

# Service Learning Work-Study Community Partner Handbook

The Service Learning Work-Study (SLWS) Program, hosted by Grinnell College's Center for Careers, Life, and Service, is a work-study program open to all Grinnell College students who are eligible for campus employment. The program provides community based, campus employment positions; civic and professional development opportunities; and a dedicated peer learning community for Grinnell College students.

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## **Service and Social Innovation at Grinnell College**

### ***Mission:***

The Center for Careers, Life and Service's service and social innovation programming shall engage and equip the next generation of socially just, collaborative change-makers.

### ***Vision:***

Our vision is to design and support mutually beneficial partnerships that are community driven and serve the common good. These partnerships shall leverage the unique expertise and interests of our community as well as that of our students, faculty, staff, and alumni. In this manner we aim create a socially just opportunities for students to intentionally explore how service and social innovation may blend with one's personal values, academic interests, and emerging professional skills and goals.

### ***Values:***

- **Community Driven Collaborative Partnerships:** Service and social innovation partnerships should be characterized by mutual trust and respect. In order to guard against service and social innovation becoming colonialism in the guise of serving the common good, relationships should be characterized by intentional subject-subject\* relationships.
- **Diversity & Inclusion:** Service and social innovation endeavors inevitably entail cross-cultural experiences. Successful endeavors acknowledge the power dynamics at play in the activity and honor the strengths and voices that each participant brings to the table. Power in collaborative service relationships should be balanced in favor of the community and the traditionally oppressed.
- **Reciprocity:** Service and social innovation endeavors do not only benefit the community. Each participant both gives and receives. Every effort should be made to develop relationships where all parties honor each other's needs while also assessing the equity of how each party is both giving and receiving.
- **Sustainability:** Service and social innovation endeavors should be contextually responsive, well researched, fiscally responsible, and aim toward respectful, sustainable positive change. Every effort should be made to understand the larger social, economic, and environmental consequences of proposals and projects and should not only focus on short term solutions, but also on longer term, systemic change.

*\*Subject-subject relationships recognize each member of a partnership as a subject literally and figuratively. Historically in service and social innovation relationships, the one serving or innovating has been the subject, or the primary the actor who acts upon the served, the needy, the object. Moreover, the subject, the service provider or innovator, assumes the power to define the problem as well as the solution. When those serving then implement their solution upon the community served, the service relationship becomes colonial: the served lose*

*their right to self-determination. Within a subject-subject philosophy of service, relationships are mutual and collaborative. Both parties are self-determining actors driving and defining the action and power is intentionally balanced in favor of the community or the traditionally oppressed. Only if we deliberately pay attention to our subject-object biases in service may we change our assumptions and processes such that mutuality is valued, colonialism is avoided, and self-determination is preserved.*

***Principles of Partnership:***

1. Partnerships form to **serve a specific purpose** and may take on new goals over time.
2. Partners actively **strive to understand each other's needs and self-interests**, and develop a common language.
3. The partnership **builds upon identified strengths and assets**, but also works to address needs and increase capacity or growth of all partners.
4. The partnership seeks to **balance power and share resources** among partners.
5. **All partners have input in establishing clearly articulated principles and processes for the partnership.**
6. **Partners seek to agree upon a mission, values, goals, measurable outcomes, and accountability** for their partnership.
7. There is **feedback among all stakeholders in the partnership**, with the goal of continuously improving the partnership and its outcomes.
8. **Partners share the benefits** of the partnership's accomplishments.
9. **Partnerships can dissolve** and may need to plan a process for closure.

***Student Learning Goals:***

1. Students will be able to leverage the unique aspects of a liberal arts education by engaging and applying knowledge from multiple disciplines when identifying solutions to community-based challenges.
2. Students will be able to develop and maintain mutually beneficial, subject-subject\*, community driven partnerships.
3. Students will be able to develop constructive, interpersonal professional skills when working with community partners.
4. Students will be able to articulate the transferable skills gained when working with community partners to develop short-term and/or long-term solutions to community based challenges.
5. Students will be able to engage in constructive, realistic self-assessment when reflecting upon their service and social innovation endeavors.

