PROGRAM HANDBOOK
2020
THE UNIVERSITY OF WISCONSIN – MILWAUKEE
COMMUNITY LEADERS INTERNSHIP PROGRAM (CLIP)
The UW – Milwaukee

Community Leaders Internship Program (CLIP)

Program Handbook

Edited by Ben Trager

This handbook was created with support and input from students, community partners, and university affiliates. Special thanks to Amaya Varela, Dianna Herron, Catherine Draeger-Pederson, Emily Schubot, and Angela Reynolds for their efforts in collaboratively exploring CLIP with me; sharing unique insights and perspectives to develop new understandings that could only have been possible by working together.
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Purpose of this document

This manual was created as a product of an action research project conducted by representatives from three stakeholder groups; CLIP students, CLIP community partners, and CLIP university staff. In the final action planning stages of the research project, it was decided that a common resource manual could be a tool to further the development of CLIP. This manual was compiled per the research team’s recommendation and informed by the team’s findings and discussions. It also draws upon the experiences of the CLIP coordinator and existing literature regarding service-learning, internships, and high-impact practices.

Per the research team’s recommendation, the manual is divided into three sections; student, community partner, and university staff section. Much information is repeated or re-stated across the three sections, but each section is written for each specific audience. Yet, we encourage you to read across the main sections to facilitate program transparency and synergy between groups. It is our hope that the organization will allow individuals to easily find relevant information, while also allowing transparency of varied stakeholder roles and expectations.

Introduction

The Community Leaders Internship Program (CLIP) is a work-study funded community-based internship program. Work-study is a form of financial aid distributed by the federal government. In order for students to be eligible to receive work-study, they must have completed a Free Application for Federal Student Aid (FAFSA). As with other forms of financial aid, work-study is awarded based on the overall financial need of each individual student. The funding from federal work-study dollars is essential for program implementation. This funding also places regulations on how these dollars can be spent.

As mentioned previously, CLIP is a community-based internship program. Essentially, this means that CLIP is designed as work-based learning experience that is informed by service-learning and community partnership practices. Students in the program work a regular schedule at a local non-profit or public school. Their partner site personnel serve as both work supervisors and co-educators. During the first semester of the program, students enroll in a 1-credit course offered by the Educational Policy & Community Studies department. This course is designed to help frame the work-experience while also addressing the program learning goals.

- Intercultural Knowledge and Competence
- Critical and Creative Thinking
- Effective Communication Skills
- Individual, Social, and/or Environmental Responsibility

Later during the program, the second semester or beyond, students can take an optional 1-credit course in the spring. This course, also offered by the Educational Policy & Community Studies department, is designed to help students develop a research question regarding their experiences at their CLIP job sites and then create a research poster to share at the UWM Undergraduate Research Symposium. Students who continue to work at CLIP sites after taking the required and the optional courses must participate in at least two reflective activities each semester to stay engaged with the program.
CLIP is an opportunity for work-study eligible students to gain applicable work skills, helping prepare them to enter the work force when the graduate. It also helps students develop a sense of civic responsibility, encouraging them to think critically about the social complexities of the urban environment as well as identify how they can be a positive presence in their local community.

Program Mission, Philosophy, & Logistics

Program Mission
CLIP seeks to create a synergy between students, community, partners, and UWM. The program provides a robust and dynamic work-learning experience for UWM students that not only prepares them for professional life but also instills a sense of civic identity and responsibility. Simultaneously, CLIP seeks to support the work of non-profit organizations and public schools through the direct partnership with students and other university programs. Finally, CLIP helps the university meet an administrative need of using work-study funds off campus while also building connections to the local non-profit and K-12 education communities.

Program Philosophy
The CLIP is guided by principles of experiential learning, service-learning, and community-partnerships, and is founded on reciprocal partnerships with a variety of schools and non-profit organizations. CLIP students will be engaged to learn through paid work experiences and translate this learning to other contexts. This process is facilitated by guided reflection that occurs through structured courses and/or extra-curricular programming.

Program Logistics
Students are employed at CLIP sites through the America Reads program or through community-based work-study.

America Reads sites are typically schools that serve low-income students. These sites must commit to ensuring that students are spending all their time engaged in literacy or math development, most likely through direct tutoring of elementary students. According to federal guidelines, CLIP students working at America Reads sites are prohibited from engaging in activities beyond this role, as these guidelines prohibit funds being used beyond the scope of tutoring. America Reads positions are funded 100% by work-study dollars and all America Reads positions pay $10 / hour.

Community-based work-study sites develop positions that are appropriate for students, support the mission of their organization, and provide an environment conducive for on the job learning. Generally, a wide variety of positions are appropriate, but students may not engage in political partisanship or religious proselytizing, and student work must be for broad public interest. CLIP partner sites must be a registered 501(c)3. These partner sites complete financial contracts with the university and are billed twice yearly for student wages. Work-study covers 75% of the wage and partner sites are responsible for 25% of the wage. Partner sites set their wages accordingly, but typically wages are between $10 and $14 / hour.

Whether students are employed as America Reads tutors or through community-based work-study, they are still under the CLIP umbrella. This distinction is purely from a funding standpoint.
Students are officially employees of the university and will receive their pay on a bi-weekly basis from UWM, while site supervisors serve as the daily employer, developing positions, schedules, and providing direct student oversight.

**Roles, Activities, & Responsibilities**

<table>
<thead>
<tr>
<th>Students</th>
<th>Community Partners</th>
<th>University Staff</th>
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</thead>
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<td>• Working in community partner defined role</td>
<td>• Creating CLIP job descriptions</td>
<td>• Coordinating and executing all recruiting efforts</td>
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<td>• Learning about and integrating into partner organization</td>
<td>• Managing CLIP student daily work</td>
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<td>• Managing payroll hours</td>
<td>• Coordinating and developing work schedules</td>
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<td>• Maintaining school / work balance</td>
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<td>• Participating in CLIP course and reflective activities</td>
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CLIP Timeline

UWM Community Leaders Internship Program (CLIP) Timeline
Student Section

Getting Started

If students are interested in joining CLIP, the first step is to review the CLIP website in detail.

https://uwm.edu/community/students/community-based-work-study-programs/

On the CLIP website students will find basic information about the programs, any necessary forms or paperwork to complete, a listing of current CLIP partners, and a sample of CLIP positions. If students have questions or need assistance regarding the website or its content, please contact the CCBLLR office at 414-229-3161 or drop by the office in the Union room G28.

After reviewing the website, the next step is to complete and submit a CLIP application. The application can be found on the website, in the CCBLLR office, or at the end of this manual. Please be sure to complete the entire application, including the short essay responses. The application can either be dropped off in the CCBLLR office or emailed to leader1@uwm.edu.

Part of the application requires that students verify their work-study award and its acceptance. Students can check your work-study status by logging into PAWS and viewing their financial aid. If students are not able to verify their eligibility and acceptance of their work-study award, they should contact the CLIP coordinator at leader1@uwm.edu.

CLIP applicants will be notified of their application status within 1 week of submission. After the application is reviewed and accepted, CLIP candidates can be scheduled for a meeting with the CLIP program coordinator to review open positions, discuss the program in more detail, and answer any general questions. This meeting is not a requirement, but it is highly recommended as it provides an opportunity for new CLIP students to meet the coordinator face-to-face and get an early start on the job search process.

CLIP Info Session & Sign Up Event

CLIP candidates must attend the information and sign up session, scheduled during the third week of September. It is essential that all new CLIP candidates attend this event, as this is where you will have the opportunity to meet potential employers and start the interview and/or orientation process.

Please see the current year program materials and website for detailed information about event time and location.

*You may attend the session without completing an application, but must bring a completed application to the event*

Items students MUST bring to CLIP Info & Sign Up Session
  o Employment Verification Documents
    o Current PASSPORT
      - or-
The CLIP info and Sign Up Event is divided into two parts

1. UWM student on-boarding and paperwork
2. CLIP Information and Partner site Meet & Greet

During part one, students will complete the necessary on-boarding and new hire paperwork with a UWM representative. They should have your employment verification documents with them (see above), and also be ready to answer questions regarding current or former employment with UWM. During part 2, the CLIP coordinator will provide a brief overview of the program. Following this overview, community partner sites will briefly introduce themselves, and then the rest of the evening will be unstructured time for CLIP candidates and community partners to interact.

This is the BEST time for you to meet community partners and get the on-boarding process started! Come ready to mingle. This means researching the CLIP partner organizations you are interested in, having a few questions prepared, and also being open to learning more about partner sites. Don’t leave without scheduling a follow up interview, or at least without getting contact information!

