



Tap into the Service-Learning Resource: Tools to Get Started

**Literacy Minnesota
Volunteer Issues Committee**

November 2004

Table of Contents

<i>Project Description</i>	<i>Page 3</i>
<i>Definitions of Service Learners</i>	<i>Page 4</i>
<i>Benefits and Challenges</i>	<i>Page 5</i>
<i>When to Accept or Not Accept Volunteers</i>	<i>Page 6</i>
<i>Schedule Considerations</i>	<i>Page 7</i>
<i>Record-Keeping and Evaluation</i>	<i>Page 8</i>
<i>Risk Management</i>	<i>Page 9</i>
<i>Training</i>	<i>Page 10</i>
<i>Creative Service Opportunities</i>	<i>Page 12</i>
<i>Supervision</i>	<i>Page 13</i>
<i>Recognition</i>	<i>Page 14</i>
<i>Tips for the College Professor</i>	<i>Page 15</i>
<i>Service Learning Contact List</i>	<i>Page 17</i>
<i>Membership at Literacy Minnesota</i>	<i>Page 23</i>



The Literacy Minnesota's Mission:

Literacy Minnesota is an organization of professionals serving adults with literacy needs through legislative advocacy and statewide support of quality Adult Basic Education programs.

Volunteer Issues Committee Project Description

The Volunteer Issues Committee of Literacy Minnesota strives to provide timely resources to volunteer coordinators in the adult literacy community. We have observed a growing trend toward the use of short-term volunteers, many of whom are service learners from colleges and universities. While service learning can be a wonderful experience for all involved, the use of service learners in literacy programs can present certain challenges for the volunteer coordinator. In this manual, we have compiled a variety of tools and information that will help volunteer coordinators use service learners more effectively and create mutually beneficial collaborations with colleges and universities.

- *Submitted by Amy Libman, Ruth Rodriguez,
Heather Cox, Astrid Liden,
and Porcia Dunifin,
Volunteer Issues Committee*

Definitions of Service Learners

What is Service Learning?

Service learning is a pedagogy that links service and academic study so that each strengthens the other. The basic theory of service learning originated from John Dewey's belief that the interaction of knowledge and skills with experience is key to learning. Service learning is an approach to experiential learning, whereby students learn and develop through active participation and engage in activities that address human and community needs together. In this approach to service learning, not only is the student a learner, but faculty, community organization staff and community residents are seen as learners as well. [National Society for Experiential Education]

What distinguishes service learning from other volunteer experiences is the intentional integration of service and learning and the reciprocal nature of both the service and the learning among all parties in the relationship – students, faculty, and community partners. Service learning helps foster civic responsibility, enhances the academic curriculum by connecting academic theory with experience; and includes structured reflection [adapted from the Corporation for National Service RFP].

Service learning is different from:

Volunteerism...where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient.

Community Service...where the primary focus is on the service being provided as well as the benefits the service activities have on the recipients. The students receive some benefits by learning more about how their service makes a difference.

Internships... engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.

Field Education... provides students with co-curricular service opportunities that are related, but not fully integrated, with their formal academic studies. Students perform the service of a program that is designed primarily to enhance students' understanding of a field of study, while also providing substantial emphasis on the service being provided.

(Taken from the University of Minnesota's Service Learning Manual)

Benefits and Challenges of Working with Service Learners

There are many benefits and challenges to working with service learners. The following characteristics are important elements to consider when developing training, support and recognition activities. Most challenges are easily addressed through thorough orientation and sound risk management strategies.

Possible Benefits

- Passionate
- Energetic
- Motivated
- Want to make a difference
- Flexible and open to new ideas
- Not afraid of responsibility
- Often can work independently
- Academically inclined/involved- research possibilities
- Creative
- Want to problem-solve, find solutions
- Builds strong relationship with college supplying service learners

Possible Challenges

- Age/Maturity
- Lack of experience in professional setting
- Varying levels of commitment or responsibility
- Want to fix or save learners
- Lack of experience teaching or providing any instruction. Used to being the student.
- Individual expression of dress, opinion, ideas
- Last-minute calls for assistance (“Can I come and volunteer for 15 hours today?”)
- Exposure to poverty, hardship, or immigrant/refugee issues may be limited

When to Accept or Not Accept Service Learners

Service learners are a wonderful resource for literacy programs if their learning goal matches with what they will be doing in their volunteer position. It is up to the coordinator and university representative to make sure that the match is appropriate.

