, Nonprofit Management, Psychology and Social Work)
- American Humanics
- Center for 4-H Youth Development
- Center for Nonprofit Management
- Community Service Student Organizations
- Consortium for Children, Youth and Families
- Consulting Club
- Cooperative Extension
- Media Center
- Office of Career Services and Advisement
- Office of Community Service
- Office of Student Financial Aid
- Office of University and Community Relations
- School of Arts and Sciences (Departments of Communications, Government, Political Science, Psychology, Religious

Studies and Sociology)
- Schools of Business, Education, Law, Medicine/Public Health, Nursing, Public Affairs and Social Work
- Student Activities Office
- Urban Studies Program

Project 6—Comparative Study of the Impact of Your Local Promise Effort

University students assist your Community of Promise in assessing the extent of your local Promise effort's impact on children and youth in the community. Students develop a comparative study to determine whether or not there is a differential in the impact of your local Promise effort on young people within different socio-economic, racial/ethnic, religious and age groups. Students not only examine the differential but also pinpoint the underlying causes and propose remedies to address them and ensure your local Promise effort's inclusiveness.

Contact:
- Academically-Based Student Organizations (Communications, Education, English, Foreign Languages, Government, Nonprofit Management, Psychology and Social Work)
- American Humanics
- Consulting Club
- Honors Program Office
- Office of Career Services and Advisement
- Office of Student Financial Aid
- Schools of Business, Education, Law, Medicine/Public Health, Nursing, Public Affairs and Social Work
- Service-Learning Classes

Project 7—Assessment of Evaluation Methods

University students synthesize the findings of evaluations of programs and services for local children and youth into one meta-evaluation structured around the framework of the Five Promises. Students analyze through the lens of the Five Promises the data supplied by evaluations administered by partners, Sites of Promise, government agencies and other collaborating organizations. Students utilize the meta-evaluation to assess the value of the data collected through the evaluation process, evaluate the effectiveness of the delivery of the Five Promises and pinpoint the major achievements of your local Promise effort. Finally, the meta-evaluation is designed to uncover evidence that children and youth receiving all Five Promises have better outcomes than those receiving fewer than all five.

Contact:
- Academically-Based Student Organizations (Communications, Education, English, Foreign Languages, Government, Nonprofit Management, Psychology and Social Work)
- American Humanics
- Consulting Club
- Office of Career Services and Advisement
- Office of Student Financial Aid
- Schools of Business, Education, Law, Medicine/Public Health, Nursing, Public Affairs and Social Work
- Service-Learning Classes

Project 8—Survey and Evaluative Tool Development

University students utilize surveys, focus groups and other evaluative tools to capture youth perceptions of the delivery of the Five Promises. Students analyze the responses from the young people in order to assess receipt versus delivery of the Five Promises at both your Community of Promise and Sites of Promise levels. This exercise enables students to distinguish between youth perceptions of Promise delivery and organizational perceptions of the effectiveness of service delivery. University students assess where youth go to receive each Promise and how effectively they think that these resources are being provided, in addition to gathering their ideas for enhancing service delivery. For example, students assess whether or not young people feel safe and believe that they are acquiring marketable skills through their participation at a specific after-school educational enrichment program.

Contact:

- Academically-Based Student Organizations (Communications, Education, English, Foreign Languages, Government, Nonprofit Management, Psychology and Social Work)
- American Humanics
- Center for 4-H Youth Development
- Community Service Student Organizations
- Consortium for Children, Youth and Families
- Consulting Club
- Office of Career Services and Advisement
- Office of Student Financial Aid
- Schools of Business, Education, Law, Medicine/Public Health, Nursing, Public Affairs and Social Work
- Service-Learning Classes

PROJECTS FOR IMPLEMENTING PROMISE PLANS

Project 9—Five Promises Curriculum Development for Staff and Volunteers at Sites of Promise

This interdepartmental initiative brings together students, faculty and staff from various university departments and divisions to develop a training curriculum structured around the Five Promises to educate staff and volunteers at Sites of Promise. The training program not only educates staff and volunteers about the importance of the Five Promises, but also integrates a variety of practical examples of programs and services that the sites can implement to deliver these resources to young people. For example, students from the Schools of Medicine/Public Health and Nursing design and facilitate the component of the training program that includes project ideas to provide a healthy start for young people. They introduce Sites of Promise staff and volunteers to the concept of hosting on site a team of doctors, professors and medical students to provide free health screenings and deliver educational programs to children and youth.