Securing a CLIP Job

After the CLIP Info Session & Sign Up Event students should follow up via phone or email with any partners they’ve have connected with. If they are having trouble getting in contact with the partners, they contact the CLIP coordinator at bwtrager@uwm.edu. Similarly, if students did not directly connect with a partner site and have no job leads, yet still want a position through CLIP, they can schedule a meeting with the CLIP coordinator.

If you have contacted a CLIP site or multiple sites, start to schedule interviews and onboarding meetings. Note that you are able to work at multiple sites, but you must inform the CLIP coordinator of your intentions. If you are pursuing multiple opportunities it is essential that once you decide on a position, that you communicate that information to the other sites you’ve been in contact with, allowing them to continue their recruitment process.

COMMUNICATION IS KEY!!! Be thoughtful, relevant, and consistent in your communication.

Getting Started in the Program

Once students have a job offer they’d like to accept, they must contact the CLIP coordinator to schedule a UWM onboarding meeting. At this meeting students will review and complete any remaining new hire paperwork, discuss their role at your CLIP site, register for the CLIP course, and review payroll procedures. After this meeting is completed students can schedule their first day of work at their CLIP site. Before students turn in their first time card they must complete and turn in a CLIP Learning Agreement, which can be found on the website or at the end of this document.
CLIP Payroll Policy and Procedures

Time Card Procedures
All CLIP students complete a paper time card in accordance with the UWM bi-weekly payroll schedule. As a general rule, pay periods always begin on a Sunday, end the second Saturday after the start of the payroll, and time cards are due at 9:00 am the Monday following that Saturday. An exact payroll schedule is printed on the backside of timecards, which are available on the CLIP website or in the CCBLLR office.

All time cards must be filled out completely in accordance to the payroll schedule and must be signed by the site supervisor.

A reminder email will be sent to each CLIP participant on the Friday prior to the bi-weekly timecard due date.

Students have one of two actions that they must complete before 9:00am on timecard due date. Students can turn in timecards to clip-payroll@uwm.edu or they can email clip-payroll@uwm.edu prior to the deadline indicating that they have completed no hours for the current pay period. Emails indicating that hours have been worked but signatures have not been obtained will not be accepted. If students do not follow procedure, the follow disciplinary steps will go into effect:

1. If a student fails to take either action, they will receive an email notification of their failure to follow procedure.

2. If a student fails to take either action for a second time, the student will receive a second email, warning them of their risk of termination due to failure to follow procedure and their CLIP site supervisor will be notified.

3. If a student fails to take either action for a third time, the student will be removed from the payroll system and their employment with the program will be terminated.

This procedure has been set in place to ensure that work-study funds are properly paid and that payroll hours are properly managed. It is essential that you follow these procedures during every payroll period. If you have questions you can reach out to clip-payroll@uwm.edu.

Accessing Pay Stubs and Other Financial Information
Students can access pay stubs and end of year tax documents by logging into my.wisconsin.edu, selecting UW-Milwaukee as the organization, and then entering their UWM credentials. On the landing page students will see a payroll information widget that will have all the needed documents.

Work-Study
As payroll is contingent on work-study eligibility, students must verify their work-study award each semester. This can be done by logging into PAWS and checking your financial aid status for the current academic semester.
Although the CCBLLR staff will help to monitor work-study balances, ultimately it is your responsibility to manage your time and work-study balance. You should regularly download and keep your paystubs and subtract the money you’ve earned from their initial balance. You are not allowed to over-earn their balance unless you receive approval from both the CCBLLR and their site supervisor.

Work-study balances are available to students between the first Sunday of September and the last Saturday of May. Balances are available by semester, this means that fall work-study awards are available until the first Saturday in January, after which all earnings are pulled from spring awards. Sometimes, at the discretion of the financial aid office, unearned fall balances can be transferred to spring. This is done on a case-by-case basis. Similarly, if students are earning their work-study award at a pace that may deplete the balance before the end of the semester, the financial aid office may increase the award so the student can continue working. Again, this action is taken on a case-by-case basis. It is still best practice to create your work schedule on your original work-study award amount.

CLIP Courses

As part of the program CLIP students must participate in on-campus learning opportunities. This is a crucial component of CLIP, as it provides space for reflective practice, a key element of experiential learning.

Required Fall Course

All CLIP students are required to take a 1-credit fall offering of Educational Policy (EDPOL) 279. Student who are admitted to the program must contact the CLIP coordinator for permission to enroll in the course. This course is required, and only class or tuition funding conflicts will excuse students from enrolling the class. If students have a valid excuse, they must take the course the next time it is offered during a fall term.

This fall course is designed to help students frame and understand their CLIP experience.

This course is designed to help students conceptualize, understand, and apply their experiences in the Community Leaders Internship Program (CLIP), which is hybridization of a traditional internship and service-learning. In this class, students will address the questions “What is an internship?” and “What is my internship to me?”. Students will also explore how to communicate their work experience through a traditional resume while also problematizing what it means to tell one’s story in this format. These questions will be imbedded in ongoing discussions of the local Milwaukee contexts, exploring both current and historic themes. Weekly reflection questions regarding CLIP work experiences will be a cornerstone of this class and will shape the weekly discussions and class formats.

Through this course, students will be able to:

1. Identify at least two characteristics of urban public school systems or the non-profit sector as demonstrated by reflective writings and group work done throughout the course. Transfer – Critical Thinking.

2. Articulate a strategy which allows them to work with people from cultural, racial, ethnic, generational, or class / educational backgrounds different than their own as
demonstrated by reflective writings and group work done throughout the course. 

**Diversity of Communities and Culture – Intercultural Knowledge and Competence.**

3. Recognize two skills/strengths they bring to a team trying to work towards making community change as demonstrated by reflective writings and group work done throughout the course. **Civic Action and Reflection – Individual, Social, and Environmental Responsibility.**

4. Describe at least three skills they have developed or strengthened through their CLIP position that relate to their major/area as demonstrated by reflective writings done throughout course. **Connections to Experience – Effective Communication.**

**Optional Spring Course**

Students who have completed the fall course are invited to participate in the Spring CLIP course – EDPOL 509 “Fieldwork / Practicum in Education & the Community”

This course provides students in the Community Leaders Internship Program an opportunity to further interrogate their community-based internship experiences. Students must have completed the primary course offered during the fall semester before enrolling. Through this course, students will be introduced to basic concepts of qualitative research, framed through service-learning pedagogy and reflection. Students will then create a research proposal with research questions regarding some aspect of their CLIP experience, which will then be developed into a project to be submitted and presented at the UWM undergraduate research symposium. Students will be expected to strictly adhere to work loads and deadlines, as ongoing course work will be the foundation of each class meeting. Students will work closely with the instructor and each other throughout the course, providing ongoing feedback to one another regarding their project’s progression.

Through this course, students will:

1. Possess a deeper understanding of reflective practices and strategies within the context of community engaged work.

2. Understand and discern a variety of methods available to interrogate and understand a community-based learning experience.

3. Develop the skills to conceptualize, prepare, and share a conference presentation.
Best Practices & Tips for Success

1. When you get started be sure to clearly communicate your scheduling needs to ensure that you and your site supervisor are in agreement regarding expectations.

2. Ask your site supervisor about orientation and onboarding processes; you should at minimum have a brief orientation before getting started at your site.

3. If you are working at a school or at a location where you are supervised by someone other than your primary contact, ask your classroom teacher or supervisor to have a conversation about CLIP, show them the website, explain to them what the program is, and talk to them about your reasons for joining the program.

4. It’s important that your role and job responsibilities are clear to you and the people you are working with. Ask for a job description and / or discuss your daily responsibilities.

5. Make sure to complete any university required trainings in a timely manner.

6. Check in with your supervisor about your performance. Be pro-active, and don’t wait for them to approach you. They will appreciate your initiative.

7. If you have any questions, concerns, need to vent (or gush!), or want to talk in general about the work at your site, please contact the CLIP coordinator at the CCBLLR office. We are here to support you through this process, don’t be a stranger!