Here are some things to take into consideration when deciding whether a service learner is appropriate for your organization:

Is it a good match?

- Will they volunteer enough hours to make the time you spend with orientation and training worthwhile?
- Can they meet their learning goals working with your organization?
- Will their volunteer time with you be beneficial to your program as well as to the service learner?
- Will their age/maturity level be compatible with your risk management practices?
- Will the service learners have time to do the training needed for their volunteer positions?

Does your program have the capacity to work with service learners?

- Do you have enough time or an effective system for processing the extra paperwork and supervision that is required with service learners?
- Will you make them go through the same process that all volunteers do to work with your organization, or will you need to set up a special training that fits better with their schedules? Usually college students have a lot going on and committing to a 12-hour training conflicts with evening classes, part-time jobs, etc. You may need to set up a special training or have them work in roles where you feel the intensive training is not as essential.
- If the instructor/course would like to have a number of volunteers come at the same time, do you have the capacity to accept all of those volunteers at the same time? Special short-term projects for them to do in conjunction with already-existing classes can enrich service learners' experience.
- Can an instructor create engaging service opportunities for them to do? If the service learners finish their assignments early, it is important that they remain engaged and active in the classes. Designing your classes around the interests and energy of service learners is essential. For example, provide a one-to-one tutoring day so that all students receive as much personalized instruction from service learning volunteers as possible.

University/College Schedule Considerations

First Contact

Planning to incorporate service learners as volunteers in your program needs to take place months in advance.

- **Service Learning**– Staff from the service learning offices can be fairly selective about organizations they want to partner with. They want to be sure that their students will receive adequate training and support and that the site will be welcoming. They also must consider whether or not your volunteer opportunities are a good match for the courses which offer service learning. It would be best to contact the service learning office as far ahead of time as possible so that a site visit can be arranged. Service learners are usually placed at the beginning of fall semester (September) and spring semester (January).
- **Internships** – You will need to register your internship descriptions before the start of the semester. Internships are usually initiated by the individual student. They may contact you several months in advance but more likely several weeks or days!
- **Work Study** – Applications for work study students are usually due the winter preceding the school year you wish to host the student(s). It would be best to contact the academic institution in the late fall or early winter.

Semester Schedule Considerations

- **Service Learning**- Students usually wait several weeks into the semester before they contact you to find out about your volunteer program. Once they contact you, getting them into the program quickly is usually necessary. They are usually required to do 3 hours a week for at least 10 weeks. Students may have a hard time coming to volunteer during mid-terms and finals or when any big assignment test is approaching. The volunteer coordinator needs to be as flexible as possible in helping them make up hours.
- **Internships** – These students are under the same constraints as mentioned above but they may be volunteering 3-12 hours per week depending on how many credits they are receiving.
- **Work Study** – These students usually work 8-10 hours a week depending on their grant amount. They will have the same schedule considerations as the interns and service learners.

Record-Keeping and Evaluation

Along with the use of service learners comes the need to document and evaluate their work. This may seem like an added burden, but it is a necessary requirement. As literacy programs, we are already familiar with documenting hours and progress with our volunteers and learners. Incorporating service learners' documentation requirements into your established reporting system should be relatively easy.

There are many different kinds of need for documentation at the college level, depending on the style of the instructor and how formalized the service-learning component is within the course. Some instructors are just trying it out and it is very informal, while others have the service project integrated into their curriculum and expect to see quantitative results of their students' work. (See documentation samples.)

Record Keeping

Most courses have an expectation that their service learners will provide a certain number of hours of service throughout the semester, approximately 10-25 hours a semester. Some require a certain number of hours by a certain date, while others ask their students to volunteer a couple of hours a week, but do not have a specific number of hours they need to finish.

Reporting

You will need to track student volunteer hours using your usual system.

- **Service Learning**– Students usually track and report their hours to their teacher but you will want the paper work to back it up at the end of the semester.
- **Internships** – Usually before the internship begins you and the student will fill out an internship contract provided by the university/college. You may have to do a mid-term report on their progress. You will need to send in a final report at the end of the semester.
- **Work Study** - Students will ask you to sign their timesheets and submit them to the Off Campus Student Employment office at their local university or college.

Journals:

Some instructors ask their students to keep a diary or journal of their volunteer experience. It is possible that a volunteer coordinator will not be involved in reviewing such a requirement.

