

PROGRAM HANDBOOK

2023

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, and developing new understandings though could only have been possible by working together.



Table of Contents

Purpose of this document.....	4
Introduction.....	4
<i>Program Mission, Philosophy, & Logistics</i>	5
Program Philosophy.....	5
Program Mission	5
<i>Overview of Program Logistics</i>	5
<i>Roles, Activities, & Responsibilities</i>	6
<i>CLIP Timeline</i>	7
Student Section.....	8
<i>Getting Started</i>	8
<i>CLIP Info Session & Sign Up Event</i>	8
<i>Securing a CLIP Job</i>	9
<i>Getting Started in the Program</i>	9
<i>CLIP Payroll Policy and Procedures</i>	9
Time Card Procedures.....	9
Accessing Pay Stubs and Other Financial Information	10
Work-Study.....	10
CLIP Courses	11
<i>Required Fall Course</i>	11
<i>Optional Spring Course</i>	12
Best Practices & Tips for Success at Your Site.....	12
CLIP Student Timeline	14
Community Partner Section.....	15
Becoming a CLIP Partner	15
CLIP Partnership Meeting.....	15
Recruiting Students	15
<i>Initial Recruitment</i>	15
<i>CLIP Info & Sign-Up Session</i>	16
Managing Student Employment	16
Payroll Policies and Procedures.....	17
<i>Pay Card Procedures</i>	18
<i>Accessing Pay Stubs and Other Financial Information</i>	18
Work Study Funding and Invoicing.....	18
<i>Work-Study</i>	18
<i>Invoicing</i>	19
Partnership Development	19
Best Practices and Learnings from Experience.....	19
CLIP Community Partner Timeline	20



Work-Study.....	18
Invoicing.....	19
<i>Partnership Development</i>	19
<i>Best Practices and Learnings from Experience</i>	19
<i>CLIP Community Partner Timeline</i>	20
University Staff Section.....	21
<i>Student Retention and Recruitment</i>	21
<i>CLIP Info Session & Sign Up Event</i>	22
Considerations for the event.....	23
<i>Community Partnership Development</i>	23
Building Partnership for CLIP	23
Maintaining Partnership.....	23
<i>Student On-boarding</i>	24
<i>Human Resources and Payroll Process</i>	25
Work-Study & Financial Aid	25
Payroll Procedures.....	28
Bi-Weekly Payroll Entry and Troubleshooting.....	26
Accessing Pay Stubs and Other Financial Information	26
Payroll Reporting & Monitoring	27
<i>CLIP Courses</i>	27
CLIP Course 1	28
CLIP Course 2	28
<i>CLIP Extra-Curricular Reflection</i>	29
<i>Resources for Reflection</i>	29
<i>Other Readings</i>	30
<i>CLIP Administration Timeline</i>	31
Appendix A - Community Leaders Internship Program (CLIP) Application	35
Appendix B - CLIP Community Learning Agreement.....	37
Appendix C - Off-Campus Work-Study Bi-weekly timecard.....	39
Appendix D - Community Leaders Internship Program (CLIP) at UW-Milwaukee.....	40
Appendix E – Federal Work-Study Agreement.....	45
Appendix F -Student Learning Self-Assessment Form	47
Appendix G - CLIP Learning and Performance Assessment Form	48



Purpose of this document

This manual was created as 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 the 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 business, nonprofit, government agency, or public school. The employer 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 seeks to develop a sense of civic responsibility, encouraging students 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

The CLIP seeks to create a synergy between students, community employer 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 business, nonprofit organizations, government agencies, 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. CLIP is founded on reciprocal partnerships with a variety of organizations across the Milwaukee area with the intention of creating employment pathways between UWM and the local economy. Through CLIP, students are 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 co-curricular programming.

Program Logistics

Students are employed at CLIP sites through the **America Reads, community-based work-study, small businesses, and larger for-profits.**

America Reads sites are typically schools that serve low-income children. 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 dollar 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. CLIP community-based work-study partner sites complete financial contracts with the university and are billed twice yearly for student wages. For most sites, 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 \$12 and \$15.00 / 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.