8. As a CLIP student you are now an important part of a partnership between the university and community partners. You have a responsibility to support the growth of this partnership. Be professional, respectful, and reliable at all times. This means:
   a. Following the schedules set by you and your partner.
   b. Communicating as early as possible when you cannot follow the set schedule.
   c. Adhering to all university and community partner rules of conduct.
   d. Treating all members of the CLIP community, including community partners and the people they serve, with dignity and respect.
CLIP Student Timeline

1. Applications due to CCBLLR Early September
2. Attend CLIP Info & Sign-Up Session 3rd week September
3. Schedule / hold interviews with Community Partners Late September
4. Accept job offer and schedule first day of work Late September - Mid October
5. Meet with CLIP coordinator to verify paperwork and register for fall course Late September - Mid October
6. Reflection 1 for continuing students Mid-October

- Communicate with CCBLLR regarding progress

7. Fall & spring work-study award Transition 1st Sunday in January
8. Communicate work plans for winter break to CCBLLR and Partner Site Early December
9. Reflection 2 for Continuing Students Early December
10. Register for Optional Spring Course Mid-November through January
11. Student & Community Painter Training Early November
12. Fall course begins Last week October

- Verify spring work-study award

13. Optional Spring Course begins Late January
14. Reflection 3 for continuing students Late February
15. End of year performance evaluations reminder Early April
16. End of year performance evaluations reminder Early April
17. Communicate summer & fall work plans with CCBLLR and partner site Mid April
18. Reflection 4 for continuing students Early May

- Verify next year’s work-study award

19. CLIP program Evaluation Survey Late May

- Connect with CCBLLR and partner site regarding fall Mid July
- Last day to earn work-study Last Saturday of May
Community Partner Section

Becoming a CLIP Partner

The first step to becoming a CLIP partner is to learn more about the program. The CLIP website, https://uwm.edu/community/students/community-based-work-study-programs/ provides a broad overview of the program, lists current partners and job descriptions, and houses basic forms and resources.

After reviewing the website, if you would like to explore CLIP in more detail, please contact the CCBLLR office. If you already partner with CCBLLR through service-learning or other programs, you can contact the office at 414-229-3161 or at leader1@uwm.edu to schedule a CLIP meeting. If you do not currently have a partnership with the office, please submit a community partnership request form at https://uwm.edu/community/community/partnership-request-form/, and indicate your interest in CLIP. Someone will contact you to schedule an in-person meeting.

CLIP Partnership Meeting

Typically, we will schedule the CLIP partnership meeting to take place at the site where the students would be doing most of the work. During the meeting we will review the program in detail following the CLIP protocol and contact form. What follows is a summary of key points and topics covered in the meeting:

- CLIP mission and purpose
- Educational responsibilities
- Financial responsibilities
- General program logistics
- Discussion of potential CLIP job roles
- Review of necessary contracts and financial documents

Following the meeting, to become an official CLIP partner, you will need to complete the following steps:
1. Submit a signed copy the CLIP protocol and contact form
2. Submit a signed copy of the CLIP contract letter
3. Create and submit at least one job description that you will be recruiting to fill

All items can be submitted by email to the CLIP coordinator or leader1@uwm.edu. Once these items are received you will be added to the CLIP partner contact list and begin to receive regular communication regarding CLIP. Your organization and job descriptions will also be added to CLIP website.

Recruiting Students

The primary recruiting time is aligned with the beginning of the fall semester. Although the majority of CLIP students start during this time, there are latecomers in the fall semester and some students begin in the spring. This section will provide an overview of the general recruiting process and then describe what off-season recruiting looks like.
Initial Recruitment
In June, partners will receive communication regarding fall plans for CLIP. Specifically, partners will need to indicate their intent to recruit new students and retain existing CLIP students, as well as provide updated job descriptions.

If partners indicate that they will be actively recruiting new CLIP students, the updated job description(s) they provide will be added to the CLIP website and posted on UWM’s Panther Jobs. During the late summer, work-study eligible students will receive multiple emails inviting them to participate in the program and submit an application.

Once students who are interested in the program submit an application, they will be invited to attend the CLIP Info & Sign-Up session, usually held in the evening of the third Thursday in September.

CLIP Info & Sign-Up Session
If a partner is actively recruiting new students, they are required to attend the CLIP Info & Sign-Up session. This event is the BEST opportunity to connect with students! Students will arrive early to complete paperwork, and then the CCBLLR will provide a brief overview of CLIP. The rest of the evening is a job fair format. Organizations will have a 6 foot-table and have the opportunity to meet with students directly. We recommend you bring your typical recruiting materials and any other information or items that might help you gain student’s attention. Before the job fair, partners will be asked to introduce yourself and give a very brief overview of your organization, (think one minute or less!). Often organizations exchange information with students, set up interviews, and start other onboarding steps at this meeting.

If you meet a student you would like to move forward with, you should reach out to them to schedule an interview and / or orientation. If you’d like to hold the interview on UWM’s campus, contact the CCBLLR, and someone will help to accommodate the request. It is important to note that the CCBLLR does not “place” students at organizations. The hiring decision is between the student and the partnering agency. The CCBLLR will support this process, but ultimately the decision to work together is left up to the student and the agency.

In certain circumstances students and community partners can be connected outside of the CLIP Info & Sign-Up Session. This often occurs if students are entering the program at a different time than fall or if they have very specific interests that are matched to a specific organization or role. In these scenarios, the CLIP coordinator will connect the student and partner directly via email.

Managing Student Employment
Once an offer of employment has been made and accepted, it is the student’s responsibility to contact the CCBLLR to finalize onboarding paperwork. Student’s will have a meeting with the CLIP coordinator to review new hire paperwork and payroll policies and procedures. They will also need to complete a “Community-Learning Agreement”. This is essentially a contract between students, community-partners, and the university stating that all three stakeholders agree to the terms of the program.

Students become university employees on paper. They receive pay checks from UWM and are covered by UW-System employment laws and benefits. Although they are university employees on paper, in
practice, students are the employees of the partnering organization. Partner organization supervisors are responsible for the following:

- Providing an orientation
- Developing and enforcing a work schedule
- Creating a job role that is both educational and supportive of organizational needs
- Providing on the job performance feedback

It is important that CLIP students receive a thorough orientation and training. This might include a tour of the building and/or work-space, introduction to the staff (especially those people the CLIP student will be in regular contact with), a review of the job description and an overview of how that translates to day-to-day work, and any required training of site specific job functions. We recommend that partners hold an intentional check-in with CLIP students at least once a month to gauge their progress and growth. Students will have a space for this type of reflection in classroom, but the addition of on-site reflection time with a direct supervisor could be helpful.

As the employer, partners should feel empowered to manage CLIP student employees as they would any other employee. It is important that CLIP students are held to the same standards of professionalism as all employees as this helps them learn about workplace culture and expectations. If issues should arise regarding CLIP student performance, please contact the CCBLLR office, we can help navigate the situation and find the appropriate solution.

Finally, at the end of year students and their supervisors are required to complete an annual evaluation. The CCBLLR will provide copies of our in-house developed evaluation forms, but sites can choose to use their own forms if they wish. Students will be reminded to share the forms with their supervisors and complete the self-evaluation form. Students should also be requesting to schedule a performance evaluation meeting with a site supervisor. The forms are then signed and turned into the CCBLLR office.

Payroll Policies and Procedures

Pay Card Procedures
CLIP students complete a paper time card in accordance with the UWM bi-weekly payroll schedule. As a general rule, pay periods are two weeks long, always begin on a Sunday, end the second Saturday after the start of the payroll, and time cards are due at 9am the Monday following that Saturday. An exact payroll schedule is printed on the backside of timecards, which are always available on the CLIP website or in the CCBLLR office.

All time cards must be filled out completely in accordance to the payroll schedule and must be signed by the site supervisor. Students are responsible for this process. They should be approaching you to ask for hours verification and they send in the hours. If you would like to take a more active role in the payroll process, you are welcome to do so, but please communicate with the CCBLLR regarding your plans. For example, some community partners take the time cards from students and send them in to the payroll email rather than the students doing it themselves.

Students have one of two actions that they must complete before 9am on timecard due date. Students can turn in timecards to clip-payroll@uwm.edu or they can email clip-payroll@uwm.edu prior to the deadline indicating that they have completed no hours for the current pay period. Emails indicating that
hours have been worked but signatures have not been obtained will not be accepted. If students do not follow procedure, the follow disciplinary steps will go into effect:

1. If a student fails to take either action, they will receive an email notification of their failure to follow procedure.

2. If a student fails to take either action for a second time, the student will receive a second email, warning them of their risk of termination due to failure to follow procedure and their CLIP site supervisor will be notified.

3. If a student fails to take either action for a third time, the student will be removed from the payroll system and their employment with the program will be terminated.

This procedure has been set in place to ensure that work-study funds are properly paid and that payroll hours are properly managed. It is essential that students follow these procedures during every payroll period.

Accessing Pay Stubs and Other Financial Information

Students can access pay stubs and end of year tax documents by logging into my.wisconsin.edu, selecting UW-Milwaukee as the organization, and then entering their UWM credentials. On the landing page they will see a payroll information widget that will have all the needed documents.