Contact:

- Academically-Based Student Organizations (Business, Communications, Education, English, Foreign Languages, Medicine, Nonprofit Management, Nursing, Social Work and Sociology)
- American Humanics
- Center for 4-H Youth Development
- Community Service Student Organizations
- Consortium for Children, Youth and Families
- Consulting Club
- Cooperative Extension
- Office of Career Services and Advisement
- Office of Student Financial Aid
- Research Centers and Institutes
- School of Arts and Sciences (Departments of Communications, English, Foreign Languages, Psychology, Religious Studies and Sociology)
- Schools of Business, Dentistry, Education, Law, Medicine/Public Health, Nursing, Public Affairs and Social Work
- Service-Learning Classes

Project 10—Program and Service Coordination at Sites of Promise

Practica, internships, fellowships and federal work-study programs place college students in the role of site coordinators at Sites of Promise. These students oversee the programs and services delivering the Five Promises at schools, congregations and community-based organizations. University faculty and staff design and implement a training program to orient these students to their positions and build their skills and capacity to implement programs and services structured around the Five Promises, assess local needs and map community assets, match local resources with community needs and track the delivery of the Five Promises to young people at Sites of Promise. For additional information, please see the Sites of Promise Site Coordinator job description on page 60.

Contact:

- Academically-Based Student Organizations (Education, Nonprofit Management, Psychology, Social Work and Sociology)
- American Humanics
- Community Service Student Organizations
- Honors Societies
- Office of Career Services and Advisement
- Office of Community Service
- Office of Student Financial Aid
- Schools of Education, Public Affairs and Social Work

Project 11—Strategic Communications Plan Development

University students develop a strategic communications plan designed to raise awareness of your local Promise effort and educate community members about the importance of the Five Promises. The communications plan integrates activities that are assigned to university students, faculty and staff. For example, the strategic communications plan could include development of a video documenting your Community of Promise and its initiatives; the compilation of a list of media contacts and resources; and the provision of general writing assistance for press releases, letters to the editor, op-ed pieces and Promise Station content. Activities for promoting and raising awareness of the Five Promises include faculty writing a series of articles on the Five Promises for campus and local newspapers; students presenting on the importance of the Five Promises at community events; students in a graphics design class working to localize the advertisement campaign; and faculty and staff facilitating training and professional development programs structured around the Five Promises for practitioners, teachers and youth service providers.

Contact:

- Academically-Based Student Organizations (Communications, Education, English, Foreign Languages, Psychology and Social Work)
- Campus Newspaper and Television and Radio Stations
- Center for 4-H Youth Development
- Consortium for Children, Youth and Families
- Consulting Club
- Media Center
- Office of Career Services and Advisement
- Office of Student Financial Aid
- Office of University and Community Relations
- Photography Club
- Public Relations Student Society of America
- Research Centers and Institutes
- School of Arts and Sciences (Departments of Communications, English, Fine Arts, Foreign Languages, Journalism, Psychology and Sociology)
- Schools of Business, Education and Social Work
- Service-Learning Classes
- Writing Center

Project 12—Five Promises Training Seminar Curriculum Development

This project mobilizes students, faculty and staff throughout the university's units to develop the curriculum for a training seminar raising awareness and educating parents, teachers, youth service providers and community members about the importance of the Five Promises and where young people can access these resources. Faculty and staff focus on designing and implementing the Five Promises and youth development components of the training seminar, while students compile information on community resources to provide to training program participants. Students from a variety of disciplines develop specific project ideas under each of the Five Promises. For instance, students in the Nonprofit Management Program provide participants a list of nonprofit and community-based organizations and sample project descriptions for initiatives that provide young people opportunities to serve.