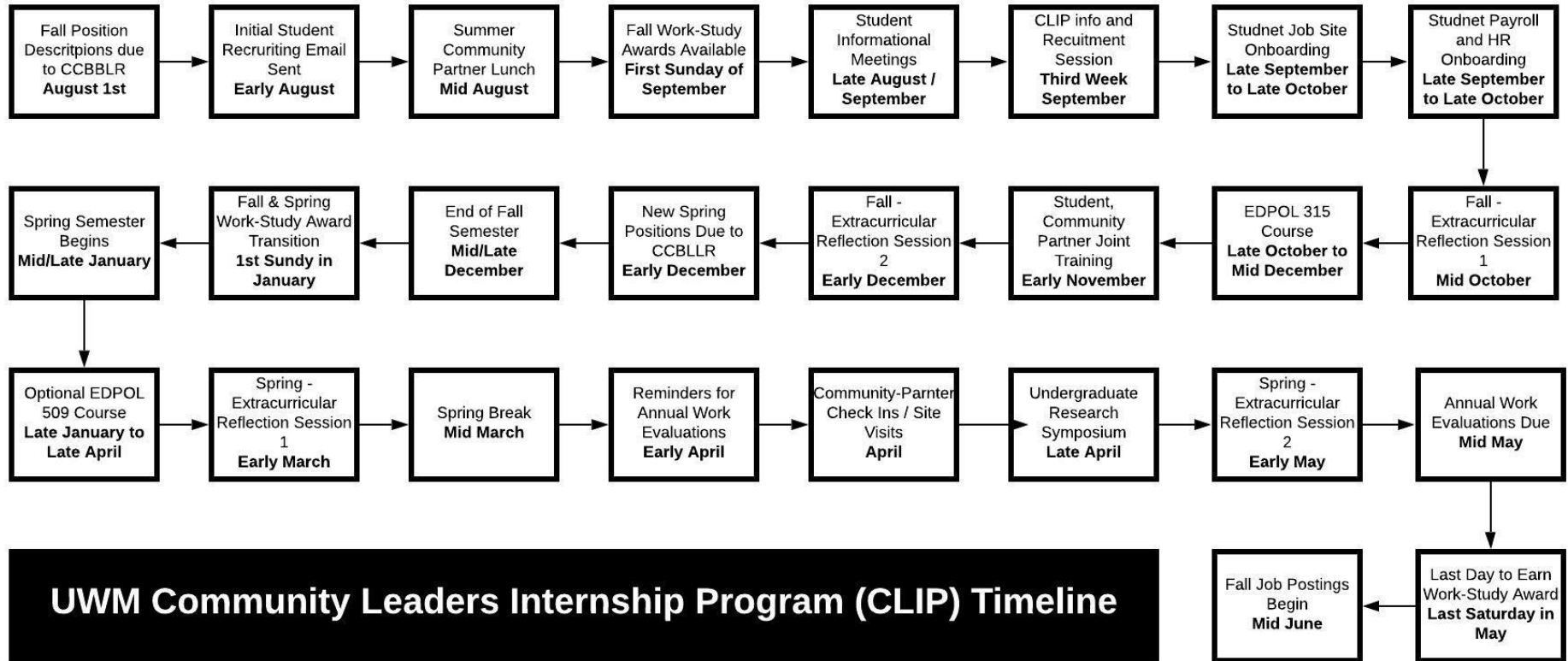
Students are officially employees of the university and will receive their pay on a bi-weekly basis from UWM; while site supervisors serve as the daily employer, developing positions, schedules, and providing direct student oversight.

Roles, Activities, & Responsibilities

Students	Community Partners	University Staff
<ul style="list-style-type: none"> • Working in community partner defined role • Learning about and integrating into partner organization • Managing payroll hours • Maintaining school / work balance • Participating in CLIP course 	<ul style="list-style-type: none"> • Creating job descriptions • Managing student daily work • Coordinating schedules • Serving as co-educator • Screening applicants, providing site orientation and training • Providing immediate and year-end performance feedback 	<ul style="list-style-type: none"> • Coordinating and executing recruiting efforts • Designing and delivering CLIP course • Administering payroll and HR functions • Facilitating relationships and supporting students and community partners • Facilitating program assessment



CLIP Timeline



UWM Community Leaders Internship Program (CLIP) Timeline

Student Section

Getting Started

If you are interested in joining CLIP...