Service-Learning Contract:

Established service-learning programs ask their students to fill out a contract at the beginning of their service. This is usually signed by the service learner, the site supervisor, and the college instructor. These are done so that the requirements are clear and all parties are aware of their responsibilities. It also formalizes the process and commitment.

Evaluations:

Some universities ask their students to evaluate their *experience* as well as having their site supervisors evaluate their *performance*. Usually the student will bring the evaluation form to their supervisor to be completed. Don't be surprised if they come to you a couple of weeks before they finish their hours and ask you to fill out an evaluation!

Risk Management with Service Learners

The service learner will be typically 18-21 years of age and will be working with your program on a short-term basis. Below are special developmental and age-appropriate considerations to keep in mind when creating risk management practices that support service learning at your site.

Age/Maturity Considerations

- Minimal difference in age
- Similar developmental phases
- Individual expression of style and opinion
- Haven't had to be professional or been in a role of instructor

Dress Code

- Dress modestly. Avoid showing your midriff, bare shoulders, or legs above the knee.

Professional Conduct

- Dating/relationship rules (clearly outline)
- Non-verbal
- Saving/fixing problems adult learners may share
- Teaching role versus friend role
- Boundaries

Confidentiality

- Review what is defined as private information
- Ramifications of breaking confidentiality
- What to do if an adult learner discloses information to a service learner that should receive a formal program response
- Create training piece with scenarios that can be discussed

Training for Service Learners

It can be a challenging to provide training for service learners. Service learners may:

- Have transportation issues
- Be extremely busy
- Have varied schedules
- Not be willing/able to attend a regular 12-hour MLC training

Make sure to convey the following essential information no matter what training delivery system you choose to use.

Program Orientation Essentials:

- Organizational/program information
- Job description
- Contact information
- Volunteer application
- Risk management forms
- Record keeping information
- Volunteer schedule
- Program calendar
- Expectations of volunteers & staff
- Tips on communicating with staff

Training Essentials:

- Working with adult learners
- Description of ABE/ESL learners and objectives
- Cultural information
- Program curriculum and goals
- General tutoring tips
- Guidelines for error correction
- Teaching techniques relevant to site/volunteer placement

Training Options

1) Volunteer Handbook (program-specific or MLC Volunteer Tutor Manual)

Include:

- Organizational, placement, and contact information
- Job description
- Rights & responsibilities
- Guidelines for working with adult learners
- General information on learning styles and appropriate strategies
- Basic information on language acquisition and tutoring tips
- Cultural information for those working with ESL learners

2) Guided observation

- Volunteer observes one or more classes and completes an observation sheet
- Volunteer meets with coordinator or mentor volunteer to debrief and discuss ideas or concerns

3) Video

- Program-specific video of a typical classroom, teacher and volunteer in action
- Teacher training videos (available through MLC library)
- MLC training video

4) Web-based training

- Pro Literacy's Verizon Literacy Campus (<http://www.literacycampus.org/>)
- MLC Resources (www.theMLC.org)
- Websites with teaching activities and strategies (see MLC Volunteer Management Handbook)

5) Volunteer Mentor/Coach

- Pair service learner with an experienced volunteer mentor/coach
- New volunteer meets briefly with mentor before or after each session to discuss experience and receive guidance

6) 3-Hour Training

- Offer at least twice at the beginning of each semester with day/evening/Saturday options
- MLC may be able to help present if there are at least ten participants.

7) 12-Hour Pre-Service Training at Minnesota Literacy Council

MLC trainers may allow service learners to attend portions of the training. To view the current training schedule, go to www.themlc.org/volunteer.

8) MLC In-Services

MLC's free 2-hour in-service workshops are a great way to train service learners. They focus on specific instructional areas and skill development topics, such as teaching pronunciation, cultural competency, and ESL games and activities.

Creative Service Opportunities for Volunteer Groups

Service learners may come in large groups with a small number of hours to complete. Strategically utilizing this short-term challenge can actually contribute greatly to your site. Determine outstanding projects and ongoing needs ahead of time. The following list offers ideas to support your program needs as well as capture service learners' energy and enthusiasm.

Coordinating a Drive

- Coordinate a "dictionary drive" to provide multilingual or ESL dictionaries for adult learners
- Coordinate a school supplies drive for adult learners

Outreach/Recruitment Opportunities

- Drop flyers for learners and volunteers around your community promoting your program.

