

Partnering in Tough Times: *Service-Learning for Economic Vitality*

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California Campus Compact is a coalition of California's leading colleges and universities. We build the collective commitment and capacity of colleges, universities and communities to advance civic and community engagement for a healthy, just and democratic society.

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BACKGROUND

As the California Campus Compact staff considered California's challenging economic context in early 2009, they developed plans for the California Recovery and Renewal (CARE) initiative to address the issues they described in a grant proposal:

California has suffered disproportionately from the housing, credit and financial crises. It is one of only 4 states registering an unemployment rate in the double digits (10.5%), its highest rate in 26 years. Behind this statistic are millions of personal and family struggles that illustrate how the impact of rising joblessness and home foreclosures is being felt—from the 250,000 residents of Los Angeles, the urban mecca of Southern California who sleep on the streets each night . . . to the 54,000 residents of Fresno, in the heart of the Central Valley, who live below the federal poverty line of \$17,600 for a family of 4 . . . to the 1.7 million working-age residents of the San Francisco Bay Area—once known as ground zero for the dot-com Gold Rush of the 1990s—who have significantly reduced employment potential because they do not have a high school diploma. Meanwhile, California nonprofits, which have long served as a safety net by providing food, shelter and other essential health and human services, are faced with significant declines in contributions and are being forced to lay off employees and scale back their services.

Their goal was to build nonprofit capacity and encourage economic recovery by supporting community-campus partnerships and engaging students in service as part of academic courses and internships.

Evidence suggests that civic engagement contributes to communities' economic resilience. Analysis of data from the U.S. Census Current Population Supplement finds that "states and localities with more civic engagement in 2006 saw less growth in unemployment between 2006 and 2010. This was true even after adjusting for the economic factors that others have found to predict unemployment rates over this period" (National Conference on Citizenship et al., 2011). Unfortunately, California appears among the states on the opposite side of this pattern, with a low rate of engagement and a high increase in unemployment during those years. It also falls in the bottom ten states in the number of nonprofit organizations per capita and in social cohesion, two key contributors to economic well-being identified in a follow-up study by the National Conference on Citizenship and its partners (2012). While cautioning that more research is still needed, the reports' authors conclude that higher levels of trust, connectedness, and commitment among people who interact with neighbors as well as friends may encourage greater business investment, consumer spending, and collaborative problem-solving within the local area.

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This pattern certainly deserves further attention, as do the more nuanced patterns within communities. Minneapolis/St. Paul and the state of Minnesota, for example, have some of the highest levels of civic engagement in the country. At the same time, according to a study by the Economic Policy Institute, *Uneven Pain: Unemployment by Metropolitan Area and Race*, black residents of Minneapolis/St. Paul were 3.1 times as likely as whites to be without jobs in 2009 (Austin, 2010). Minnesota as a whole unfortunately has similar gaps, with unemployment in 2009 at approximately 7% for whites, 22% for blacks, and 15% for Latinos (Baran, 2010). Despite their high levels of civic engagement and overall economic resilience, Minneapolis/St. Paul and the

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state of Minnesota have the highest disparities of the 50 largest metropolitan areas and the 50 states—and those disparities cannot be attributed solely to educational gaps, since significant unemployment disparities also exist among blacks and whites with comparable levels of education. In order to achieve truly inclusive economic well-being in communities, we must not only celebrate the positive effects of civic engagement, but also think critically about what forms of civic engagement advance desired outcomes most powerfully.

This paper offers one perspective on these issues by focusing on the results and lessons of the CARE initiative. With support from the Learn and Serve America program of the Corporation for National and Community Service, six California universities—California Polytechnic State University, San Luis Obispo; California State University, Fresno; Humboldt State University; San Francisco State University; University of California, Berkeley; and University of San Diego—received two-year grants to serve as lead institutions with CARE. Each developed service and service-learning projects themselves and engaged other colleges and universities in their local area in related efforts.