The first step is to review the [CLIP website](#) in detail.

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

After reviewing the website, the next step is to complete and submit a CLIP application. The application can be found on the website. Please be sure to complete the entire application, including the short essay responses

Part of the application requires that students verify their work-study award and its acceptance. You can check your work-study status by logging into PAWS and viewing your financial aid. If you are not able to verify their eligibility and acceptance of their work-study, you must contact the CLIP coordinator at jsalton@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 & Job Fair Up Event

CLIP candidates must attend the information session, scheduled throughout the summer before the academic year begins. It is essential that all new CLIP candidates attend one of these events, as this is where you will learn more details about the program and how to move forward in the onboarding process.

Please see the current year program materials and website for detailed information about event times and locations.

During September, the CLIP hosts a job fair where employers will come to campus to meet students. Students should plan to attend this fair. 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 learning more about partner sites. Don't leave without scheduling a follow up interview, or at least without getting contact information!



*Students should complete an application before attending the job fair

Items students MUST bring to CLIP Job Fair

- Current Resume and / or CLIP Program Application
- Pen or Pencil

Securing a CLIP Job

There are two main ways to secure a position through CLIP. During the summer you can work with the CLIP coordinator to share your resume and schedule meetings and interviews with employers. If you are made a job offer over the summer you can complete the hiring process so that you can begin working right when the semester begins.

For other students, after the CLIP Job Fair you should follow up via phone or email with any partners you have connected with. If you are having troubling getting in contact with the partners, contact the CLIP coordinator at jsalton@uwm.edu. Similarly, if you did not directly connect with a partner site and have no job leads, yet still want a position through CLIP, 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 you've got a job offer you'd like to accept, contact the CLIP coordinator to schedule a UWM onboarding meeting. At this meeting you will review and complete any remaining new hire paperwork, discuss your role at your CLIP site, review payroll procedures, and enroll in the CLIP course. After this meeting is completed you can schedule your first day of work at your CLIP site. Before you turn in your first time card you 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

CLIP Partners complete an online submission form 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 3:00 pm 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 SET office.



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

Partners have one of two actions that they must complete before 3:00pm on timecard due date. Partners must turn in timecards to the CLIP Coordinator using the form on the [CLIP Partner Website](#).

Below are the rules we followed in the past when students were submitting their hours:

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 jsalton@uwm.edu

Accessing Pay Stubs and Other Financial Information

You can access your pay stubs and your end of year tax documents by logging into my.wisconsin.edu, selecting UW-Milwaukee as the organization, and then entering your UWM credentials. On the landing page you 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 SET staff will help to monitor work-study balances, ultimately it is up to you to manage your time and work-study balance. Download and keep your paystubs and subtract the money you've earned from your initial balance. CLIP students are not allowed to over-earn their balance unless they receive approval from both SET and their site supervisor.

Work-study balances are available to students between the Sunday before classes start in fall and the Saturday after classes end in spring. 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 base 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 hands-on experiential learning.

Required Fall Course

All CLIP students are required to take a 1-credit fall offering in the Educational Policy Department. Student who are admitted to the program work with 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 of 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 at Your Site