Ongoing Program Support (at least one hour a week)

- Help with intake, registration, and testing of new learners
- Paint classrooms
- Internet Research
- Grant Research
- Create a web-based volunteer request system for staff to use
- Compile or write a program newsletter
- Collate volunteer manuals, class materials, etc.
- Help with literacy-related events

Student-Centered Events

- Interpret for citizenship interviews (bilingual volunteers)
- Read citizenship questions on to a tape
- Conduct resume workshops: help on resume writing or editing
- Volunteer time as mock interviewers for immigrant/refugee job search clubs
- Interpret for intake in new programs (bilingual volunteers)
- Lead specific workshops on relevant life skills (taxes, housing rights, employee rights, etc.)
- Organize a conversation circle
- Project-based lessons (recycling program, multilingual community resource guide, student websites)

Supervising Service Learners

Agencies working with service learners should keep the following in mind regarding their supervision.

Communication with Colleges/Universities:

1. At the end of the semester, many times, service learners need their hours confirmed. This may be in the form of a letter or contract from their school. Some universities now have you do it online.
2. A contact person (usually the volunteer coordinator) from the literacy program should be designated to work with the college/university.
3. Position descriptions should be made available to the college/university.
4. Supervisor needs to contact the college when/if no more service learners can be accommodated.
5. The volunteer coordinator should communicate successes to the college service-learning department or instructor.
6. Evaluation and feedback of the volunteer is sometimes requested by the university.
7. Support students by being realistic about expectations (student schedules, semester time frame, work schedules, etc.)
8. Don't rely on service learners to maintain ongoing communication with coordinator.
9. The volunteer coordinator should also immediately let the college know about service learners who do not show up for their scheduled commitment or related issues as they arise.

Supporting Service Learners

The literacy program should:

1. Recognize their role as co-educators. Engage students in conversations that promote the development of critical thinking skills and provide reflection opportunities.
2. Provide recognition for service learners in a timely manner. See service-learning recognition ideas.
3. Provide meaningful work that relates to the service-learning course.
4. Offer orientation and training.
5. Assign a supervisor to each service learner.

Recognizing Service Learners

University/college students are very busy and have stressful schedules revolving around classes, homework, jobs and family. They often are dependent on public transportation. As students, they are usually on a tight budget. Young adults are developmentally at a stage in which they are focused on solidifying their values and ideals.

Recognition Ideas

Thank You E-Notes

Most college students are avid internet users. Email is a great and easy way to reach them. A simple personal thank you is often the best recognition of all.

Wall of Fame

Invite your adult learners to write personal thank you notes to volunteers and pin them up on a bulletin board or put up mural size paper that they can express their appreciation on. Thank you notes can be taken home by volunteers.

Certificate of Appreciation

College students are building their portfolios. Certificates of hours/appreciation can be a helpful addition when they are applying to schools, for scholarships or jobs.

Donation

Be supportive of their ideals and make a donation to a worthy cause on behalf of all of your volunteers.

Class Picture

Take a picture of the class the volunteer is working with and present it to them in a frame (digital cameras and dollar stores can make this gift cost effective!)

Gifts

Be practical. Give gifts that can be used in a dorm room such as mugs, comfort food, school supplies, and plants.

Self-Serve Gift

Proclaim a volunteer recognition week at the end of every semester. Put out a table with any or all of the following: table cloth, flowers, a big bowl of wrapped treats, small gifts, a thank you poster, a basket of personally written thank you notes addressed to specific tutors (this is a great literacy activity and the teacher will probably take it on as a class assignment).

Input

Sincerely ask for their input and feedback for program improvement through email or casual dialogue. Let them know their perspective is valuable.

Ten Tips for the College Professor: How to Work with Volunteer Programs

1. Attendance

Programs rely on consistent attendance and advance notice of any absence from their volunteers. Please encourage your college students to notify their sites of finals, holidays, and other absences that would affect service delivery.

2. Length of Commitment

Most adult basic education sites require a once a week commitment of two to three hours. In deciding on an amount of hours a student should commit to service-learning, the minimum requirement should be 15 hours a semester and should be over a period of weeks. This is essential to building relationship with adult learners and understanding the service-learning objectives.

3. Confidentiality and Research Ethics

In using experiences gathered from adult basic education sites, it is important to consider issues of confidentiality and research guidelines. Please encourage your college students to communicate their intentions to adult learners and staff and seek permission for any information or names used in their research.