Contact:
- Academically-Based Student Organizations (Business, Education, Law, Medicine, Nonprofit Management, Nursing and Social Work)
- American Humanics
- Center for 4-H Youth Development
- Center for Nonprofit Management
- Community Service Student Organizations
- Consortium for Children, Youth and Families
- Honors Program Office
- Office of Career Services and Advisement
- Office of Community Service
- Office of Student Financial Aid
- Research Centers and Institutes
- Schools of Business, Dentistry, Education, Medicine/Public Health, Nursing, Public Affairs and Social Work
- Service-Learning Classes
- Student Activities Office

Project 13—Language Translation Services

University students provide language translation services that enable your local Promise effort to reach and serve the minority and immigrant populations within the greater community. Students adapt and translate into various languages the marketing materials, newsletters, fact sheets and other informational materials distributed by service providers and organizations within the local collaboration to ensure that children and youth from minority and immigrant communities can access existing community resources. Students also provide language translation services for representatives of your local Promise effort who conduct needs assessments and facilitate public forums and town meetings in minority and immigrant communities.

Contact:
- Academically-Based Student Organizations (Business, Communications, Education, Foreign Languages, Government, International Relations, Marketing, Public Affairs and Social Work)
- American Humanics
- Consulting Club
- Media Center
- Office of Student Financial Aid
- Research Centers and Institutes
- School of Arts and Sciences (Departments of Communications, English, Foreign Languages, Psychology and Sociology)
- Schools of Business, Education, Law, Public Affairs and Social Work
- Writing Center

Project 14—Design and Maintenance of the Promise Station

University students assist with the development, implementation and maintenance of the Promise Station for your local Promise effort. Students research and compile information on local programs and services, collect data on the status of young people in the community, design logical and enticing ways for the content to appear online and write or solicit content for the various sections of the Promise Station. Students utilize focus groups to determine which features of local interest to emphasize in the Promise Station. University students establish and coordinate a writing group of high school students to generate content for the Promise Station. On a regular basis, students submit articles and feature stories to provide community members up-to-date information on your local Promise effort and its upcoming programs, services and events. Students facilitate training sessions to assist community partners in navigating and providing content for the Web site. For additional information, please see the Promise Station Fellow job description on page 63.

Contact:

- Academically-Based Student Organizations (Computer Science, Education, English, Foreign Languages, Journalism, Sociology and Psychology)
- Campus Newspaper and Television and Radio Stations
- Community Service Student Organizations
- Consulting Club
- Marketing Club
- Media Center
- Office of Career Services and Advisement
- Office of Student Financial Aid
- School of Arts and Sciences (Departments of Computer Science, English, Foreign Languages and Journalism)
- Schools of Business, Education, Public Affairs and Social Work
- Service-Learning Classes
- Writing Center

Project 15—Documentary Video Production

University students from a variety of disciplines lend their skills and expertise to the development of a video highlighting the impact of your local Promise effort. Students design, direct and produce a video documenting your Community of Promise, your local Promise effort's programs and services and the impact of the collaboration on the lives of local young people. Students research and document the wide range of programs and services included in your local Promise effort. In addition, they interview youth, parents, community members and the staff and volunteers of local collaborating organizations to integrate their perspectives on the impact of your Community of Promise. Students also enlist high school students to provide editorial assistance and artistic direction to the project.

Contact:

- Academically-Based Student Organizations (Communications, Education, Film, Fine Arts, Foreign Languages, Psychology, Social Work and Sociology)
- American Humanics
- Campus Newspaper and Television and Radio Stations
- Community Service Student Organizations
- Consulting Club
- Honors Program Office
- Office of Student Financial Aid
- School of Arts and Sciences (Departments of Communications, English, Fine Arts, Foreign Languages, Journalism, Psychology and Sociology)
- Schools of Business, Education, Public Affairs and Social Work
- Service-Learning Classes

Project 16—Implementation of the Power of Five at Sites of Promise

University students facilitate the Power of Five service-learning program in small group settings at Sites of Promise. Students educate 11 through 14-year-olds about the importance of each of the Five Promises and assist them in creating activities to deliver these resources to their peers and younger children. University students oversee the five days of service that the youth pledge to provide through their participation in the Power of Five program. Following their facilitation of the program, these students serve as advisors and mentors, training another group of students to facilitate the program at additional Sites of Promise.