**Service Learning Work-Study Program Cycle**

- May: -SLWS self-assessment and reflection for students.  
-Community partner student and program assessment as well as confirmation of continued participation in the program
- July: -Community partner positions descriptions review  
-College sets SLWS budget based upon college priorities & federal funding
- Aug: -SLWS community partner hours are allocated  
- Fall SLWS recruitment begins  
-CLS collaborates with community partners to schedule interviews  
-Community partner on-boarding by CLS
- Sept: -Fall interview week and new SLWS offers from CLS  
-Student Onboarding for SLWS by CLS  
-SLWS students begin work with community partner
- Oct: -Grinnell College's Fall Break- Limited student work  
-Community partner check-ins with SLWS staff
- Dec: -SLWS self-assessment and reflection SLWS students  
-Community partners program and SLWS student assessment.  
-SLWS pilot positions reviewed  
-Grinnell College winter break - No student work

- Jan: -Community partners may post summer internship positions  
-Spring openings reviewed  
-Spring recruitment begins  
-Spring interview week and SLWS Offers
- Feb: -SLWS students begin work with community partner
- March: -Students may apply funding if offered an under or un-paid internship  
-Spring break – Limited student work
- May: -SLWS self-assessment and reflection for students.  
-Community partner student and program assessment as well as confirmation of continued participation in the program

### **Service Learning Work-Study Program Expectations**

Below is a brief outline of what can be expected from the various stakeholders in the SLWS program. A more detailed account of responsibilities may be found in appendices A and B of this document.

#### ***Expectations of Grinnell College***

- 1) Grinnell College is the employer of record for all SLWS students.
- 2) SLWS student are paid by the College through the college's NOVAtime payroll process. The CLS staff person overseeing the SLWS program will approve hours through the payroll process on a biweekly basis.
- 3) The SLWS program, in partnership with Grinnell College's Office of Institutional Research, will periodically review student learning outcomes and assess the impact of the program on our community partners.
- 4) The SLWS recruitment and hiring process is performed through Grinnell College's Center for Careers, Life, and service.
  - (a) The CLS will approve Community Partners for participation in the program, work with partners on creating a job description, assign a specific number of student work hours for each organization, and give the organization a SLWS MOU to complete and sign prior to participation in the annual SLWS recruitment and hiring process.
  - (b) The CLS will collect position descriptions annually at the beginning of July and will advertise approved positions to the student body at the start of the fall semester. Community partners are part of the interview process and select student hires that are the best fit for their organization.
  - (c) All SLWS offers are made by the college.

*(d) Spring or Ongoing Hiring*

1. Most recruitment and hiring takes place in the fall. Occasionally a SLWS position will become available at an alternative time during the school year.. The CLS will work with community partners on a case by case basis to determine the feasibility of an off cycle recruitment and hiring process.

***Expectations of the SLWS Student***

1. All students must go through the SLWS hiring process and complete all registration paperwork prior to beginning any work with the community partner.
2. Students MAY NOT volunteer for their mentoring organization outside their assigned SLWS hours.
3. Students must enter all SLWS hours into the NOVAtime payroll system after each shift and submit their timesheets according to the schedule given to them by the payroll office.
4. Students are expected to participate in the Service Learning Work-Study Campus peer learning community. The community meets monthly to draw connections between the students' experiences in the community, what they are learning through their liberal arts education, and their personal values & goals.
5. Students may participate in a variety of additional professional and civic development workshops.
6. In order to continue in the program it is expected that students will complete required reflection and assessments within the allotted timeframe.
7. Students must work through the Center for Careers, Life, and Service if they need to resign from a SLWS position.
8. Students are not permitted to work during scheduled class times. Exceptions are permitted if an individual class is cancelled, if the instructor has excused the student from attending for a particular day, or if the student is receiving academic credit for their employment. Any such exemptions must be documented.