4. Cultural Competency

When working with different cultures, it is possible that your college students may encounter issues or experiences with which they are unfamiliar. Please review potential scenarios that your college students could encounter so that they are prepared with the appropriate response, such as informing a teacher or staff member.

5. Accountability

Please consider ways to encourage accountability in completing service-learning assignments. Last minute requests to sites are difficult to accommodate and are not respectful of the educational objectives of adult learners. Forms that require weekly signatures from volunteer coordinators or weekly journal assignments are very helpful in supporting responsible volunteering.

6. Safety

To avoid liability and preserve the safety of your college students, select sites that provide opportunities where students are not alone in mix gender tutoring situations. Co-teaching, assisting in classrooms or small group tutoring is most appropriate for college students who are new to adult basic education. One-to-one tutoring can be an option if a supervising teacher or staff person is close by and/or visible to the tutoring pair.

7. Quality Volunteer Programs

Your college students should work with sites that provide a solid orientation, basic training, and appropriate screening processes. College students will most likely need to fill out an application, reference or background check, and a conduct agreement. Feel free to ask the

coordinators of any volunteer program to email these forms to you ahead of time to help expedite large group intake.

8. Dress Code

Appropriate dress is very important. Please let your college students know that short skirts, shorts, and shirts that reveal their arms and legs are not appropriate for adult basic education sites. It is important to foster a feeling of respect for service learners as volunteer tutors. Semi-professional clothing will help adult learners feel more comfortable and raise the level of respect awarded to college volunteers.

9. Direct vs. Indirect Hours

Please develop a service learning component that has a combination of direct and indirect volunteer hours. Programs not only need help with direct services such as tutoring, but indirect tasks such as intake, registration, filing, outreach, etc.

10. Plan Ahead

Advance notice for large group events will be a much more successful experience for all involved if planning with your chosen volunteer site can begin early.

Tips for Using the Service-Learning Resource List

- Service Learning and Community Service offices generally work with students and organizations to coordinate volunteer opportunities.
- Career Service and Development offices generally work with students and organizations to coordinate work-study, although in some instances they coordinate internships as well.
- Larger universities tend to have more well-established volunteer, work-study, and internship program offices, whereas technical schools and smaller community colleges may only have one office or, in some cases, one coordinator.
- As staff changes are inevitable, contact names and information are subject to change.

Service Learning Contact List

Contact Person	College	Department	Telephone	Fax Number	Address	City	Zip	Contact email	Department email or web address
Diane Pike	Augsburg College	Global Ed. Program	612-330-1228	612-330-1649	2211 Riverside Ave.	Mpls.	55454	pike@augsb.org	globaled@augsb.org
Merrie Benasutti	Augsburg College	Center for Service, Work, & Learning	612-330-1148	612-330-1432	2211 Riverside Ave.	Mpls.	55454	olson3@augsb.org	careers.augsburg.edu
Jay Roth	Bethany Lutheran College	Career Services (Internships)	507-344-7321		700 Luther Drive	Mankato	56001	jroth@blc.edu	www.blc.edu
Kathy Scholljegerdes	Bethel College	Office of Career Services	651-638-6460	651-635-1467	3900 Bethel Dr.	St. Paul	55112	k-scholl@bethel.edu	career-services@bethel.edu
Matthew Keiser	Bethel College	Summit-University Partnership	651-635-8693	651-635-1966	3900 Bethel Dr.	St. Paul	55112	matthew-keiser@bethel.edu	
Sandie Traudt	Bethel College	(Chair) Service-Learning Committee	651-638-6037		3900 Bethel Dr.	St. Paul	55112	s-traudt@bethel.edu	
Vincent Peters	Bethel College	service learning Program	651-638-6124		3900 Bethel Dr.	St. Paul	55112		
Pam Moore	Century College	Volunteer Coordinator	651-748-2616		3300 Century Avenue	White Bear Lk.	55110	p.moore@century.mnscu.edu	www.century.mnscu.edu/studentservices
Tracey Wyman	Century College	Service Learning	651-748-2602		3300 Century Avenue	White Bear Lk.	55110	t.wyman@century.mnscu.edu	www.century.mnscu.edu/programsdepts/servicelearning
Bonnie Litton	Concordia College Moorhead	Work Study	218-299-3010		901 8th Street South	Moorhead	56562	litton@cord.edu	www.cord.edu/financialaid
Meghan Paul-Cook	Concordia University	Service-Learning Office	651-603-6297	651-659-0207	275 N. Syndicate	St. Paul	55104	paul-cookcsp.edu	www.csp.edu/service-learning
Pamela Braun	Concordia University	Career Services	651-603-6241		275 N. Syndicate	St. Paul	55104	pbraun@csp.edu	www.csp.edu/career
Noreen Buhmann	Gustavus Adolphus College	Community Service Center	507-933-6060		800 West College Avenue	St. Peter	56082	nbuhmann@gustavus.edu	www.gustavus.edu