Contact:

- Academically-Based Student Organizations (Child Psychology, Education and Social Work)
- American Humanics
- Community Service Student Organizations
- Consulting Club
- Fraternities and Sororities
- Honors Program Office
- Office of Community Service
- Office of Student Financial Aid
- Schools of Education, Public Affairs and Social Work
- Service-Learning Classes
- Student Activities Office

Project 17—Research and Development of the Five Promises Checklist

University students develop a Five Promises Checklist tailored to the community's specific resources and needs. Students facilitate focus groups and stakeholder sessions to gather information on specific, age-appropriate actions to fulfill the Five Promises. Based on the ideas generated through these sessions, students conduct research to compile a comprehensive list of local service providers committed to delivering the Five Promises to young people. Students may also choose to modify the list of suggested Five Promises Checklist actions provided by America's Promise. Students update the list of service providers and resources on a regular basis to ensure that parents, teachers, youth service providers and community members have access to the most current information on local resources. For additional information, please see the Five Promises Checklist Fellow job description on page 62.

Contact:

- Academically-Based Student Organizations (Education, English, Foreign Languages, Nonprofit Management, Psychology and Social Work)
- American Humanics
- Community Service Student Organizations
- Consulting Club
- Office of Career Services and Advisement
- Office of Community Service
- Office of Student Financial Aid
- School of Arts and Sciences (Departments of English, Foreign Languages, Journalism, Psychology and Sociology)
- Schools of Education, Public Affairs and Social Work
- Service-Learning Classes

Project 18—Evaluation of America's Promise Tools for Communities of Promise

University students evaluate the tools and resources provided by America's Promise to ensure that they are useful to your Community of Promise and its collaborating organizations. Students conduct evaluations of the Promise Station, Five Promises Checklist, Power of Five and online ad kit to determine if the implementation of these tools and resources has resulted in enhanced awareness of your local Promise effort and the importance of the Five Promises and greater provision of these resources to young people. Students administer surveys to capture the perceptions of parents and young people, facilitate focus groups of community members and gather information on service delivery within Sites of Promise. The feedback gathered enables assessment of the impact of these tools and resources at the community, youth and adult levels, providing the information that your local Promise effort needs to modify implementation of these tools.

Contact:

- Academically-Based Student Organizations (Communications, Education, English, Foreign Languages, Nonprofit Management and Social Work)
- American Humanics
- Consortium for Children, Youth and Families
- Consulting Clubs
- Office of Community Service
- Office of Student Financial Aid
- School of Arts and Sciences (Departments of Communications, English, Foreign Languages and Journalism)
- Schools of Education, Public Affairs and Social Work
- Service-Learning Classes

PROJECTS FOR PRODUCING DESIRED OUTCOMES

Project 19—Partnering with Youth in Sites of Promise to Document Your Community of Promise's Impact

University students partner with youth within Sites of Promise to creatively answer the question, "What would this community be like without the Community of Promise?" The university students and youth utilize focus groups, photo novellas, town meetings and case studies to capture information that illustrates the impact of your local Promise effort on young people. This project is designed to ensure the integration of the perspectives of young people in the evaluation of your local Promise effort and provides a unique partnership opportunity for university students and young people at Sites of Promise.

Contact:
- Academically-Based Student Organizations (Communications, Education, English, Fine Arts, Foreign Languages, Journalism, Psychology, Religious Studies, Social Work and Sociology)
- American Humanics
- Community Service Student Organizations
- Consulting Club
- Fraternities and Sororities
- Office of Greek Affairs
- Office of Student Financial Aid
- School of Arts and Sciences (Departments of Communications, Fine Arts, Foreign Languages, Journalism, Psychology, Religious Studies, Social Work and Sociology)
- Schools of Education, Public Affairs and Social Work
- Service-Learning Classes

Project 20—Coordination of Fundraising and Special Events for Your Community of Promise

University student organizations coordinate special events to promote awareness of your local Promise effort and raise funds to benefit your Community of Promise. Students serve as event co-chairs recruiting sponsors; soliciting financial and in-kind donations from local businesses; coordinating marketing and outreach to publicize the event; mobilizing and training volunteers to assist with pre-event planning and day-of-event management; and coordinating event logistics. University students contact local junior and senior high schools, nonprofit and community-based organizations, congregations and civic and community groups to engage community members and young people in planning and volunteering at the event. Examples of special events that students can coordinate to benefit your local Promise effort are a marathon or 5K run/walk, an auction, an outdoor carnival or festival and a back-to-school event.