### ***Expectations of the Community Partner***

- 1) Community partners provide opportunities for students that are capacity building. Most opportunities are also designed to directly improve local community members' quality of life and pay particular attention to the needs of our at-risk communities. Such jobs include, but are not limited to specific projects in:
  - health & safety,
  - hunger & nutrition,
  - child care and education (especially in areas of family & early literacy as well as math proficiency)
  - environmental justice,
  - human rights,
  - social services,
  - youth service or youth corps,
  - housing & social wellbeing,
  - crime prevention and control,
  - Mentoring,
  - Tutoring,
  - recreation & the arts,
  - services for persons with disabilities,
  - sustainable agriculture,
  - reducing poverty & its negative effects;
- 2) Community partners shall keep a record of the hours students work for their own records. Periodically CLS staff will call to verify hours worked.
- 3) Community partners provide opportunities for SLWS students that a volunteer, with focused time and dedication, could be expected to do for the organization.
- 4) Community partners should not have SLWS students do mission critical work as the students are still learning and will likely make mistakes. Such mistakes should not threaten the very existence of an organization.
- 5) Community partners should not have SLWS students do work that would displace work that would otherwise be done by a regular employee, impair existing contracts for services, or fill positions which are vacant because regular employees are involved in a labor dispute.
- 6) The community partner site shall provide an on-site mentor that is committed to mentoring and developing the SLWS student professionally and civically. The site mentor is expected to be in regular communication with the SLWS student and provide timely and appropriate and feedback.
- 7) The community partner shall provide regular and reliable hours of work not to exceed allotted number of weekly hours per community partner agreement.
- 8) The partner shall provide a job description that is sufficiently clear and explains how the work fits within the context of the mission of the organization
  - a) The job description shall list essential responsibilities, character traits that are desired, and approximate times spent on duties



- b) The partner site shall identify clear and consistent projects that are manageable for a dedicated volunteer
- 9) In collaboration with the CLS the community partner may terminate the employment of a SLWS student.

### **Community Partner Meet-Ups**

*The SLWS program will offer 2-4 partnership meet ups throughout the year. This is an opportunity for local mentors to meet, collaborate, and participate in the development of their work through students.*

### **The Value of Volunteer Time**

*Occasionally, organizations need to know how to quantify the volunteer time committed. [Independent Sector](#) and [Volunteering America](#) provide valuable information for understanding volunteer impact nationally and statewide.*

### **SLWS Students and Volunteering Additional Time with Their Community Partner**

***Students engaged in the Service Learning Work-Study program are not permitted to volunteer additional hours at their service worksite.*** If students are hoping to engage with more volunteer work throughout the community, the CLS is happy to support SLWS students in finding additional volunteer work outside of their site location that meets their unique interests.

### **SLWS Recruitment & Hiring Process**

Hiring typically takes place at the start of a semester. Most Service Learning Work-Study positions are filled during fall. However there are times when positions may be filled mid-semester or in January.

- 1) The CLS will recruit SLWS candidates.
- 2) Students will apply for positions via an online platform, Handshake, for the various open SLWS positions.
- 3) In collaboration with the CLS, community partners will select a time slot for on-campus or skype interviewing.
- 4) From their applicant pool, community partners may select up to four top candidates to interview.



- 5) Community partners will interview their candidates either on campus or via the web.
- 6) Community partners will select and notify the CLS of their top candidate(s).
- 7) The CLS will notify students of their selection.
- 8) To accept the position, candidates will sign a Grinnell College Service Learning Work-Study Agreements.
- 9) The CLS will notify community partners when students' accept or decline positions.
- 10) Students will fill out all required campus employment paperwork.
- 11) At the discretion of the CLS and community partner, positions MAY be reopened if recruiting fails to identify an appropriate candidate.