The [CARE] initiative succeeded in increasing the capacity of both nonprofit organizations and higher education institutions to serve their communities during the economic downturn.

Together these campuses collaborated with more than 300 community organizations, 105 of which completed CARE evaluation surveys. Local partners and campus coordinators agreed that the initiative succeeded in increasing the capacity of both nonprofit organizations and higher education institutions to serve their communities during the economic downturn. While each lead institution took a distinctive approach, they all reflected CARE's overall goal of reducing poverty and enhancing economic opportunity through community building, microfinance, and social entrepreneurship.

ENHANCED ECONOMIC RECOVERY

A few CARE projects yielded direct financial benefits for low-income community members and new or struggling small business owners. Students recruited and trained as volunteers with the Volunteer Income Tax Assistance (VITA) program, for instance, increasing their service sites' capacities significantly. One partner organization went from preparing fewer than 20 returns to 194 in one year, helping low-income families claim appropriate tax credits and save an estimated total of one million dollars. Extra money in these families' pockets likely flowed into the local economy through spending on such core expenses as housing, food, transportation, clothing, and health care.

Another project provided microloans to 61 small business owners, who were selected for participation in one of three cohorts. These entrepreneurs found both the regular group meetings and the funding valuable. As one participant reported,

I have a general contractor's license. . . . The microfinance grant I received went to advertising and getting incorporated so I can bid for bigger jobs. I purchased newspaper and Internet ads, which gave me several leads. I also identified someone I can go into business with and we should be incorporated by next month. The money from the microfinance group is just the beginning. When we have our meetings I get new ideas, receive important information, and create lasting relationships. . . . The women who attend the meeting spread the word to their friends and neighbors about what I do. I have gotten two proposals so far through the microfinance group. We help each other's business grow. For the future, I would like to be the way I was when the economy was good. I always had work: when one job ended I had another one lined up. This has been a very humbling experience, but I am learning a lot of new business skills that will help my business remain strong through good and bad times.

In addition to the microloan group participants supporting and teaching each other, these business owners enjoyed consulting assistance from students in a service-learning class, as well as interns and volunteer student groups. Many of them had previously languished on a waiting list for assistance from a community organization. By the end of the grant, all 61 recipients of microloans had opened bank accounts and completed financial literacy workshops. The lead institution on that project also made it possible for the business owners to sell their products on campus, and created a short documentary and ten profiles of successful enterprises to use in social media marketing. Given both the immediate demand and significant potential for capital and business development support, the lead institution's project director sought to expand the number of people and campuses involved in such work, sponsoring several events with a regional Microfinance Alliance to offer training and encouragement.

Entrepreneurship is a particularly promising focus for civic engagement efforts in tough economic times.

In 2009, the C. Charles Mott Foundation and FIELD at the Aspen Institute began supporting a national Campus Microfinance Alliance as well. Entrepreneurship is a particularly promising focus for civic engagement efforts in tough economic times. Often working in partnership with banks or foundations, campuses can leverage funds as well as provide valuable support to would-be entrepreneurs or existing small businesses that would not have access to capital through traditional means (Edgcumb & Gomez, 2009). Students in business schools may provide support with marketing and management, but students in other programs can contribute too, developing websites or databases, for example, writing or translating brochures, painting signs or retail spaces, and helping small businesses prepare applications for public or private agency contracts.

Some of those interdisciplinary possibilities are evident in another CARE project, which aimed to support sustainable agriculture as part of a green economy. Students in biology, engineering, and other courses worked with community organizations to create

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environmentally appropriate pest management, for instance, and designed and built a system to allow one partner to support itself by selling worm castings. The project also raised awareness among other community members in ways that might boost the partners' businesses, such as bringing elementary school students on tours of family-owned farms to encourage eating healthy, local foods and participation in Community Supported Agriculture. In addition, students identified ways of using institutional resources more responsibly, leading the campus to purchase more locally grown foods for its dining service and donating leftover vegetables from an organic farming enterprise class to the local food bank. Thus they helped address hunger in the short term but also expanded the market for area farmers.