Work Study Funding and Invoicing

Work-Study
As payroll is contingent on work-study eligibility, students must be work-study eligible each semester they work through CLIP. Work-study balances are available to be earned between the first Sunday of September and the last Saturday of May. Balances are available by semester, this means that fall work-study awards are available until the first Saturday in January, after which all earnings are from spring awards. Sometimes, at the discretion of the financial aid office, unearned fall balances can be transferred to spring. This is done on a case-by-case basis.

Although the CCBLLR staff will help to monitor work-study balances, ultimately it is the student’s responsibility to manage their time and work-study balance. It’s also important that site supervisors keep track of student hours and balances. You can request student work-study awards from the students themselves. Due to educational privacy laws established by the Family Educational Rights and Privacy Act (FERPA), the CCBLLR cannot provide balance amounts to partners. We recommend asking students what their total semester amount is, and then developing a schedule that will accommodate that amount. For example, if a student is awarded $1,000 for a semester and earns $10 per hour, they can work up to 100 hours before their award runs out. If the student plans to work 12 weeks of the semester, those 100 hours should be spread out to last those 12 weeks. So, the student should work approximately 8 to 9 hours per week.

There are two types of work-study jobs in the CLIP program.
1. America Reads Tutors - Tutors at schools engaged in reading and math literacy development. This role is strictly enforced! America Reads tutors cannot conduct other work and be paid through work study. These positions are funded 100% by work-study; the schools incur no costs.

2. Community-Based Work-Study - These are various positions at non-profit 501(c)3 status organizations or government agencies. These positions are flexible in description, but the students should be doing work that provides an educative experience and is in line with program goals. These positions are funded 25% by the partner organization and 75% by work-study dollars.

CLIP students are not allowed to over-earn their balance unless they receive approval from both the CCBLLR and their site supervisor. Over earned balances will be charged to the partnering organization per the CLIP protocol and contract form. That being said, if partners want students to work beyond their work-study limit, and have the funds to pay them, the students are welcomed to stay on the CLIP payroll. Hours worked beyond the limit, will be invoiced at 100% of the wage. If partners want students to work over the summer, and have the funds to support the work, the students can still log their hours through CLIP and be paid by the university. Again, partners will be invoiced at 100% of the wage for the whole summer. Similarly, if partners prefer to hire students directly to their organization during the non-work-study periods, that is possible as well. These logistical considerations are usually handled on a case-by-case basis.

Invoicing
Partners who are hosting community-based work-study students will be invoiced for their portion of the student’s wages twice per year; once in February for fall wages, and once in June for spring wages. Invoices will be sent out per student, and each payroll period with hours worked and wages earned will be listed. If partners have multiple students working at their organization, the multiple invoices can be paid with a single check. All invoices are due 30 days after issuance. Failure to pay invoices in a timely manner could result in students being asked to no longer work at your site.

Partnership Development

Each year in August the CCBLLR hosts a CLIP partner luncheon. This is a casual drop in luncheon that serves as an annual touchpoint before the new school year begins. At the luncheon, partners have the opportunity to share insights, issues and concerns, meet the CCBLLR staff, and ask questions. Importantly, any program updates will be reviewed during this time. Therefore, the luncheon is a required activity for all CLIP partners. If you are unable to attend the actual luncheon, you must contact the CLIP program coordinator to set up an individual meeting.

During the CLIP course, the first class is spent reviewing program policies and procedures. We ask that any partners with students enrolled in the course make their best effort to come to this class meeting as it helps to ensure that everyone is on the same page with expectations. This is typically an evening in late October or early November.
Considerations from Past Experiences

1. Set clear expectations for your CLIP students, and communicate with them early and regularly both verbally and in writing
   a. Use orientations and regular check-ins as a way to do this.
2. A regular schedule, as much as possible, will help ensure that students are on site when they need to be.
3. Regularly chat with CLIP students about their experience in the program.
   a. What are they learning?
   b. What are they finding fulfilling? What has been challenging?
   c. What is their work load like, are they managing their schedule?
   d. Is their work-study balance running low?
4. Be sure that people who work directly with CLIP students know what CLIP is and what the CLIP student’s expectations are.
5. Be empowered to hold students accountable, but also know that the CCBLLR staff is available to help navigate any issues that might come up.
University Staff Section

Although we encourage all CLIP stakeholders to read the entire manual, it is especially important that the CLIP facilitator become deeply familiar with this document. This familiarity will help the facilitator develop a program-wide perspective and help them support other staff, community partners, and students.

It is the facilitator’s responsibility to manage all program information and ensure that the program remains mission oriented. CLIP information should be recorded and stored in a variety of ways, including but not limited to:

- Spreadsheet of all student information
- Spreadsheet of community partner information
- Hard or electronic student files
- Hard or electronic community partner files

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<tr>
<th>Student Spreadsheet</th>
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Student Retention and Recruitment

Student recruitment begins in late spring with current CLIP students. As the semester comes to a close, the CLIP facilitator begins conversations with students regarding their plans for summer and fall. Typically, a general email requesting this information should be sent before the end of May. The email should ask for the following: is the student continuing in CLIP, and if yes, does the student plan to stay at the same site? This is the start of an ongoing conversation and the facilitator should be sure to follow up regularly throughout the summer to ensure that student plans and intentions are captured and recorded accurately.
In July, the CLIP facilitator should reach out to financial aid regarding the upcoming year’s work-study eligible students. Usually by the end of July, the financial aid office will have a list of these students available. The facilitator should send a series of recruiting emails to this list of students between the end of July and mid September. The email should introduce the program and its mission, highlight “real-world” work experience tied to learning, and advertise wage ranges. The email should also contain a copy of an application with an announced application deadline (soft), the date and time of the CLIP sign-up and info session, and the facilitator contact information. Recruitment efforts should also include visits to pre-college programs that happen during the summer, targeted emails sent to students in specific schools and majors based on available jobs, and print resources handed out at new and transfer student orientations.

During the recruiting period, students may request to meet with the facilitator one-on-one to discuss the program. These meetings are important recruiting tools as they allow students to get a clear picture of the program and the facilitator can help build and guide their interests. If conversations yield student interest in specific jobs or sites, the facilitator should consider directly connecting students to those sites. This should be done at discretion, depending on the site-specific contexts. These individual meetings should always be a priority.

Other ways of recruiting include posting all jobs to the CCBLLR CLIP website and Panther jobs. CLIP partners should have their updated job needs and descriptions ready by the end of July. These jobs should then be posted in two locations; the CCBLLR website and the Panther jobs. The panther jobs postings should direct students to complete a CLIP application and to submit it directly the CLIP facilitator. The online application system through Panther Jobs should not be used, as it will force students to complete two applications; one for CLIP and one for Panther Jobs.

Once students successfully submit an application, they should be entered into the spreadsheet and a file should be created for them. Students should then be encouraged to attend the CLIP Info & Sign-Up Session, as this is where they will meet potential employers. If a student is interested in specific jobs or sites, the facilitator should consider directly connecting students to those sites. This should be done at discretion, depending on the site-specific contexts.

**CLIP Info Session & Sign Up Event**

Students and community partners must attend the information and sign up session, scheduled during the third week of September. It is essential that all new CLIP candidates attend this event, as this is where they will have the opportunity to meet potential employers and start the interview and / or orientation process.

*Students may attend the session without completing an application, but must bring a completed application to the event*

Items students MUST bring to CLIP Info & Sign Up Session

- Employment Verification Documents
  - Current PASSPORT
  - or-
  - Current PHOTO ID and SOCIAL SECURITY CARD or BIRTH CERTIFICATE
- Current Resume and / or CLIP Program Application

leader1@uwm.edu | 414-229-3161 | Union G28 | community.uwm.edu
The CLIP info and Sign Up Event is divided into two parts:
1. UWM student on-boarding and paperwork
2. CLIP information and Partner site Meet & Greet

Community partners should be informed of the event layout and expectations. Partners will have a six foot table and should bring their regular recruiting materials. They should be prepared to discuss job responsibilities and potentially schedule follow up interviews with students.

During part one, CLIP candidates will complete the necessary on-boarding and new hire paperwork with UWM representative(s). The students should have their employment verification documents with them (see above), and also be ready to answer questions regarding current or former employment with UWM. During part 2, the CLIP coordinator will provide a brief overview of the program. Following this overview, community partner sites will briefly introduce themselves, and then the rest of the evening will be unstructured time for CLIP candidates and community partners to interact.

This is the BEST time for students to meet community partners and get the on-boarding process started! Encourage students to come ready to mingle.