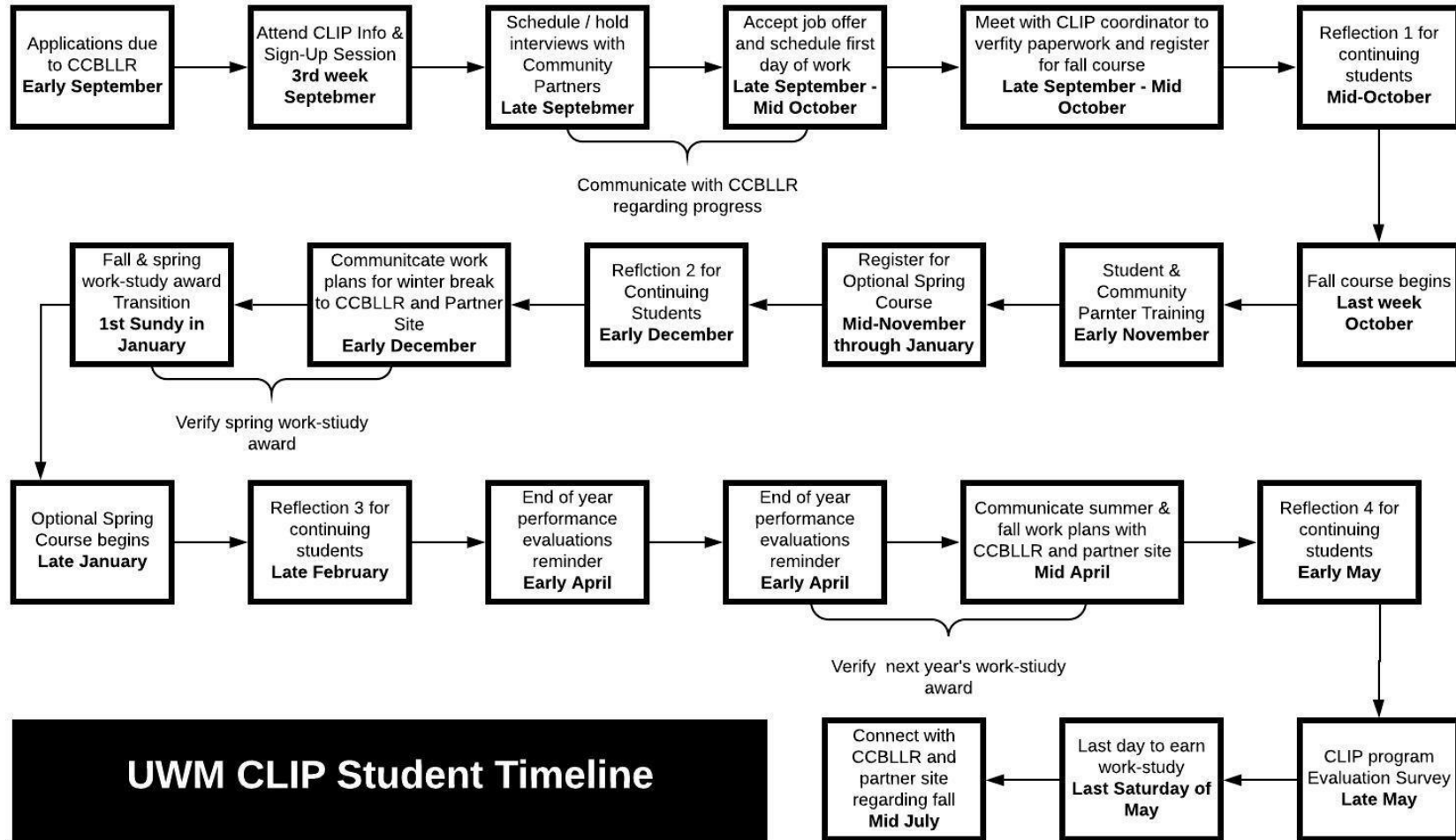
1. When you get started be sure to clearly communicate your scheduling needs to ensure that you and your site supervisor are in agreement regarding expectations.
2. Ask your site supervisor about orientation and onboarding processes; you should at minimum have a brief orientation before getting started 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. 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.



6. 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 SET office. We are here to support you through this process, don't be a stranger!
7. 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



UWM CLIP Student Timeline

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](#), 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 submit the [Partnership Request Form](#) found on the SET website.

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 of the CLIP contract letter
2. 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. 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, you will receive communication regarding fall plans for CLIP. Specifically, you will need to indicate your intent to recruit new students and retain existing CLIP students, as well as provide updated job descriptions.