Involving students in such entrepreneurial work is not only a valuable community service but also good preparation for their own careers. One recent national survey of employers found that most want campuses to place greater emphasis on developing students' "ability to apply knowledge and skills to real-world settings" (79%), "to analyze and solve complex problems" (75%), and "to collaborate with others in diverse group settings" (71%) (Hart Research Associates, 2010). Even those students graduating in fields rarely associated with business—such as music—face a job market with fewer full-time positions, making it more important for them to be able to communicate their experiences and talents and to create new professional opportunities.

Other community members confront even greater challenges seeking employment. At one CARE partner organization, students helped homeless people find job postings online, write

resumes, open email accounts, and prepare and submit electronic job applications. A key leader at that organization saw gradual progress toward enhanced economic opportunities for them, despite the persistence of deep structural or systemic problems: “More jobs for low skilled workers and affordable housing are needed. Students cannot affect this reality in one semester. But their involvement supported learning and knowledge, and made the homeless participants feel valued and supported by the community which fueled their confidence and hope.”

That kind of determined optimism and long-term vision may help explain partners’ positive assessment of the CARE initiative’s community outcomes. A full 100% of community partner survey respondents (n=105) agreed that the college students provided valuable services to community constituents. The vast majority

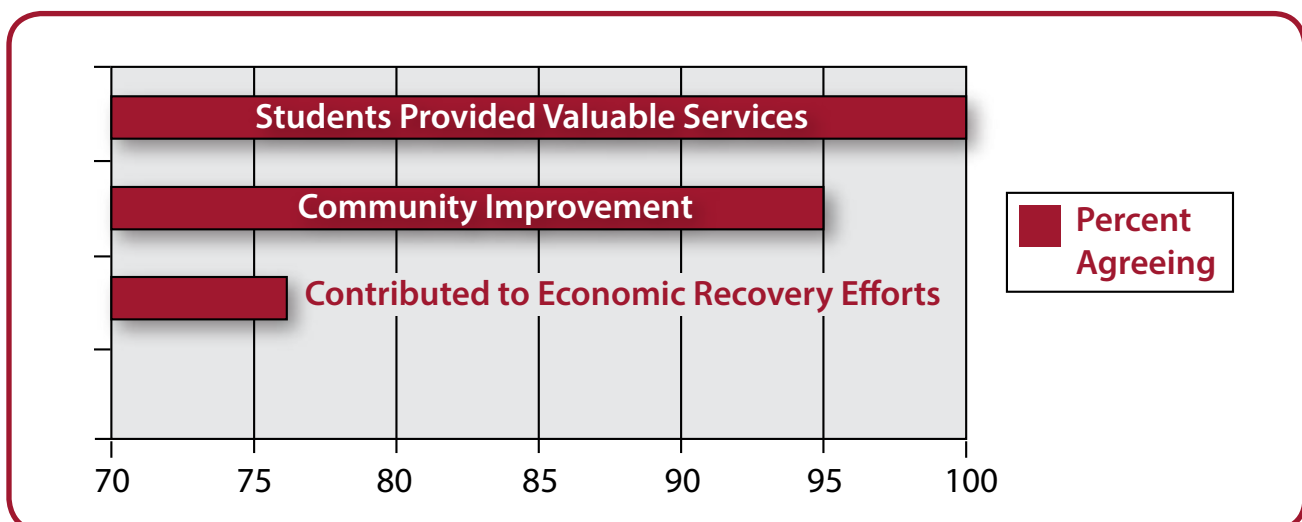
(95%) of participating organizations indicated that CARE contributed to general community improvement, and a smaller but still substantial number (76%) agreed that the service and service-learning activities directly contributed to economic recovery efforts in the community. At the same time, the

statement about the larger context for students’ community engagement efforts is a reminder of the importance of developing programs—and building the capacity of community-based organizations—that are deliberately contributing to systemic change and economic opportunity over time, not simply meeting the more immediate needs of their clients or constituents.