Considerations for the event
- A mid-sized room that accommodates seating and tables should be reserved.
- Plan the room layout before the event.
  - Job fair format with check-in tables and spaces for people to sit to do paperwork.
- There should be a support staff of four to five university affiliates.
  - Partner Liaison
  - Check in table
  - Paperwork support (2)
  - Floater
- Limit opening comments to just a few minutes. Most information will be reviewed individually.
- Community partner intros should only be a minute long.
- Create a “cheat sheet” for students so they don’t leave before completing paperwork and mingling with community partners.
  - Paperwork complete, talked to X number of partners, set up interview or next steps, instructions for UWM next steps, etc..

Community Partnership Development

Building Partnership for CLIP
Partners for CLIP are often existing partners through other CCBLLR programs, but at times there are CLIP-only partners. Typically, the facilitator should schedule the CLIP partnership meeting to take place at the site where the students would be doing most of the work. If this is a completely new partnership, the facilitator should also hold a general initial partner meeting per CCBLLR procedures. During the CLIP meeting, review the program in detail following the CLIP protocol and contact form. What follows is a summary of key points and topics to cover in the meeting:
- CLIP mission and purpose
- Educational responsibilities
• Financial responsibilities
• General program logistics
• Discussion of potential CLIP job roles
• Review of necessary contracts and financial documents

At the meeting, be sure to let potential partners know the next steps, which are below. These steps must be completed before they can become an official CLIP partner.

1. Submit a signed copy of the CLIP protocol and contact form
2. Submit a signed copy of the CLIP contract letter
3. Create and submit at least one job description

All items can be submitted by email directly to the facilitator or to the office at leader1@uwm.edu. Once these items are received, add the partner to the CLIP contact list and add the organization and job descriptions to the CLIP website.

The signed contract letter must be sent to a University attorney for review and a final signature. Once the contract has been reviewed, an account number will be assigned to the new partnering organization. This account number should be added to the CLIP partner information spreadsheet for invoicing purposes. For reference, this is the account number used in WISDM, so it can be monitored for balances and used to cross check work when creating end of semester invoices.

Maintaining Partnership
Each year in August the CCBLLR hosts a CLIP partner luncheon. This is a casual drop in luncheon that serves as an annual touch point before the new school year begins. At the luncheon, partners have the opportunity to share insights, issues, and concerns, meet the CCBLLR staff, and ask questions. Importantly, any program updates will be reviewed during this time. Therefore, the luncheon is a required activity for all CLIP partners. If partners are unable to attend the actual luncheon, the CLIP facilitator should schedule an individual meeting with partners.

Considerations for luncheon:
• Schedule late in August to accommodate public school schedules.
• Open house format is helpful to increase attendance.
• Create an agenda with key items to be covered and train staff to support as needed.
• Hold in the CCBLLR conference room.

During the CLIP course, the one early class is spent reviewing program policies and procedures. Any partners with students enrolled in the course should attend this class meeting as it helps to ensure that everyone is on the same page with expectations. This is typically an evening in late October or early November.

Throughout the year, the CLIP coordinator should send bi-weekly email updates to community partners with any news or updates. This will serve as a regular way to check in with sites. In March and April, the coordinator should schedule individual site visits, preferably during the times that students will be actively working in the building.
Considerations for site visits:
- These should be casual and oriented towards relationship building.
- Give ample time for planning and flexibility.
- Ask partners about logistical considerations and share reminders.

Student On-boarding

After students have attended the Info & Sign Up session, the CLIP facilitator should send regular check-in emails to students to ensure that they are on track to land a job and to troubleshoot any issues that might arise. Students will need varying levels of support in the process. Once students are offered a job they should schedule a meeting with the CLIP coordinator to review the following:

- Program overview
- All employment paperwork
  - I-9, Tax forms, direct deposit forms, emergency contact, etc.
  - Complete on-line background check
  - CLIP specific file information
    - America Reads or CBWS, wage, site
- Time card procedures and payroll policies
- Other employment
- Review of work-study allocation
- CLIP manual highlights
- Course registration
- Discussion of site-specific job roles and schedule development

After the completion of the onboarding steps students can begin working at their site normally. They should also go through site-specific orientation processes.

Human Resources and Payroll Process

Work-Study & Financial Aid
All students in CLIP must be funded through work-study awards. Before students can apply to CLIP jobs their work-study eligibility and award amount must be verified. Students can verify their awards by logging into PAWS and reviewing their financial aid awards for the current academic year. If students have not been awarded, they can still apply to the program, but it should be made explicitly clear that an application does not guarantee a work-study award. Once an application is submitted, the CLIP facilitator can contact financial aid to see if the student has room in their overall need to be awarded work-study. If there is room, the student will be awarded, and then they must log into PAWS to accept the award. The most common award amount is $2,500, which translates to $1,2500 available per semester. Note that these amounts can vary and change, so regular monitoring is essential. It is important to maintain a close relationship with financial aid as they support this, and several other key processes of the CLIP program.
Some partnering organizations have funds to cover CLIP labor costs beyond work-study awards. In this case, students can continue working at their sites, but any dollars earned beyond the work-study awards are charged at 100% to the site. This also applies to summer employment. Students who work at sites with funds for their positions can work over the summer on UWM payroll. They'll just need to follow the UWM payroll schedules. Sites also have the option of hiring on students directly, but those students will need to be rehired UWM employees for work-study funds to be used in upcoming semesters.

If students hold another on campus job, the CLIP facilitator will need to contact the other supervisor as soon as possible to request that work-study funds not be used for the other position. As CLIP is solely funded by work-study, funds must be reserved for that job only. If the supervisor approves, the CLIP facilitator and/or administrative support person should contact central HR to have the work-study allocation turned off for the other job. They may need to provide an email chain to prove that this request had been approved.

**Payroll Procedures**

CLIP students complete a paper time card in accordance with the UWM bi-weekly payroll schedule. As a general rule, pay periods are two weeks long, always begin on a Sunday, end the second Saturday after the start of the payroll, and time cards are due at 9am the Monday following that Saturday. An exact payroll schedule is printed on the backside of timecards, which are always available on the CLIP website or in the CCBLLR office. Email reminders regarding time card due dates and times will be sent by the CCBLLR office.

All time cards must be filled out completely in accordance to the payroll schedule and must be signed by the site supervisor. Students are responsible for this process. They should be approaching site supervisors to ask for hours verification and then send in the hours. If partners would like to take a more active role in the payroll process, they are welcome to do so, but must communicate with the CCBLLR regarding these plans. For example, some community partners take the time cards from students and send them in to the payroll email rather than the students doing it themselves.

Students have one of two actions that they must complete before 9:00 am on timecard due date. Students can turn in timecards to clip-payroll@uwm.edu or they can email clip-payroll@uwm.edu prior to the deadline indicating that they have completed no hours for the current pay period. Emails indicating that hours have been worked but signatures have not been obtained will not be accepted. If students do not follow procedure, the follow disciplinary steps will go into effect:

1. If a student fails to take either action, they will receive an email notification of their failure to follow procedure.
2. If a student fails to take either action for a second time, the student will receive a second email, warning them of their risk of termination due to failure to follow procedure and their CLIP site supervisor will be notified.
3. If a student fails to take either action for a third time, the student will be removed from the payroll system and their employment with the program will be terminated.
This procedure has been set in place to ensure that work-study funds are properly paid and that payroll hours are properly managed. It is essential that students follow these procedures during every payroll period.

**Bi-Weekly Payroll Entry and Troubleshooting**

Every payroll Monday, the CLIP administrative support person should enter all CLIP student time. They will print all timecards from the payroll email account, check for accuracy, and then manually enter the time cards in the HRS, the UWM payroll management software. Hours that cannot be verified will be followed up on, but this could cause delay in payment. Any hours turned in after the 9:00 am deadline will also be paid late.

After hours are verified and entered, they are submitted and then approved. This is a two-step process. It is important that the CLIP Administration support person logs into HRS regularly throughout the payroll process to ensure that hours are both entered and approved. Further, they should also double check that hours are entered into the correct job type, as some students hold multiple jobs.

Once payroll is completed, timecards should be filed into the CCBLLR student files and the CLIP student spreadsheet should be updated with relevant information. Any students who violated payroll policy will be contacted via email. Payroll entered and approved will be paid on the Thursday following the week of payroll entry. If students call regarding payment, the CLIP facilitator and/or administrative support person should refer to HRS, the payroll email, and the student files to troubleshoot.

**Accessing Pay Stubs and Other Financial Information**

Students can access pay stubs and end of year tax documents by logging into my.wisconsin.edu, selecting UW-Milwaukee as the organization, and then entering their UWM credentials. On the landing page they will see a payroll information widget that will have all the needed documents.