Contact:
- American Humanics
- Athletics Department
- Campus Ministry
- Community Service Student Organizations
- Fraternities and Sororities
- Honors Program Office
- Office of Community Service
- Office of Greek Affairs
- Office of Student Financial Aid
- Residence Halls
- School of Arts and Sciences (Department of Communications, English and Foreign Languages)
- Schools of Business, Education, Public Affairs and Social Work
- Student Activities Office

Project 21—Funding Opportunity Research and Grant Proposal Development

University students focus on execution of the fundraising strategies contained in your Community of Promise's business plan. Students conduct preliminary research on public and private grant-making organizations with goals that are compatible with the mission of your local Promise effort to ensure a targeted approach to resource development. Students utilize print and online materials, listservs and communications with America's Promise staff and community partners to locate funding opportunities and research grant-making organizations. Students develop and submit grant proposals to respond to funding opportunities, in addition to researching innovative methods to attract financial and in-kind donations. Students maintain regular communications with grant-making organizations to keep them informed of the initiatives of your local Promise effort. Students assist with fundraising events for your local Promise effort and community partners to generate funds and raise awareness of your Community of Promise. For additional information, please see the Resource Development Fellow job description on page 64.

Contact:
- Academically-Based Student Organizations (Communications, English, Journalism, Nonprofit Management and Social Work)
- American Humanics
- Consulting Club
- Development and Advancement Office
- Office of Career Services and Advisement
- Office of Community Service
- Office of Student Financial Aid
- Schools of Business, Education, Law, Public Affairs and Social Work
- Service-Learning Classes

Project 22—Development of a Directory of Experts

University students research and compile a directory of experts to highlight the academic concentrations and specialties of faculty members. This directory enables the leadership team of your local Promise effort, community members, nonprofit and community-based organizations and youth service providers to utilize higher education resources in the execution of specific projects delivering the Five Promises and strengthening the competencies of your local Promise effort. The directory of experts will ensure that your Community of Promise has access to university faculty who can design and implement training programs, write press releases, conduct research in the area of youth development, coordinate press conferences and special events and supervise students providing medical services at Sites of Promise.

Contact:
- Academically-Based Student Organizations (Communications, Education, English, Foreign Languages, Government, Journalism, Nonprofit Management, Social Work and Sociology)
- American Humanics
- Community Service Student Organizations
- Consulting Club
- Office of Career Services and Advisement
- Office of Community Service
- Office of Student Financial Aid
- Office of the Federal Work-Study Program
- Service-Learning Classes
- School of Arts and Sciences (Departments of Communications, English, Foreign Languages, Journalism, Psychology, Religious Studies and Sociology)
- Schools of Business, Education, Law, Medicine/Public Health, Public Affairs and Social Work

Job Descriptions

As you recruit college or university volunteers, use the following job descriptions to outline their roles in your local Promise effort. Adjust each position's responsibilities and qualifications to suit your needs.

Sites of Promise Site Coordinator

Under the supervision of the administrators and staff at Sites of Promise, site coordinators oversee and track the delivery of the Five Promises to young people.

Duties and Responsibilities:
- Recruits, trains, supervises and evaluates staff and volunteers involved in Community of Promise initiatives at Sites of Promise
- Develops and enforces Site of Promise policies and procedures
- Conducts local needs assessments and community asset mapping exercises to gather data to inform the development of programs and services delivering the Five Promises
- Initiates and maintains partnerships with nonprofit and community-based organizations, colleges and universities and youth service providers to recruit volunteers and connect young people with community resources
- Develops a training program educating site volunteers about the Five Promises and orienting them to the goals and objectives of your Community of Promise
- Assists volunteers with the development and implementation of new programs and services delivering the Five Promises to young people
- Tracks service delivery and the number of children and youth served on site
- Compiles and distributes to the leadership team of your local Promise effort quarterly reports documenting programs, services, resources and the numbers of children and youth served at Sites of Promise
- Attends quarterly meetings of your local Promise effort's leadership team and Sites of Promise site coordinators

Education and Experience:
- Enrolled in an undergraduate or graduate degree program
- Commitment to youth development and the importance of the Five Promises
- Good administrative, management and community relations skills
- Good communication skills, verbal and written
- Knowledge or experience with volunteer management
- Knowledge or experience with youth development activities
- Experience developing and facilitating training programs
- Ability to work independently and in a team environment
- Ability to relate to individuals from diverse socio-economic, racial/ethnic, religious and educational backgrounds

Youth Engagement Liaison

Under the supervision of the manager of your Community of Promise, the youth engagement liaison is responsible for recruiting, coordinating and advising a Youth Leadership Team or Youth Advisory Council.