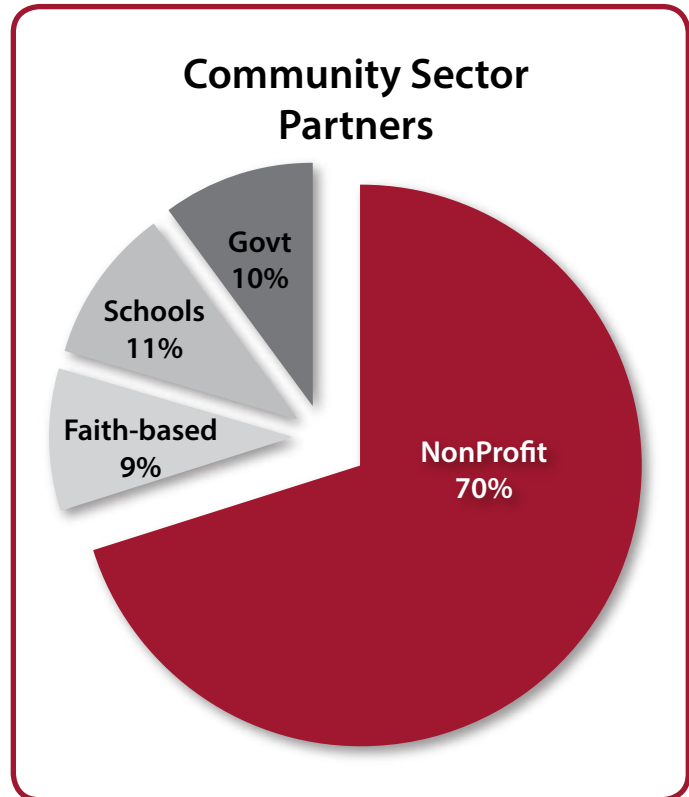
Developing programs—and building the capacity of community-based organizations—that are deliberately contributing to systemic change and economic opportunity over time [is important.]

INCREASED NONPROFIT CAPACITY

Many of the CARE partner organizations focus on providing basic human services and education that can help move individuals and families toward economic self-sufficiency. Of the 105



partners that responded to the CARE survey, 70% were nonprofits, 11% K-12 schools, 10% government agencies, and 9% faith-based organizations. The vast majority (95%) of organizations reported that the service and service-learning collaborations increased their capacity to serve the community during the economic downturn, and nearly as many (90%) agreed that CARE grant efforts increased their organization's capacity to assist with the economic recovery of the community. As might be expected, small and medium-sized organizations (those with annual budgets less than \$250,000) were slightly more positive ($p < .04$) than very large organizations (annual budgets greater than \$1 million) that the service projects increased their capacity.



Capacity-building took multiple forms. Frequently, CARE projects engaged students in ways that increased the number of people providing services through community organizations—conducting intake interviews in Spanish, for instance, with people seeking access to a food bank, or tutoring children in after-school programs. Many partners reported being able to serve more community members as a result of the students' involvement. In several projects, students also served as volunteer managers or service-learning interns with community organizations, recruiting fellow students interested in contributing to their mission as well. Another project connected nonprofits with national service and corporate volunteer programs that also yielded additional human resources.

90% [of partners] agreed that CARE grant efforts increased their organization's capacity to assist with the economic recovery of the community.

In some cases, CARE partnerships enhanced existing services by taking on short-term projects that organizations identified as important for their capacity or viability. Students at one institution built wheelchair ramps, fences, and food storage solutions, and made other material improvements that allowed community organizations to be accessible, safe, and efficient. Some focused on supporting various fundraising efforts, while others addressed organizational

communications through improved websites, social media, or special events. Many partnerships sought to share stories with broader audiences, including legislators and media outlets that could heighten understanding of community needs and lead to increased support for the nonprofits' work.