**Payroll Reporting & Monitoring**

As students earn their award and as work-study balances dwindle, the financial aid office may increase the overall award amount if there is room in the student’s financial need. The CLIP facilitator should contact financial aid when balances drop below $500 to request increases. If an increase is not possible, the facilitator should then contact the student and partnering site to inform them of the remaining balance and approximate number of hours left before reaching a balance of $0. This step is essential as it serves to communicate that the student CANNOT work beyond this number hours without explicit permission from the site and the CCBLLR office.

Awards can be monitored through the bi-weekly payroll report, which is sent by financial aid each payroll period. These reports should be thoroughly reviewed and saved for the academic year. The hard copies will be sent via intra-campus mail and can also be requested as needed. These reports contain other important pieces of information that should be reviewed, including job types and job codes.

Monthly meetings between the CLIP facilitator and the CLIP administrative support person should be scheduled to review CLIP HR and payroll information. The meeting can be supported by information from the payroll reports, HRS, and WISDM. Typical issues include:

- Incorrect job coding
- Incorrect job type
- Hours entered into wrong job type
• Funds being drawn from wrong accounts
• Other jobs on campus

Issuing CLIP Wage Invoices

Twice annually, in February and June, invoices for CLIP wages worked at non-profit partners must be issued. Only partners who are NOT America reads sites are invoiced at the rate of 25% of the wage.

To create invoices, follow the steps below:

1. Print all time cards from CBWS students for the semester.
2. Create individual invoices for each student
   a. This pertains to organizations that have multiple students. So for example, if an organization employs three students in once semester, they should receive three individual invoices (they can pay with one payment).
3. The invoice template can be found in the CLIP folder on Sharepoint
4. Build the actual invoice using the hours entered from the time card. Remember, that hours are charged at 25% of the rate, so invoices should be build accordingly.
5. Once all invoices have been completed, review each invoice individually.
   a. This process should be completed very carefully and in completed with the support of one other CCBLLR staff member.
      i. Compare the hours recorded from the timecard onto the invoice with the charges listed in WISDM. Discrepancies must be rectified before invoices can be sent out. This might require research into job coding, time entry, or current student wages. If issues are the fault of CCBLLR, costs must be absorbed.
6. After invoices are reviewed, they can be sent out via email to partnering agencies. The due date should be one month from issuance.
7. A week before the due date, send reminders to any partners that have not yet paid.
8. Paid invoices should be deposited into the corresponding 136 account to achieve account balance, work with CCBLLR accountant in this process.
9. If invoices are more than 2 weeks late, alert the CCBLLR executive director, and contact partnering agency to let them know that non-payment will result in students no longer being able to work at the agency.

CLIP Courses

Students are required to take the initial CLIP course when they enter the program. The course is offered during the second half of the fall semester and is 1 credit. Although the course is required, exceptions are made for scheduling conflicts and financial considerations. If students have another course during the time they are excused. If students are below 12 or above 18 credits they are also excused. Work conflicts are not excuse. If students cannot take the course they must take it the next time it is offered.

The second CLIP course is optional and is offered during the spring semester.

Any students engaged in a CLIP job but not enrolled a course, must participate in extra-curricular reflections during any given semester.
The CLIP courses should be taught by the CLIP facilitator or another qualified staff member. The CLIP coordinator should work closely with the educational policy department to ensure that course are listed for the appropriate semester and that permission numbers are created for students to enroll in the courses. The facilitator should work diligently to get students registered as the course will not run if enrollments are not high enough.

**CLIP Course 1**

Course Description: This course is designed to help students conceptualize, understand, and apply their experiences in the Community Leaders Internship Program (CLIP), which is hybridization of a traditional internship and service-learning. In this class, students will address the questions “What is an internship?” and “What is my internship to me?”. Students will also explore how to communicate their work experience through a traditional resume while also problematizing what it means to tell one’s story in this format. These questions will be imbedded in ongoing discussions of the local Milwaukee contexts, exploring both current and historic themes. Weekly reflection questions regarding CLIP work experiences will be a cornerstone of this class, and will shape the weekly discussions and class formats.

Outcomes: Through this course, students will be able to:

1. Identify at least two characteristics of urban public school systems or the non-profit sector as demonstrated by reflective writings and group work done throughout the course. Transfer – Critical Thinking.

2. Articulate a strategy which allows them to work with people from cultural, racial, ethnic, generational, or class / educational backgrounds different than their own as demonstrated by reflective writings and group work done throughout the course. Diversity of Communities and Culture – Intercultural Knowledge and Competence.

3. Recognize two skills/strengths they bring to a team trying to work towards making community change as demonstrated by reflective writings and group work done throughout the course. Civic Action and Reflection – Individual, Social, and Environmental Responsibility.

4. Describe at least three skills they have developed or strengthened through their CLIP position that relate to their major/area of as demonstrated by reflective writings done throughout course. Connections to Experience – Effective Communication.

**CLIP Course 2**

Course Description: This course provides students in the Community Leaders Internship Program an opportunity to further interrogate their community-based internship experiences. Students must have completed the primary course offered during the fall semester before enrolling. Through this course, students will be introduced to basic concepts of qualitative research, framed through service-learning pedagogy and reflection. Students will then create a research proposal with research questions regarding some aspect of their CLIP experience, which will then be developed into a project to be submitted and presented at the UWM undergraduate research symposium. Students will be expected to strictly adhere to work loads and deadlines, as ongoing course work will be the foundation of each class meeting. Students will work closely with the instructor and each other throughout the course, providing ongoing feedback to one another regarding their project’s progression.
Outcomes: Through this course, students will:

1. Possess a deeper understanding of reflective practices and strategies within the context of community engaged work.
2. Understand and discern a variety of methods available to interrogate and understand a community-based learning experience.
3. Develop the skills to conceptualize, prepare, and share a conference presentation.

CLIP Extra-Curricular Reflection

After students have completed the initial CLIP course, they will continue their learning experience by engaging in structured reflection. This occurs through meetings and assignments. In a typical semester students must choose two of three given options. Reflection options include:

- Early semester large group meeting
- Late semester large group meeting
- Small student lead discussion groups with short report
- Paired interviews / conversations with short report
- Individual meeting with CLIP facilitator
- End of semester reflective essay
- Ongoing journals

Each semester's reflection options will vary, but providing at least three should create enough variety for students to find options that interest them and work with their schedule. Large group meetings should be provided at two different times in a given week to accommodate schedules. Small group discussions and paired interviews should provide conversation guides or agendas with report back instructions. Individual meetings can be tailored to the specific needs of particular students. Prompts and expectations should be provided for the end of semester essays. Ongoing journals should be turned in at the end of the semester, but midpoint checks should be established and some framing questions should be provided. Design and implementation of these types of reflection should be planned pre-semester and determined based on current contexts of CLIP student cohort.

Resources for Reflection

IUPUI Reflection in Service Learning:  
https://citl.indiana.edu/teaching-resources/teaching-strategies/reflection-service-learning/

University of Minnesota Reflection in Service-Learning Classes  
http://www.servicelearning.umn.edu/info/reflection.html

Reflection in Service Learning: Meaning Making or Experience  
Bringle & Hatcher (1999)  
https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1024&context=slceeval
Other Readings

Internships, Integrative Learning and the Degree Qualification Profile (DQP)
Grose (2017)

High-Impact Educational Practices
Kuh (2008)
https://www.aacu.org/leap/hips

Hybrid High-Impact Pedagogies: Integrating Service-Learning with Three Other High-Impact Pedagogies
Bringle (2017)
https://quod.lib.umich.edu/cgi/t/text/text-idx?cc=mjcsloa;c=mjcs;l=c;mjcsloa;idno=3239521.0024.105;g=mjcs1g;rgn=main;view=text;xc=1
CLIP Administration Timeline

Email CLIP partners: re: fall interest & dates
Early June

Gather interest and job descriptions for next year
June

Review final payroll, HRIS, & WISDM to prepare for invoicing
Early June

Clean up 145, 136, 128, 101 accounts as needed
Early June

Generate & send CLIP partner invoices
Mid/Late June

Post open jobs on Handshake & CCBLLR website
Early July

Review & update program materials (timecards, forms, applications, etc.)
Mid July