*Additional Notes*

- Community partners are not given a particular number of SLWS students. Instead, they are given a total number of hours per week that may be filled by SLWS students. A community partner may choose to allocate all of their hours to one student or divide their hours among a number of students.
- Both community partners and SLWS students may have changing needs over the course of a year. We encourage mentors to check-in with SLWS students to ensure the hours and workload match. If adjustments in a SLWS student's weekly hours need to be made, please confer with the student and notify the CLS staff person of the change.
- When a student vacates a SLWS position mid semester or when a community partner decides to shift their allocated hours to accommodate their needs, a limited spring hiring process may available at the end of January.
- Occasionally a SLWS position will become available at another time during a semester. The SLWS program MAY post that position mid-year if need be.
- Community partners may choose to rehire a student worker for the next academic year. (This is not required.) Community partners must note their desire to retain a SLWS student for another year in their annual assessment & program evaluation. This assessment and program evaluation is sent to all participating community partners in late April or early May. The student is also asked in their annual self-assessment and reflection if they would be willing to return. If both parties agree to the continued service, the partner does not need to go through the interview process in the fall unless they have additional SLWS hours to fill.

### **Grinnell College Payroll**

SLWS students are responsible for entering in their service hours into NOVAtime at the end of each work period.

The Center for Careers, Life, and Service staff will approve payroll hours on a bi-weekly basis. Should a SLWS student miss the payroll deadline for entering in hours, it is the student's responsibility to contact the CLS staff person and share a record of their work time, with date, start and end time, and total hours.

### **SLWS Student Absences**

The program asks individual SLWS students to work with their mentor early on to decide upon a policy for absences. Past mentors have found it useful to establish expectations for absences at the beginning of the year so that a policy is in place if the SLWS must miss work. Things to consider during this discussion include: whether missed hours should be made up, the SLWS student's academic schedule, community partner organization's needs, and advance notification requirements.

If absences are frequent or have breached the agreed upon policy, please notify the CLS staff.

### **Community Partner and SLWS Student Schedule Changes**

Should a change in schedule need to be adopted, SLWS students or community partner should work together to arrange for anticipated schedule changes in advance. Mentors may choose to modify the work schedule.

### **SLWS Students Resignations**

Should a student work intend to leave a position during the semester or at the end of a semester's work, students should decline further employment through their evaluation and submit a letter of resignation to their partner and copy the CLS staff advisor no less than 2 weeks in advance.

### **Community Partner Termination of a SLWS Student**

If a community partner decides to let a work-study student go, the SLWS program should be notified and will meet with the student for a final meeting and exit interview from the program.

### **Assessments and Program Evaluations**

SLWS students will be asked to complete self-assessment and reflection surveys prior to beginning their service position, at the mid-year point in December and at the close of

the service year in May of each year. Community partners will be asked to complete student and program assessments in December and May. In the May assessment community partners will be asked if they wish to continue in the program and if so will be asked to sign a new Memorandum of Agreement. They will also be asked if they wish to retain any of their SLWS students. In the SLWS students' May self-assessment and reflection they will be asked if they want to return to their placement. If both parties agree the student may continue for another year. Graduating seniors are not eligible to continue their service through the SLWS program.

Students may not begin their service work until they have completed their pre-service self-assessment and reflection.

### **Helpful Hints Given to SLWS Students**

The hints provided in this section were shared by former Service Learning Work-Study students and supervisors to provide incoming apprentices with insightful tips to improve their apprentice experience.

1. Be proactive.
2. Speak up. Don't be afraid to ask questions.
3. Take the initiative and check in with your supervisor at least once a week.
4. If you are working on a project, make sure you understand the timeframe for completion, including key milestone dates.
5. If you are unsure about how to prioritize projects, ask your supervisor for direction.
6. Make the most of the SLWS co-working meetings. As a previous student said, "I really do think they are at the heart of this program. It provides so much support and helps with communication."
7. Submit your timecard before the payroll deadline and double check your work log to ensure it matches your timecard.
8. If you are sick or unable to attend work, contact your supervisor as soon as possible to let them know you are unable to attend work, and then devise a mutually agreeable solution.
9. Sharing your experience and knowledge of the Grinnell Township with college peers who may not be very familiar with the setting of their school will foster community pride.
10. Understand Grinnell is a small community and that your actions, even if you are not working, directly reflect upon your host organization, the college, and the Service Learning Work-Study program.