One CARE project's intentionally longer-term approach to community-campus partnerships generated some rave reviews. In its first phase, teams of students, each led by a professional consultant, conducted assessments for one of six community organizations, developed recommendations for action, and reached agreement with the partners on specific goals

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and tasks to be implemented in the second phase of the project. Nine consulting teams then formed around particular topics: assessment and outcomes measurement, fund development, governance, human resources, marketing, social enterprise opportunities, special event planning, strategic planning/board development, and technology. The students, who were enrolled in a new course, "Entrepreneurial Approaches to Sustainable Community Benefit Organizations," followed through on priorities identified earlier, producing program evaluation plans, marketing plans, board manuals and recruitment packets, as well as other useful documents.

This was "a phenomenal project," according to the executive director of a health-care organization that was involved; it "took a task that was not so palatable and made it fun and has translated into moving our organization into compliance and in position to meet its obligations, survive, and become eligible for external funding." The organization developed many critical policies, strengthened its board structure, held its first annual meeting, and arranged for a two-year financial audit. Another volunteer program director agreed that the partnership had been unusually valuable: "This is one of the rare instances in working with the university where the organization benefited more than the student. We did things with the student teams this semester that have been on my to-do list forever, and I never am able to get to because of the next event or the next grant or funding proposal, and I'm grateful for that."

The project's success stemmed in part from the fact that the CARE grants lasted for two years, allowing the campus and community partners to respond to early challenges, adapting and becoming more effective with time. When it became clear, for example, that student consultants needed to learn to work together better, the lead campus started devoting a class session to "collaborative group work . . . and destructive and constructive group behaviors." Project

coordinators also changed the way community organizations were recruited after realizing that some “lack[ed] the internal capacity to engage in capacity-building work with more than one team or in more than one area.” During the first year, some organizational leaders had been overwhelmed by meeting with multiple student consulting teams, each focused on a different aspect of the organization’s goals and operations. In the second year, instead of putting out an open request for proposals, the campus invited existing core partners to refer other organizations to the project. After those interested completed and shared a self-assessment, the teams provided each organization with a baseline report, and organizations could then determine whether or not they wanted to apply for the more in-depth implementation and evaluation phase. This process required more time from community organizations upfront and narrowed the group of partners intensively involved, but also concentrated collaborative efforts on those most eager and able to benefit.

In addition to demonstrating the importance of committing to a capacity-building partnership for more than one semester or year, the CARE projects suggest that analyzing challenges and identifying solutions collaboratively is critical. Short-term engagement within a long-term partnership may suit some organizations well. For example, leaders of the project in which students served as volunteer managers for particular nonprofit organizations learned that organization staff could not always provide effective supervision when they were struggling to address rising client needs with limited resources. The campus coordinators responded by meeting with the students’ site supervisors, which led to them both providing a training on volunteer management and changing the kinds of student volunteers recruited for those organizations that would benefit more from “project-specific short-term interns.”

There is such a thing as too-short service, however. The CARE evaluator’s multivariate analysis found few differential effects depending on the type of service activity—whether projects engaged students through a service-learning class or in service outside of a course. But one factor that did make a small difference was the time students spent at the organization. Nearly four in ten (39%) CARE partners reported that students came to their site more than ten times in an academic term, while another 31% reported that students came four to ten times. Those in the first group were most likely ($p > .04$) to report the highest levels of community and economic impact, and those partners reporting that students had been at their site fewer than four times rated outcomes slightly lower. This finding is consistent with previous research (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001; Vogelgesang & Astin, 2000) finding significant correlations between service time and outcomes.

Fit matters too. While some CARE projects offered community partners much-appreciated training on volunteer management, marketing, grant writing, and using census data, coordinators occasionally found that student and faculty skills were not well matched with the needs and priorities of community organizations and members. One project that intended to offer a series of leadership development workshops for neighborhood residents, for instance, instead ended up holding workshops on the students' or faculty members' areas of expertise at events sponsored by community organizations. We cannot simply assume that higher education institutions already have or know everything they need to provide effective capacity-building. Powerful community-campus partnerships emerge not only through the investment of time, but also through the development of mutual understanding, trusting relationships, and shared vision.