Contact Person	College	Department	Telephone	Fax Number	Address	City	Zip	Contact email	Department email or web address
Brian Koeneman	Gustavus Adolphus College	Career Center (Internships)	507-933-7532		800 West College Avenue	St. Peter	56082	koeneman@gac.edu	www.gustavus.edu
Ann Mabbott	Hamline University	Second Language Department	651-523-2446	612-523-2489	1536 Hewitt Avenue	St. Paul	55104	amabbott@hamline.edu	www.hamline.edu/bushlibrary/research
Drew Science	Hamline University	Career Development Center	651-523-2302	651-523-3085	1536 Hewitt Avenue	St. Paul	55104	workshop@hamline.com	www.hamline.edu/cdc
Betsy Parrish	Hamline University	TEFL Program	651-523-2853		1536 Hewitt Avenue	St. Paul	55104	bparrish@hamline.edu	grabrog@gw.hamline.edu
Sharon Jaffe	Hamline University	Office of Service Learning and Volunteers	651-523-2483		1536 Hewitt Avenue	St. Paul	55104	sjaffe@hamline.edu	service-learning@gw.hamline.edu
Ruth Janisch-Lake	Macalester College	Community Service Office	651-696-6040	651-696-6030	1600 Grand Avenue	St. Paul	55105	rjanisch-lake@macalester.edu	cs@macalester.edu
Jeanette Hughes	Macalester College	Dept. of Educational Studies	651-696-6302		1600 Grand Avenue	St. Paul	55105	hughes@macalester.edu	www.macalester.edu/education/people
Paul Schadewald	Macalester College		651-696-6747		1600 Grand Avenue	St. Paul	55105	shadewald@macalester.edu	
Deena Latus-Jacobson	Mankato State	Career Development (Internships)	507-389-6061		209 Wigley Admin. Center	Mankato	56001		www.mnsu.edu/cdc/interncontacts
Kelly Meyer	Mankato State	Service Learning	507-389-6076	507-389-5632	209 Wigley Admin. Center	Mankato	56001	slds@mnscu.edu	www.mnsu.edu/slds
Greg Meillas	Mpls Community & Tech College	Service Learning	612-659-6114		1501 Hennepin Ave.	Mpls.	55403		www.mctc.mnscu.edu
Greg Meillas	Metropolitan State University	Center for Community Based Learning	651-793-1294	651-793-1295	678 East 7th Street	St. Paul	55106	ggregmellas@metrostate.edu	www.metrostate.edu/ccbl
Marshelle Hunt	Metropolitan State University	Center for Community Based Learning	651-793-1290	651-793-1295	678 East 7th Street		55106	shelleyhunt@metrostate.edu	www.metrostate.edu/ccbl