If you indicate that you will be actively recruiting new CLIP students, the updated job description(s) you provide will be added to the CLIP website and posted on UWM's Panther Jobs. Over the 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 Job Fair

If you are actively recruiting new students, you are required to attend the CLIP Job Fair . This event is the BEST opportunity to connect with students!

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. Often organizations exchange information with students, set up interviews, and start other onboarding steps at this meeting.

If you meet a student you'd 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 SET, and someone will help to accommodate the request. It is important to note that SET does not "place" students at organizations. The hiring decision is between the student and the partnering agency. SET will support this process, but ultimately the decision to work together is left up to the student and the agency.

In many 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 started their onboarding process earlier during the summer. 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 SET office 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 you hold an intentional check-in with your 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, you should feel empowered to manage CLIP student employees as you 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 work place culture and expectations. If issues should arise regarding CLIP student performance, please contact the SET 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. SET 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 you and complete the self-evaluation form. They should also be requesting to schedule a performance evaluation meeting with a site supervisor. The forms are then signed and turned into the SET office.

Payroll Policies and Procedures

Time Card Procedures

CLIP Partners complete an online submission form 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 3:00 pm 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 SET office.

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

Partners have one of two actions that they must complete before 3:00pm on timecard due date. Partners must turn in timecards to the CLIP Coordinator using the form on the [CLIP Partner Website](#).

Below are the rules we followed in the past when students were submitting their hours:

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 jsalton@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 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 SET 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 SET office 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 small business, nonprofits, or government agencies status. These positions are flexible in description, but the students should be doing work that provides and 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 SET office 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 you have multiple students working at your site, 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 SET office 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 SET 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.

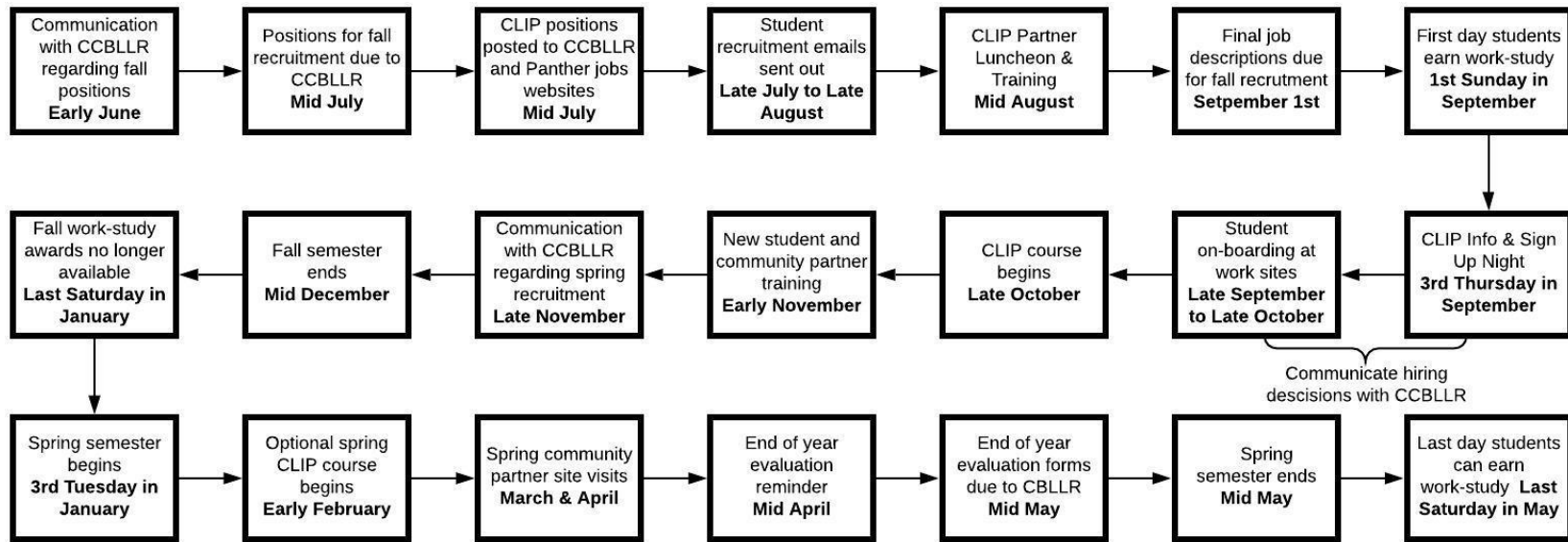
During the CLIP course, the first class is spent reviewing program policies and procedures. We ask that any partners with students enrolled in the course make their best effort to come to this class meeting as it helps to ensure that everyone is on the same page with expectations. This is typically an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