COLLABORATIVE RELATIONSHIPS

While the civic engagement literature emphasizes the importance of trust, communication, and common purpose in collaboration, an even deeper type of connection is possible—one that shifts from a commitment to reciprocity (or mutual benefit) to a sense of interdependence.

Many higher education institutions have produced economic impact reports in recent years, documenting the number of jobs they

create in the local community, the amount of purchasing local goods and services they do, and related data meant to justify public support. The anchor institution framework defines more expansively the economic

contributions a campus can make through

developing real estate and the local workforce, sparking innovation, and stimulating business growth. Some higher education leaders already very committed to community-campus partnerships consider this framework particularly powerful because it calls for intentionally building “shared value” with communities. In the words of Harvard University business professor Michael Porter, “shared value is not social responsibility, philanthropy or even sustainability, but a new way to achieve economic success,” an approach that may appeal to campus stakeholders unmoved by moral arguments for helping others (Initiative for a Competitive Inner City, 2011).

We cannot simply assume that higher education institutions already have or know everything they need to provide effective capacity-building.

Even within a federal grant program that expected CARE projects to address “community needs,” it is possible to build on community strengths and to ground action in a sense of interdependence. Of the partners who responded to the CARE survey, 95% agreed that the knowledge and expertise within their organization was valued by campus staff and faculty. Similarly, all the lead institutions reported new and stronger relationships with community organizations as a result of the grant-funded project. Although it is not clear what philosophy

guided each campus' efforts to support the economic vitality of their communities, as noted earlier, some campuses participating in the CARE initiative took steps to leverage institutional resources in addition to engaging students. Yet building the foundation for meaningful collaboration is not easy—especially when attempted on a large scale.

The coordinators of one CARE project originally planned to work with five neighborhoods but quickly learned that each had distinct strengths, needs, and politics. Conducting outreach and interviews was intended not only to determine what collaborative projects the campus could participate in, but also to identify local assets and to build neighborhood networks that could address their own concerns. To a certain extent, the project offered what the campus coordinator called “a neutral platform” to convene different community groups; for the most divided neighborhood, however, initially hopeful developments were followed by conflict, organizational staff turnover, and an end to the meetings previously held monthly. Colleges and universities are often seen not as neutral, but as disconnected, so a reliable and respectful presence is crucial for building credibility and cooperation.

Despite the challenges experienced in the asset-mapping project, its coordinators reported positive results. Students' information-gathering led to numerous requests for data from public and nonprofit agencies and neighborhood associations interested in celebrating and/or planning around particular issues. It also identified specific community development questions that classes then researched in greater depth, such as the economic repercussions that congestion-pricing might have on small businesses. Several capacity-building workshops were well-received, and, in some instances, the community partners desired more logistical support, so students helped to plan or staff events and draft meeting minutes.

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INSTITUTIONALIZATION OF SERVICE-LEARNING

While community outcomes and student development were CARE's primary goals, institutionalization of service-learning at participating colleges and universities can also contribute to ongoing partnerships and positive results. Over the course of the grant, CARE campuses did advance in this area as well. They used the Furco (1999) Self-Assessment Rubric for the Institutionalization of Service-Learning, which has five dimensions and a three-stage continuum of development for each component. As a pre- and post-assessment activity, CARE colleges and universities completed the rubric for two of the dimensions: Faculty Support for and

Involvement in Service-Learning, and Community Participation and Partnerships. No matter at what stage they began, every CARE campus (100%) noted stage-graded progress in at least one service-learning institutionalization area, and two-thirds (66%) noted advancement in both areas measured.

For some institutions, the grant helped build the fundamental staff infrastructure for coordinating service-learning and community partnerships, recruiting and supporting faculty, and other critical tasks. For others, external funding prompted action on ideas that had been simmering for a long time. The campus that launched the Volunteer Income Tax Assistance program, for instance, had been considering doing so for four years before the grant helped them “finally start” it. Some CARE projects encountered internal politics that had to be worked through to realize project goals. When one coordinator started trying to create more project-specific internships for students to complete with partner organizations, it took substantial time and effort to convince other staff and faculty to prioritize those partners—but the coordinator succeeded, going from four to fifty interns placed within a year.