## **Appendices**

### **(Appendix A)**

#### ***Service Learning Work-Study Agreement for Students***

Students will consent to this agreement in their pre-service self-assessment and reflection.

### **(Appendix B)**

#### ***Service Learning Work-Study Community Partner Agreement***

Community Partners will consent to this agreement in either their online paperwork or, in subsequent years, in their annual assessment and program evaluation.

### **(Appendix C)**

#### ***Service Learning Work-Study Confidentiality Agreement***

Each student worker signs a confidentiality notice as part of Grinnell College. This notice extends to their work with community partners. However, if your organization has additional requirements or a specific notice, please be sure to review your SLWS student.

Students will sign this agreement in their pre-service self-assessment and reflection.

### **(Appendix D)**

#### ***Community Partner and SLWS Student Title XI Agreement***

Grinnell College is committed to establishing and maintaining a safe and nondiscriminatory educational environment for all College community members. It is committed to a policy of nondiscrimination in matters of admission, employment, and housing, and in access to and participation in its education programs, services, or activities. The College does not discriminate on the basis on race, color, ethnicity, national origin, age, sex, gender, sexual orientation, gender identity or expression, marital status, veteran status, pregnancy, childbirth, religion, disability, creed or any other protected class. Discrimination and sexual harassment on any of the bases covered by federal antidiscrimination statutes is unlawful and a violation of Grinnell College policy.

Community Partners will consent to this agreement in either their online paperwork or, in subsequent years, in their annual assessment and program evaluation.

## Appendix A

### **Service Learning Work-Study Program Agreement for Students**

#### **As a Service Learning Work-Study student I understand that I must:**

1. Complete the hiring process & paperwork with my work site supervisor and with the Community Service Coordinator **before** I can start work.
2. Participate in the community service work study program for an entire semester or for the entire school year.
3. Re-apply for the program each year and verify my work-study award eligibility.
4. Work one community service work-study job, at one site.
5. Only work the number of hours allowable by my work-study award. I may not work hours that will result in being paid in excess of my work-study award
6. Only be paid for hours worked.
7. Keep track of my hours and enter them into the College's E-time reporting system according to the college schedule.
8. Use my award by the end of the academic year or contract date or it will expire.
9. Arrive at work on time and on the days arranged with my supervisor.
10. Get prior approval from my site supervisor if I would like time off.
11. Notify my employer in advance if I am not able to come to work due to extenuating circumstances.
12. Comply with the policies of my work site and act and dress in a manner that respects the culture of the organization.
13. Maintain confidentiality according to the policies of my work site.
14. Complete and forward my signed time sheet to the Community Service Coordinator otherwise I will not be paid.
15. Work with my community partner to identify a project I will work toward making sustainable.
16. Recruit additional volunteers either on or off campus for my community partner and create a related student group if relevant.

#### **I understand that:**

1. I may work a maximum of 10 hours per week.
2. My supervisor and I must mutually determine a work schedule that does not overlap with my class schedule and conforms with the requirements of my job **before** I begin work.
3. Federal Work Study income is taxable income.
4. I cannot volunteer for or be hired by the location where I am employed as a work-study student.

5. That unless otherwise specifically arranged, I am responsible for transportation to and from my place of employment.
6. Discrepancies between the time I report in e-time and what my supervisor verifies may result in my termination.

**I recognize that:**

1. I have an obligation to perform my job duties satisfactorily.
2. My work site supervisor has the right to terminate me from the job if he/she determines that my job duties are performed unsatisfactorily, if I do not show up to work on time, or if I do not adhere the organizations' policies and procedures.
3. I must not allow portable electronic devices to minimize my productivity (i.e. Facebook, Twitter, e-mail, internet surfing, etc.)
4. If, due to unforeseen circumstances, funding for community service work-study changes my position may be discontinued.

## **Appendix B**

### **SERVICE LEARNING WORK-STUDY COMMUNITY PARTNER AGREEMENT**

This Agreement is entered into between Grinnell College, hereinafter known as the “Institution,” and the community partner organization identified in this application, hereinafter known as the “Community Partner” for the purpose of providing community service jobs for students eligible for the Service Learning Work Study program (SLWS).