Best Practices and Learnings from Experience

1. Set clear expectations for your CLIP students, and communicate 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. 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 SET staff is available to help navigate any issues that might come up.



CLIP Community Partner Timeline



UWM CLIP Community Partner Timeline

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

Student Spreadsheet	Student Files	Community Partner Spreadsheet	Community Partner Files
<ul style="list-style-type: none"> • Name • Contact info • Student ID • Employee ID • Job type <ul style="list-style-type: none"> ○ America Reads ○ Community-based work-study • Site • Wage • Work-study award • Payroll periods & hours worked • Course info • Program requirements 	<ul style="list-style-type: none"> • Timecards • Learning Agreement • Application • End of year evaluations 	<ul style="list-style-type: none"> • Organization • Site contact • Contact info • Current status <ul style="list-style-type: none"> ○ Active / Non ○ Recruiting • Contract on file • Number of students employed 	<ul style="list-style-type: none"> • Signed protocol & contact sheet • Signed work-study contract • Job descriptions

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 late September. The email should introduce the program and its mission, highlight "real-world" work experience tied to learning, and advertise wage rates. 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.

During this time and in response to the emails, 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 much clearer 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 CLIP website. CLIP partners should have their updated job needs and descriptions ready by July. These jobs should then be posted in two locations; the CLIP website. The panther jobs postings should direct students to complete a CLIP application and to submit it directly to the CLIP facilitator.

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 & Job Fair Events

Students must attend an information session scheduled throughout the summer. Once they attend an information session the coordinator should verify that all other necessary documents are received (application, resume) and work with the student to determine where they should have their resumes sent out to.

The job fair is 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 must submit an application before they attend the job fair.

Items students **MUST** bring to CLIP Info & Sign Up Session

- Current Resume and / or CLIP Program Application
- Pen or Pencil



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
 - Floater
- Limit opening comments to just a few minutes. Most information will be reviewed individually.
- 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 SET 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 SET 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 protentional partners know the next steps, which are below. These steps must be completed before they can become and official CLIP partner.

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

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

Maintaining Partnership

Each year in August SET hosts a CLIP partner luncheon. This 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 SET 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 on campus. It has been done in the LEC in the past.

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 causal 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 session and submitted an application, 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 be in contact with them regarding next steps include completing a CBC and starting the new hire process with CLIP admin support and schedule a meeting with the CLIP coordinator to review the following:

- Program overview
- 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 \$3,000, which translates to \$1,500 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 Policies and Procedures

Time Card Procedures

CLIP Partners complete an online submission form 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 3:00 pm 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 SET office.

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

Partners have one of two actions that they must complete before 3:00pm on timecard due date. Partners must turn in timecards to the CLIP Coordinator using the form on the [CLIP Partner Website](#).



Below are the rules we followed in the past when students were submitting their hours:

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 jsalton@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 they will see a payroll information widget that will have all the needed documents.

Bi-Weekly Payroll Entry and Troubleshooting

Every payroll Monday is spent entering CLIP student time. The CLIP administration support will print all timecards from the payroll email account, check for their 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 9:00am 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 SET 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 SET 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

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 Co-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 be 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)

<http://www.learningoutcomesassessment.org/documents/Occ%20paper%2030.pdf>

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=mjcsl;c=mjcsloa;idno=3239521.0024.105;g=mjcslg;rgn=main;view=text;xc=1>



CLIP Administration Timeline