Another campus reported that “service-learning and community-engaged efforts can be quite splintered,” but that multiple programs and centers had “worked closely . . . to coordinate, co-promote, and enhance the university relationships with existing

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CBO [community-based organization] partners” under the grant. Ultimately, all the coordinators reported increased capacity at their own institution as well as enhanced connections with other campuses.

Deep multi-institutional partnerships are rare yet perhaps critically important for the next stage of civic engagement’s development. The idea of “collective impact” has attracted great attention among nonprofits and foundations recently, in part because authors John Kania and Mark Kramer highlight cross-sector efforts that have addressed complex and persistent problems relatively successfully, focusing on clear goals and shared accountability, rather than celebrating well-intended activities undertaken separately (2011). Most campuses have not even developed interdisciplinary groups of faculty, staff, and students dedicated to addressing particular public issues. Providing grants for multiple colleges and universities to work together on specific community partnerships is certainly one step towards the possibility of collective impact, but substantial work across institutions and sectors will require even greater changes in higher education habits and cultures. Even in the partnership-oriented field of civic engagement, the standard ways of operating have not yet reached our professed ideals.

CONCLUSION

The economic conditions that prompted California Campus Compact to undertake its California Renewal and Recovery (CARE) initiative are not easily or quickly changed. Yet the program clearly succeeded in contributing to local nonprofits' capacity to serve people suffering from the economic downturn in a variety of ways, shaped by the specific priorities, programs, and relationships of participating institutions and community partners. More than one hundred community organizations reported positive results from the partnerships developed within the two-year grant period, and virtually all (97%) indicated that they would be willing to participate in another community-campus partnership as well. As one partner enthused, "the possible positive ripple effect from the students is immeasurable."

The CARE partners certainly welcomed the human resources available to them through new service and service-learning projects, which allowed them to expand their program's reach and enhance their operations. Individual students' commitment to the partner organization at least occasionally extended beyond the service-learning course or initial expectations for service; some progress reports noted students and recent graduates who had become board members, employees, interns, and volunteer consultants with key partners. The vast majority of community partners also appreciated the respect they received along the way and agreed that their organization contributed to student learning.

At the same time, the CARE projects and the larger context for higher education civic engagement efforts highlight several critical areas for continued growth and collective impact:

- Deliberate thinking and action to address nuanced systemic forces, patterns, and assumptions that shape community members' lives and circumstances;
- Development of sustained relationships grounded in a sense of shared interests, value, power, assets, and accountability;
- Deeper institutional as well as student engagement; and
- Collaboration not only across academic disciplines and campus units but also among multiple colleges and universities.

Conducting large-scale, long-term assessment is also important for informing good practice. The American Association of Community Colleges used the same survey California Campus Compact did to capture how service-learning affected partners' capacity to meet community needs during hard economic times, with similarly positive responses (Prentice, Robinson, and Patton, 2012). To fully understand the dynamics and results of these projects, however, requires data collected

over time. Unfortunately, few civic engagement offices and programs currently have such data in hand or the systems in place or funding to gather them.

Investments in documenting the long-term effects of service-learning partnerships may spark not only improvements in campus civic engagement efforts over time, but also increased public awareness of the nature and value of that work. Recent research by the National Issues Forums Institute and Public Agenda suggests that the public is largely unaware of any role higher education plays in preparing people to collaborate and lead in communities—despite the fact that working together across differences to solve problems is a skill that citizens of all views and backgrounds consider an urgent need. Yet in forums held to inform the discussion guide, *Shaping Our Future: How Should Higher Education Help Us Create the Society We Want?*, people were excited by examples of civic education and engagement, and they tended to see that work as interconnected with the more familiar goals of enhancing economic competitiveness and opportunity for all (2012).