Contact Person	College	Department	Telephone	Fax Number	Address	City	Zip	Contact email	Department email or web address
Wanda Kanwischer	Normandale	Service-Learning Office	952-487-8123		9700 France Ave. S	Bloomington	55431	wanda.kanwischer@normandale.edu	www.normandale.edu/visit/?choice=servicelearning
Buzz Brookman	North Central University	Center for Urban & International Education	612-343-4725		910 Elliot Ave. South	Mpls.	55404	buzzbrookman@northcentral.edu	
Diann Lloyd-Dennis	Northwestern College	Career Development Center	651-631-5330		3003 Snelling Ave. North	St. Paul	55113		www.nwc.edu/career/employers
Clifford Schuette	MN. State University (Moorhead)	Career Services (Internships)	218-477-2131	218-477-2430	1104 7th Avenue South	Moorhead	56563		careers@mnstate.edu
Patrick McColley	MN. State University (Moorhead)	Service Learning Center	218-477-2592	218-477-5050	1104 7th Avenue South	Moorhead	56563	stray_cat_pat@hotmail.com	www.mnstate.edu/asi
Ginger Kaufman	Southwest Minnesota State U.	Career Services (Internships)	507-537-9807		1501 State Street	Marshall	56258	kaufmang@southwestmsu.edu	
Karen Harris	St. Catherine (College of)	Community Work and Learning	651-690-8718		2004 Randolph Ave.	St. Paul	55105	kharris@stkate.edu	studentemployment@stkate.edu
Laura Zirnjbile	St. Catherine (College of)	Career Development Office	651-690-6948	651-690-6807	2004 Randolph Ave.	St. Paul	55105	lzirnbile@stkate.edu	askcareer@stkate.edu
Evilyn Freeman	St. Cloud State	Center for Student Orgs. & Leadership Dev.	320-308-3898	320-308-5190	720 4th Avenue South	St. Cloud	56301	efreeman@stcloudstate.edu	www.stcloudstate.edu/volunteer
Lu Meemken	St. Cloud State	Career Services (Internships)	320-308-2151	320-308-5167	720 4th Avenue South	St. Cloud	56301	careersv@stcloudstate.edu	
	St. Olaf College	Internship Office	507-646-3268	507-646-3626	1520 St. Olaf Avenue	Northfield	55057		internships@st.olaf.edu
	St. Olaf College	Office for Servant Leadership	507-646-3268	507-646-3626	1520 St. Olaf Avenue	Northfield	55057	kmoch@stolaf.edu	
Katie Johnson	St. John's University	Internship Office	320-363-5799	320-363-5600	P.O. Box 2000	Collegeville	56321	kjohnson@csbsju.edu	www.csbsju.edu/internships
Cindy Pederson	St. John's University	Service Learning	320-363-5117		P.O. Box 2000	Collegeville	56321	cpederson@csbsju.edu	www.csbsu.edu/servicelearning

Contact Person	College	Department	Telephone	Fax Number	Address	City	Zip	Contact email	Department email or web address
Jackie Laumb	St. Mary's University	Internship Office	507-457-6695	507-457-6990	700 Terrace Heights	Winona	55987	laumb@smumn.edu	
	St. Mary's University	First Year Volunteer Services	507-457-7235	507-457-8708	700 Terrace Heights	Winona	55987		volunteer@smumn.edu
Angela Carlson	St. Scholastica (College of)	Community Service Office	218-723-6737		1200 Kenwood Avenue	Duluth	55811	ACarlso5@css.edu	www.css.edu
Jay Newcomb	St. Scholastica (College of)	Service Learning	218-723-6552		1200 Kenwood Avenue	Duluth	55811	jnewcomb@css.edu	www.css.edu/depts/staffairs/servicelearning
Tom Kipp	St. Scholastica (near Rochester)	Career Services	415-410-4157	414-410-4160	6801 North Yates Road	Milwaukee	53217	tekipp@stritch.edu	career@stritch.edu
Jim Mootz	U of M (Crookston)	Career Services (Internships)	218-281-8568		2900 University avenue	Crookston	56716	jmootz@umn.edu	www.umcrookston.edu
Gary Donovan	University of Minnesota, Morris	Career Center (Internships)	320-589-6065	320-589-6126	600 East 4th Street	Morris	56267		www.mrs.umn.edu
Carol McCannon	University of Minnesota, Morris	Service Learning	320-589-6723		600 East 4th Street	Morris	56267	mccannos@mrs.umn.edu	www.mrs.umn.edu/academic/sl
Julie Westlund	University of Minnesota, Duluth	Career Services (Internships)	218-726-8964	218-726-6394	1049 University Drive	Duluth	55812		carserved.umn.edu
Paul Timmins	University of Minnesota TC	Career and Internship Services	612-625-9358	612-625-4832	101 Pleasant Street SE	Mpls.	55455	ptimmins@class.cla.umn.edu	cclc@class.cla.umn.edu
Laurel Hirt	University of Minnesota TC	Community Involvement/Service Learning	612-625-3344	612-624-5238	106 Pleasant Street SE	Mpls.	55455	lhirt@class.cla.umn.edu	cclc@class.cla.umn.edu
Katie Hardgrove	University of Minnesota TC	Metro Urban Studies Term	612-626-2044	612-625-4832	101 Pleasant Street SE	Mpls.	55455	khardgrove@class.cla.umn.edu	must@class.cla.umn.edu
Julie Bluhm	University of Minnesota TC	University Neighborhood Network	612-625-0744		301 19th Ave. South	Mpls.	55455		unn@umn.edu
Fred Smith	University of Minnesota TC	Center for Urban & Regional Affairs	612-625-1551	612-626-0273	301 19th Ave. South	Mpls.	55455	smith09@umn.edu	www.cura.umn.edu