Duties and Responsibilities:
- Develops and implements a recruitment plan encompassing strategies for outreach to high schools, youth-serving nonprofit and community-based agencies, congregations and civic and community groups to ensure the formation of a Youth Leadership Team composed of high school students reflecting the diversity of the greater community
- Manages the application, interview and selection process for the Youth Leadership Team
- Creates a youth leadership manual orienting members of the Youth Leadership Team to their role in your local Promise effort
- Develops and implements a leadership development and team-building training program that educates youth about the Five Promises and your local Promise effort and provides them the skills that they need to effectively contribute to the leadership and decision making of your Community of Promise
- Advises the Youth Leadership Team and provides oversight and management of its activities and meetings
- Assists the Youth Leadership Team and its committees and task forces in developing and executing strategies to increase awareness of the need for youth membership on local governing boards and youth involvement in local decision-making processes
- Promotes the integration of the Youth Leadership Team into your Community of Promise governance structure
- Accompanies the Youth Leadership Team to Community of Promise planning meetings and participates in their community service projects
- Schedules bi-weekly one-on-one meetings with each member of the Youth Leadership Team to answer questions, address concerns and provide feedback

Education and Experience:
- Enrolled in an undergraduate or graduate degree program
- Ability to make a two-year commitment to the position
- Commitment to youth development and the importance of the Five Promises
- Good administrative, management and community relations skills
- Good communication skills, verbal and written
- Knowledge or experience with volunteer management
- Knowledge or experience with youth development activities
- Experience developing and facilitating training programs
- Ability to relate to individuals from diverse socio-economic, racial/ethnic, religious and educational backgrounds

Community Research Fellow

Under the supervision of the manager of your Community of Promise, the community research fellow conducts local needs assessment and asset mapping exercises to inform your local Promise effort's development of programs and services that deliver the Five Promises.

Duties and Responsibilities:
- Collaborates with the Five Promises Checklist fellow to implement a comprehensive asset mapping exercise to identify the greater community's existing assets and capabilities
- Administers surveys and facilitates focus groups of youth to determine the needs of young people in the community
- Interviews parents, teachers, youth service providers and community members to supplement the information on local needs collected from young people
- Collects and synthesizes information on community indicators
- Identifies the gaps between current needs and the community's existing assets and capabilities and determines strategies to address the gaps
- Develops and distributes to your local Promise effort's leadership team a report synthesizing local needs, community assets and strategies for closing the gaps between needs and resources

Education and Experience:
- Enrolled in an undergraduate or graduate degree program
- Commitment to youth development and the importance of the Five Promises
- Experience in collecting, synthesizing and analyzing data
- Good administrative, management and community relations skills
- Good communication skills, verbal and written
- Ability to work independently and in a team environment
- Ability to relate to individuals from diverse socio-economic, racial/ethnic, religious and educational backgrounds

Five Promises Checklist Fellow

Under the supervision of the manager of your Community of Promise, the Five Promises Checklist fellow compiles a list of specific, age-appropriate actions and local service providers delivering the Five Promises for distribution to parents, teachers, youth service providers and community members.