In *Advancing Civic Learning and Engagement in Democracy: A Road Map and Call to Action* (2012), the U.S. Department of Education cites Tony Wagner, co-director of the Change Leadership Group at the Harvard Graduate School of Education, regarding the “happy convergence between the skills most needed in the global knowledge economy and those most needed to keep our democracy safe and vibrant.” With nonprofits seeking to collaborate and innovate in challenging times, and higher education institutions and other stakeholders recognizing civic engagement as an effective strategy for increasing student retention and developing the skills that employers value, long-term partnerships deliberately focused on nurturing economic opportunity hold tremendous promise.

Investments in documenting the long-term effects of service-learning partnerships may spark not only improvements in campus civic engagement efforts over time, but also increased public awareness of the nature and value of that work.

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For more information on California Campus Compact's CARE initiative, contact us at cacc@cacampuscompact.org or visit us on the web at www.cacampuscompact.org

APPENDIX



**CACC Social Innovation Generation (SIG) Initiative—
California Recovery and Renewal (CARE)
Learn and Serve America Higher Education Grant
Community Partner Survey***

This is a survey about the impact of students from this institution who have served at your organization. We are grateful for your responses to this survey, which will help us to evaluate and improve our students' service and learning.

Name of College participating in project with your non-profit organization: (select from drop down list of colleges or write in):

Questions about the Community Service or Service Learning Project Experience

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
1. Project activities increased the capacity of your organization to serve our community as a result of the economic downturn.				
2. Project activities increased the capacity of your organization to assist with the economic recovery of our community.				
3. Project activities contributed to general community improvement.				
4. Project activities contributed to economic recovery efforts in our community.				
5. Your organization contributed to student learning.				
6. Students learned about the needs of your clients/community through the project activities.				
7. The knowledge and expertise within our organization was valued by campus staff and faculty.				

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
8. Your organization would be willing to participate again in another community/campus partnership.				
9. How many students from this college have served in your organization since September 2009?	Number:			
10. These college students increased the capacity of your organization to serve our community's needs as a result of the economic downturn.				
11a. If the college students did increase your capacity to meet community needs, please describe how they did so 11b. If the college students did <i>not</i> increase your capacity to meet community needs, why not?				
12. In general, the college students provided valuable services to your constituents, clients, or students				
13a. If the college students did provide valuable services, please describe how they did so. 13b. If the college students did <i>not</i> provide valuable services, why not?				
14. The college students' service at your organization was mostly:	For a college class	Not for a class	Not sure	
15. Each college student typically served at your organization since September 2009:	Once	2-3 times	4-10 times	More than 10

16. Your organization is:

- a. A government program or agency
- b. A K-12 school or college
- c. A nonprofit organization without a faith-based affiliation
- d. A nonprofit organization with a faith-based affiliation

17. Your organization size is:

- a. Small (annual budget under \$50,000)
- b. Medium (annual budget between \$50,000 and \$250,000)
- c. Large (annual budget between \$250,000 and \$1 million)
- d. Very large (annual budget greater than \$1 million)

18. How many constituents, clients, or students do you serve annually?

19. Which issues do college students who serve at your organization address? Please mark ALL that apply.

Issues	X
Addiction	
Animals	
Crisis response/assistance	
Cultural Awareness	
Disabilities	
Domestic Violence	
Education/Literacy	
Environmental	
Family Asset Building	
Food/Nutrition/Hunger	
HIV/AIDS	
Healthcare	
Homelessness	
Housing	

Issues	X
Immigrant/Refugee	
Incarcerated Youth/Adults	
Low-Income Assistance	
Mental Health	
Music/Performing Arts	
Parks & Gardens	
Recreation/Sports/Fitness	
Seniors/Elders	
Urban Planning	
Visual Arts	
Vulnerable Youth	
Workforce Development	
Youth Asset Building	

20. Additional Comments are welcome

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** This survey was online only and is just a replication of the questions that were asked on the online survey.*



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