Contact Person	College	Department	Telephone	Fax Number	Address	City	Zip	Contact email	Department email or web address
Elaine Tarone	University of Minnesota TC	Institute of Linguistics and ESL	612-624-3331	612-624-4579	315 Pillsbury Drive SE	Mpls.	55455	etarone@umn.edu	ies@umn.edu
Peggy Anderson	University of Minnesota TC	U of M Job Center (Work-Study)	612-626-8608		200 Donhowe Bldg. 319 15th Ave. SE	Mpls.	55455	ander154@umn.edu	
Dr. Ellen Kennedy	University of St. Thomas	Service Learning	651-962-5082	651-962-6004	2115 Summit Avenue	St. Paul	55105	ekennedy@stthomas.edu	www.stthomas.edu/servicelearning
Barbara Gorsky	University of St. Thomas	Center for Community Partnerships	651-962-6124		2115 Summit Avenue	St. Paul	55105		ccp@stthomas.edu
Paula Benson	University of St. Thomas	Off-campus Work Study Program	651-962-6547		2115 Summit Avenue	St. Paul	55105	pabenson@stthomas.edu	ccp@stthomas.edu
Cory Mahlke	University of St. Thomas	School of Education	651-962-4983	651-962-4169	1000 LaSalle Avenue	St. Paul	55403	cbmahlke@stthomas.edu	www.stthomas.edu
Kathy Neary	University of St. Thomas	Teacher Education	651-962-4420	651-962-4169	1000 LaSalle Avenue	St. Paul	55403	kineary@stthomas.edu	education@stthomas.edu



Joining Literacy Minnesota

Literacy Minnesota is a statewide professional membership organization. Yearly dues are the only revenue to support Literacy Minnesota's activities. Literacy Minnesota has an elected Executive Board, which coordinates and oversees committee activities that strengthen Adult Basic Education services in Minnesota. Literacy Minnesota:

- Advocates for adult literacy programs with the State Legislature.
- Promotes dialog between adult learners and providers of adult basic skills to ensure efficient and effective adult literacy programs.
- Creates awareness for and impact of adult literacy programs throughout Minnesota.

The 2004-2005 Executive Board

President - Eric Nesheim, *Minnesota Literacy Council*

President Elect - Vicki Ostrom, *Cambridge*

Secretary - Nicole Pettitt, *English Learning Center*

Past President - Kris Kelly, *Bloomington*

Legislative Chair - Carlye Peterson, *Minneapolis ABE*

Legislative Co-Chair - Jill Miller, *West ABE Consortium*

Professional Issues - Dan Bruski

Volunteer Issues Co-Chair - Amy Libman, *Minnesota Internship Center Charter School*

Volunteer Issues Co-Chair - Ruth Rodriguez, *Hubbs Center for Lifelong Learning, SPPS*

Membership/Outreach Chair - Sally Swanson

Membership/Outreach Co-Chair - Scott Helland, *Rush City and Ramsey County Corrections*

Membership/Outreach Co-Chair - Beth Tamminen, *Duluth*

Ex-Officio - Barry Shaffer, *Minnesota Department of Education*

Ex-Officio - Anne Marie Leland, *Minnesota Department of Education*

Ex-Officio - Deb Simmons, *Literacy Training Network*

Membership Options and Dues

- ~ \$125 Organizational Membership (5 voting members, include list of members)
- ~ \$65 Joint MCEA/Literacy Minnesota (1 voting member)
- ~ \$35 Individual Membership (1 voting member)
- ~ \$20 Part-time Teacher Membership (employed 1-19 hours/week, 1 voting member)
- ~ \$15 Community Advocate (for volunteers or other interested individuals, 1 voting member)

~ \$1 Adult Learner Membership (for any learner involved with an ABE program, 1 voting member)



Literacy Minnesota Membership Form

Print and mail form with appropriate payment to Literacy Minnesota, 1000 LaSalle Avenue MOH217, Minneapolis, MN, 55403. If you have questions about Literacy Minnesota you may email: enesheim@themlc.org

Name: _____
Organization: _____
Type of Membership: _____
Address: _____
City: _____ **State:** _____ **Zip:** _____
Phone: _____
Fax: _____
E-mail: _____