Brainstorm with staff re: Recruiting ideas
Late August

CLIP partner Luncheon
Late August

2nd recruiting email to work-study eligible students
Early August

Check-in with CLIP students re: fall plans
Early August

Check-in with CLIP partners re: positions and fall dates
Mid July

1st recruiting email to work-study eligible students
Mid July

Contact financial aid re: work-study eligible list
Mid July

Prepare new hire packets
Late August

3rd recruiting email to work-study eligible students
Early September

Info & Sign up Session reminder emails
2nd week September

Set and communicate fall reflection activities
Mid September

Check in with CLIP partners re: new students & spring recruiting
Late November

Work with EdPol to schedule spring course
Early November

CLIP course begins
Late October

Large group reflection
Mid October

Finalize CLIP course 1 syllabus
Late September & Early October

Support student onboarding
Info & Sign Up Session
Third Thursday September

Invite CLIP students to register for spring course
Late November

Large group reflection
Early December

CLIP course ends
Mid December

Remind students of fall award cutoff date
Mid December

Last day to earn fall award
1st Saturday in January

Contact financial aid re: work-study eligible list & send recruiting email
Mid January

Check in with CLIP students re: spring plans
Mid January

Send out end of year appraisal forms
Mid April

Check in with EdPol: re: fall CLIP course
Early April

Community partner visits
March & April

Schedule community partner visits
Late February

Large group reflection
Late February

CLIP course 2 begins
Early February

Clean up financial accounts and invoice partners
Early February

Undergraduate Research Symposium
Late April

Schedule rooms for fall CLIP info & sign-up session
Late April

Remind students and partners of spring award cut-off date
Late April

Contact students re: summer & fall plans
Early May

Large group reflection
Early May

Performance appraisals due
Mid May

Last day to earn work-study
Last Sunday in May
Appendix A - Community Leaders Internship Program (CLIP) Application

**Instructions:** Submit a completed copy of this application, along with a one to two page personal statement (see prompts on second page) to Union G28 or to bwtrager@uwm.edu.

**Contact Information:**

Name: _________________________________________________________________

UWM Email: ____________________________ Phone Number: _________________________

Address: ______________________________________________________________________

______________________________________________________________________________

Year in School: ___________________

Student ID number: ________________

How did you find out about this opportunity?

_________________________________________

Are you currently receiving Federal Work-Study? YES ☐ NO ☐

Do you plan to hold another job besides your CLIP position? YES ☐ NO ☐

**Availability:**

Hours you’re able to commit per week (please list a number between 2 and 15):

__________

Days and Times Available To Work:

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**Site Preference:**

UWM’s Community Leaders Internship Program works with both non-profit sites and public schools.

Site Preference #1 (if any): ________________________________

Site Preference #2 (if any): ________________________________
Do you have a car? ☐  Are you willing to take the bus to your site? ☐

See reverse for personal statement guidelines

Personal Statement Guidelines

Address *all* following prompts in one to two double spaced pages total.

What issues do non-profits or public schools address? What strategies do you use to work successfully with people from different backgrounds than your own?
What skills do you hope to gain or interests do you hope to clarify by working at your site?
What do you hope to learn about the public school system and/or non-profit sector? In what ways will your CLIP position address needs/issues in the community?
How will your CLIP experience prepare you for future career plans? How will it develop your sense of civic identity?
Appendix B - CLIP Community Learning Agreement

Community Leader Intern Contact and Site Information

________________________________________________
Student Name (print)

________________________________________________
Service Site

________________________________________________
City

The service site is a (choose one): [ ] nonprofit [ ] America Reads Site

________________________________________________
Service Site Supervisor (print)

________________________________________________
Phone Number

________________________________________________
Email

Hourly Wage: ___________

Weekly Site Schedule
Please enter in your scheduled hours for each day of the week (ex: 11:00am-3:00pm. If hours or are irregular, please note below.

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Notes:

Learning Goals

*Intercultural Knowledge and Competence*

*Critical and Creative Thinking*

*Effective Communication Skills*

*Individual, Social, and/or Environmental Responsibility*

How does the community-based work experience address two or more of the learning goals? What specific roles or tasks will facilitate learning at your CLIP site?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Agreement

As a Community Leader Intern in the CLIP, I agree to the following statements (please initial):

I will fill out the hours I work on the CLIP work-study timecard, have my supervisor at my site sign it, and return it to the CCBLLR office every two weeks before the due date listed on the back of the timecard. I understand that a late timecard will result in being paid late.
Initials: __________

I agree to act professionally at my work-study site. I will be reliable and on time. I will call my site supervisor if I am going to be late or if I am sick. I will wear appropriate attire and maintain a positive attitude.
Initials: __________

I agree to direct any questions or issues about CLIP to the CLIP Coordinator, Ben Trager at bwtrager@uwm.edu.
Initials: __________

I agree to check and reply to my UWM email address on a regular basis, as this is how the CLIP Coordinator at UWM will communicate important messages.
Initials: __________

I agree to attend training and reflection sessions that the CLIP coordinator will organize each semester. I understand that the only excused absence is if I have a class conflict. I understand an unexcused absence may result in my termination from the program.
Initials: __________

Initials: __________

I understand that other campus hourly employment will affect my work-study award and affect how many hours I can be paid at my community-based work-study site.
Initials: __________

I understand that I must communicate any UWM on-campus job(s) I acquire to my CLIP Coordinator immediately upon hire or during my employment with the CLIP
Initials: __________

I understand that once I earn my whole work-study allocation, I cannot continue to get paid.
Initials: __________

Community Leaders are considered student employees and are subject to student employment policies and procedures. As such, I understand that failure to adhere to these and all expectations from my supervisors may result in disciplinary action, up to and including termination when appropriate.
Initials: __________

Signatures

___________________________________________________    _________________________
Student Date

___________________________________________________    _________________________
Service Site Supervisor Signature Date

___________________________________________________    _________________________
CLIP Coordinator(s) at UW-Milwaukee Date
Appendix C - Off-Campus Work-Study BI-WEEKLY TIME CARD

Name: ____________________________________________ (last) (first)

Service Site: ____________________________  Service Site Supervisor: ____________________________

Time Period: (i.e. Sep A) __________________________________________________________

<table>
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<td>Total Hours:</td>
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______________________________  ____________________________  ____________________________
(Student Signature)          (Date)                          (Phone Number)

______________________________  ____________________________  ____________________________
(Service Site Supervisor Signature)  (Date)  (Phone Number)
Purpose of Off-Campus Community Service FWS Employment

“Community Service programs are defined as services that are identified by an institution of higher education through formal or informal consultation with local non-profit, government, and community–based organizations, as designed to improve the quality of life for community residents, particularly low-income individuals, or to solve particular problems related to their needs.”

Non-profit employers may be eligible to participate in this program if employment opportunities are in the following fields:

• Health Care
• Child Care
• Literacy Training
• Education (including tutorial services)
• Welfare
• Social Services
• Transportation
• Housing and Neighborhood Improvement
• Public Safety
• Crime Prevention and Control
• Recreation
• Rural Development
• Community Improvement
• Emergency preparedness and response
• AmeriCorps
• Support services for students with disabilities

All non-profit community service agencies must be reviewed by the Center for Community-Based Learning, Leadership, and Research to ensure that their organization meets the guidelines outlined by the Department of Education’s rules for Federal Work-Study (FWS) under the community service program.

The contents below outline the appropriate procedures that need to be followed for a successful placement in the Federal Work-Study Community Service employment opportunity for a Non-Profit Agency. **All employers who are eligible to participate will be responsible for paying 25% of the students earnings and FWS will cover the other 75% for the hours worked at the agency.**
Meeting and Contact Information Form
Contracts will be approved after the non-profit agency meets with a representative from the Center for Community-Based Learning, Leadership, and Research, and that representative deems the agency a good fit for the Community Leaders Work-Study Program. After this meeting the following form must be completed.

**Contract**
- If a new agency is seeking to become a part of the FWS Community Service program, that agency is required to complete a work-study contract.
- All approved contracts are valid until terminated by UWM or the agency.

**Contract Approval**
- After the contract has been reviewed and deemed eligible, UWM will send an approval letter and signed contract copy to the employer.
- The Center for Community-Based Learning, Leadership, and Research will have the agency assigned a contract number through the Graduate School (Office of Sponsored Programs), to be used for payroll and billing.

**Earnings of Student Awards**
A student who earns FWS can only earn the monetary amount they are awarded. The typical FWS award for a student is $2,500.00 per year.

**In Excess**
- If a student continues to work after exhausting their work-study award, the agency will be charged 100% or be asked to pay the student directly for any earnings earned in excess of the student’s FWS award.
- Agencies (and student employees) are responsible for keeping track of how much money the student has earned against their award.