Duties and Responsibilities:
- Collaborates with the community research fellow to implement a comprehensive asset-mapping exercise to identify the greater community's existing assets and capabilities
- Facilitates focus groups and stakeholder sessions bringing together parents, teachers, youth service providers and practitioners to gather information on specific, age-appropriate actions for delivering the Five Promises
- Develops and publishes a community-specific Five Promises Checklist
- Develops an outreach strategy to ensure widespread distribution of the Five Promises Checklist throughout the greater community
- Establishes procedures for evaluating the utilization and effectiveness of the Five Promises Checklist

Education and Experience:
- Enrolled in an undergraduate or graduate degree program
- Commitment to youth development and the importance of the Five Promises
- Experience in collecting, synthesizing and analyzing data
- Good administrative, management and community relations skills
- Good communication skills, verbal and written
- Ability to work independently and in a team environment
- Ability to relate to individuals from diverse socio-economic, racial/ethnic, religious and educational backgrounds

Promise Station Fellow

Under the supervision of the manager of your Community of Promise, the Promise Station fellow oversees and manages the development and maintenance of the Promise Station for your local Promise effort.

Duties and Responsibilities:
- Recruits university students to make a one-semester commitment to assist with the development and maintenance of the Promise Station
- Supervises the university students developing and maintaining the Promise Station
- Collaborates with the Five Promises Checklist and community research fellows to gather and post online information on local programs and services and pertinent youth development issues
- Edits and proofreads content for the Promise Station prior to posting it online
- Develops an outreach and marketing strategy to promote the existence of the Promise Station to parents, teachers, youth service providers and members of the greater community
- Works with your Community of Promise leadership team and site coordinators at Sites of Promise to ensure that the information posted on the Promise Station is accurate and up-to-date
- Trains community partners to enable them to effectively utilize the Promise Station and regularly contribute information on upcoming programs, services and events

Education and Experience:
- Enrolled in an undergraduate or graduate degree program
- Commitment to youth development and the importance of the Five Promises
- Good administrative, management and community relations skills
- Good communication skills, verbal and written
- Knowledge or experience with volunteer management
- Experience developing and facilitating training programs
- Ability to work independently and in a team environment
- Ability to relate to individuals from diverse socio-economic, racial/ethnic, religious and educational backgrounds

Resource Development Fellow

Under the supervision of the manager of your Community of Promise, the resource development fellow facilitates projects that fulfill the resource development goals contained in your local Promise effort's business plan and promote the sustainability of your Community of Promise.

Duties and Responsibilities:
- Executes the fundraising strategies contained in your local Promise effort's business plan
- Conducts research on grant-making organizations with goals that are compatible with the mission of your Community of Promise by consulting online and print materials and communicating with America's Promise staff and community partners
- Develops and submits grant proposals to respond to potential funding opportunities for your local Promise effort
- Maintains regular communications with public and private grant-making organizations to keep them informed of the initiatives of your local Promise effort
- Researches and implements innovative methods for securing financial and in-kind donations
- Assists with the planning and coordination of fundraising events to benefit and raise awareness of your local Promise effort

Education and Experience:
- Enrolled in an undergraduate or graduate degree program
- Commitment to youth development and the importance of the Five Promises
- Experience in collecting, synthesizing and analyzing data
- Knowledge or experience with grant-writing
- Good administrative, management and community relations skills

- Good communication skills, verbal and written
- Experience with special events planning

Faith Coordinator

Under the supervision of the manager of your Community of Promise, the faith coordinator engages campus ministry organizations and local congregations in the work of your local Promise effort.

Duties and Responsibilities:
- Utilizes professors and the network of campus ministry organizations to connect with local churches, synagogues, mosques and other faith congregations to promote their involvement with your Community of Promise
- Promotes the Five Promises as a new and useful framework for local churches, synagogues, mosques and other faith congregations to organize their outreach programs that impact children and youth
- Encourages local churches, mosques, synagogues and other faith congregations to become Congregations of Promise and official partner sites of Communities of Promise
- Builds relationships and maintains regular communications with campus ministry organizations and congregations to keep them informed of your local Promise effort's upcoming programs, services and events
- Engages students involved in campus ministry and individuals attending local congregations in the ongoing community service projects and Days of Service sponsored by your Community of Promise
- Functions as the liaison between America's Promise and congregations interested in becoming Congregations of Promise

Education and Experience:
- Enrolled in an undergraduate or graduate degree program
- Commitment to youth development and the importance of the Five Promises
- Good administrative, management and community relations skills
- Good communication skills, verbal and written
- Ability to work independently and in a team environment
- Ability to relate to individuals from diverse socio-economic, racial/ethnic, religious and educational backgrounds
- Interest in and respect for diverse religious traditions