**Unearned**
Work-Study awards are semester specific (student maximum earnings are awarded on a semester basis).
- Fall balance carryover requests are based on program fund availability
- Spring funds cannot be carried over into the Summer
- Summer funds cannot be carried over into the Fall

**Employer Billing**
- The student will be paid through the university’s payroll system on a bi-weekly pay period schedule. Agencies are then billed each semester by the Office of Student Life
Administration based on their 25% commitment to a student’s gross earnings and any fringe benefits assessed on that amount until the student exhausts their FWS earnings, then the invoice is at 100% including fringes.

- Employers are expected to sign all FWS student’s bi-weekly timecard so they can get paid on time.
- If there are billing/invoice problems the agency should contact Ben Trager at the Center for Community-Based Learning, Leadership and Research.

**Agency Role as Co-Educator**

- As a participating partner in CLIP the agency will act as a co-educator for any CLIP students they employ. This will require the agency to participate in the following events and activities.
  - Initial Meeting and discussion of program and site needs.
  - Completion of contract by non-profit with UWM, along with funding data form.
  - Provide CLIP Position Descriptions for each of their work-study opportunities.
  - Communicate available times for students to work at sites.
  - Attend the initial sign up session (pre-meeting with all sites to discuss program goals).
  - Onboard and fill all positions by end of October.
  - Re-evaluate site positions needs in January and market further positions.
  - Site visits by CLIP Program manager in March/April.
  - Conduct CLIP student reviews in April or May (CCBLLR will provide review materials)
  - Create a working environment that addresses the designated learning outcomes

**Federal Work-study Community Service (FWSC) Off-campus Non-UWM Agency Contact Information Form**

leader1@uwm.edu | 414-229-3161 | Union G28 | community.uwm.edu
Agency Name: ________________________________________________________________

Agency Address: ____________________________________________________________________________
Address | City | State | Zip

Federal Tax Exempt Number: ________________________________________________________________

Length of time your agency has been in operation: ____________________________________________

From which of the following sources do you receive funding:

___ Public      ___ State      ___ Regional     ___ County      ___ Local

___ Private     ___ Federal      Other _______________________________________________________

What is your fiscal year period? __________________________________________________________

FWS Student Supervisor (the person listed here will also receive the quarterly invoice):
___________________________________________________________________________________
Name | Title

Brief Description of Work Study Student Duties, and their hourly rate of pay:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
Work address (if different than agency address listed above):
___________________________________________________________________________________
Phone: ____________________ E-Mail: _________________________________________________________
Signature: ____________________________________________________________ Date: ______________
Appendix E - FEDERAL WORK-STUDY AGREEMENT

This is a Federal Work-Study/Cost Reimbursement Agreement between: **Community Agency** (herein after referred to as the Agency), and the Board of Regents of the University of Wisconsin System, University of Wisconsin-Milwaukee (hereinafter referred to as UWM), wherein the Agency agrees to utilize the services of the UWM Federal Work-Study students, in compliance with the Federal Work-Study Program (hereinafter referred to as FWS), Title IV, Part C of the Higher Education Act of 1965 (P.L. 89-329), as amended.

**SCOPE OF AGREEMENT**

In general, the purpose of the FWS program is to promote the employment of students attending institutions of higher education who are in need of earnings from such employment to obtain a degree or certificate. In accordance with this purpose, the Agency agrees to the following: (1) to provide a listing of the job(s) it currently has available in the format to be prescribed by UWM; (2) to employ UWM FWS students on a non-discriminatory basis, accepting qualified applicants regardless of race, religion, national origin, sex, sexual preference, age, handicap, or other bases prohibited by Title VII of the Civil Rights Act of 1964 (P.L. 88-352; 78 Stat. 252), Title IX of the Education Amendments of 1972, (P.L. 92-318) as amended, other federal non-discrimination statues and the Regulations of the Department of Education implementing said federal acts and/or regulations; (3) to provide adequate supervision for students employed under this Agreement, and to assume responsibility for the actions or omissions of such student employees when acting under the agency's supervision and control; (4) to assume responsibility for all fringe benefits payable to or on behalf of students employed under this Agreement, including work injury and occupational disease benefits under the Wisconsin Workman's Compensation Act; (5) to assume responsibility for collecting and maintaining I-9 employment eligibility verification forms; (6) to accurately record the daily hours worked for each student employed under this Agreement and to submit certified time records to UWM on a bi-weekly basis; (7) to provide UWM with advance notice of the reasons constituting just cause to dismiss any student employed under this Agreement; (8) not to utilize any student employed under this Agreement for lobbying on the federal level, for partisan political activities, or for the construction, operation or maintenance of any facility that may be used for sectarian instruction or a place of religious worship; and, (8) that the FWS positions will be newly created positions and will not replace or displace existing jobs or employees.

Also, UWM agrees to the following: (1) to post notices of the job listings provided by the Agency and to refer eligible students interested in such job(s) to the Agency, subject to FWS fund availability for such off-campus programs; (2) to act as a disbursing agent for payroll purposes for the Agency, with the understanding that UWM does so for the benefit of the United States government; and, (3) to determine the amount of the work covered by FWS funding and to establish specific starting and ending dates for such employment.

It is further understood and agreed that UWM assumes no responsibility for the actions or omissions of employed students not under its control or supervision. Therefore, no student employed under this Agreement shall become or be deemed an agent of UWM or the State of Wisconsin as a result of such employment. Neither this Agreement, nor any part hereof shall be assignable or transferrable by the Agency.

**PERIOD OF PERFORMANCE**

This Agreement becomes effective upon execution and shall remain in effect indefinitely unless it is terminated as provided below.
BILLINGS AND PAYMENT
UWM will prepare and send monthly invoices to the Agency based upon actual student hours worked submitted by the Agency. Full payment by the Agency shall be due immediately upon receipt of the monthly invoice, and the Agency hereby agrees to make such full, prompt, and regular payments. The Agency agrees to pay the local matching portion of the student salary (currently 25%), and 100% of any wages earned beyond the student’s FWS eligibility or prior to the official FWS certification being issued.

TERMINATION
Should the Agency breach any of the terms or conditions of this Agreement, UWM reserves the right to terminate this Agreement upon ten (10) days written notice to the Agency. Failure by the Agency to pay any amount due hereunder (or other failure by the Agency to perform according to this Agreement) shall be grounds for termination of this Agreement. The Agency shall be solely responsible for the payment of any wages owed to or due the FWS students which may have been incurred after termination of this agreement. In the event of the termination of this Agreement for any reason, the Agency shall not be reinstated until all amounts due UWM hereunder are paid in full together with the reasonable costs of collecting said amounts and full compliance with the terms of this Agreement has occurred. For reasons other than a breach or failure to perform under this Agreement, either party may terminate this Agreement upon fifteen (15) days written notice to the other party. In the event of such termination, the advance security deposit may be applied, in whole or in part, toward any amounts due UWM under this agreement. The balance, if any, may be refunded to the Agency. Such application of the advance security deposit monies shall not release the Agency from any other obligation to pay UWM all amounts due hereunder, together with the reasonable costs of collecting said amounts.

________________________________________________________________________
Name of Agency

By

______________________________
Signature of Agency Official

______________________________
Date of Signature

________________________________________________________________________
The Board of Regents of the
University of Wisconsin System,
University of Wisconsin-Milwaukee

By: _______________________

______________________________
Date of Signature
Appendix F - Student Learning Self-Assessment Form

Student Name: ________________________________________________________________

Site: ______________________________________________________________________

Please comment your dependability and promptness in terms of both schedule and work completion:

___________________________________________________________________________

Please comment on your sense of your own written and oral communication skills while serving at your agency:

___________________________________________________________________________

In what ways, if any, have you demonstrated intercultural knowledge and competence while employed at your CLIP site?

___________________________________________________________________________

In what ways, if any, have you increased your agency’s organizational capacity?

___________________________________________________________________________

In what ways, if any, have you demonstrated an increased awareness or commitment to civic responsibility?

___________________________________________________________________________

Please feel free to provide any additional comments
Appendix G - CLIP Learning and Performance Assessment Form

Student Name:________________________________________________________

Agency Name:_______________________________________________________

Please comment on the student’s dependability and promptness in terms of both their schedule and work completion:

Please comment on the student’s written and oral communication skills:

In what ways, if any, have you seen the student demonstrate intercultural knowledge and competence while employed at your agency?

In what ways, if any, has the student increased your agency’s organizational capacity?

In what ways, if any, has the student demonstrated an increased awareness or commitment to civic responsibility?

Please feel free to provide any additional comments.

Would you like the CCBLLR CLIP coordinator to follow up with you?  Yes  or  No

Site supervisor name:_________________________________________________

Site supervisor email:_______________________________________________