All terms herein shall be interpreted in accordance with any definitions thereof contained in the federal statutes and regulations governing the Federal Work Study program as authorized under the Higher Education Amendments of 1965, including any subsequent amendments or revisions; and this Agreement, in its entirety, shall be construed so as to effectuate the purposes of that program.

#### **A. COMMUNITY PARTNER RESPONSIBILITIES:**

The Community Partner agrees to:

1. Utilize the services of a student of the Institution who is eligible to participate in the Service Learning Work-Study program, who is qualified for the work, and who is acceptable both to the Community Partner and Institution.
2. Provide the student and Institution with a detailed job description for each position to be placed. Any changes must be reported to the Institution and must be agreed upon by the Institution before they become effective.
3. Comply with all appropriate federal, state and local laws. The Community Partner agrees that no student will be denied work or be subjected to different treatment on the grounds of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. It further agrees that it will comply with the provisions of the Civil Rights Act of 1964 (Pub. L. 88-352; 78 Stat. 252) and Title IX of the Educational Amendments of 1972 (Pub. L. 92-318) and the regulations of the US Department of Education which implement these acts.
4. ***Agrees that it will not accept voluntary services or additional paid work from students hired under the Service Learning Work-Study program.***
5. Will not approve or require more hours to be worked than the job description states and will only approve those hours worked for payment.
6. Submit all required documents for this program in a timely manner, including job descriptions, notices of changes to job descriptions or supervisory roles.
7. Regulate the number of hours worked each week in accordance with the hours delegated to the SLWS student by the Institution, maintain a daily record of



attendance and hours worked by each student in clock hour sequence and cross check these hours.

8. Notify the Institution of any change affecting the student's employment; and permit representatives of the Institution to perform on-site visitations from time to time in order to become familiar with the off-campus project and ensure that proper procedures are followed.
9. Agrees to provide student worker(s) with an explanation of duties, performance requirements in terms of quality, quantity, methods, and priorities, and the necessary basic corrective and progressive training; and for providing on-site supervision of the employment activities of the students.
10. The community partner agrees to provide an orientation which includes, but is not limited to
  - Information about hours of service work,
  - Information about place of service work,
  - Information about working conditions,
  - Information about safety and standards of conduct,
  - Information about community partner procedures, policies, & expectations;
  - Education about reporting of suspected child or dependent adult abuse if relevant, and
  - Any other training, paperwork, or certification necessary to legally carry out the duties required by the position (working with minors or adult dependents, CPR training, etc.)

**The Community Partner further agrees to provide SLWS students with work that constitutes community service.** Community service jobs are those that increase capacity and are usually designed to directly improve local community members' quality of life -- paying particular attention to the needs of our at risk communities. Such jobs include, but are not limited to specific projects in:

1. health & safety,
2. hunger & nutrition,
3. child care and education (especially in areas of family & early literacy as well as math proficiency)
4. environmental justice,
5. human rights,
6. social services,
7. youth service or youth corps,
8. housing & social wellbeing,
9. crime prevention and control,
10. mentoring,
11. tutoring,

12. recreation & the arts,
13. services for persons with disabilities,
14. sustainable agriculture,
15. reducing poverty & its negative effects;

**The Community Partner agrees that it SLWS placements will not:**

1. Result in the displacement of regular employees, impair existing contracts for services, or fill positions which are vacant because regular employees are involved in a labor dispute;
2. Involve the construction, operation, or maintenance of any facility that is used or is to be used for sectarian instruction or as a place of religious worship;
3. Involve any partisan or nonpartisan political activity associated with a candidate, or contending faction or group, in an election for public or party office.
4. Work for an elected official who is responsible for the regular administration of Federal, State, or local government.
5. Work as a political aide for an elected official, or involve lobbying on the Federal, State or local level
6. Take the student's political support or party affiliation be taken into account in hiring him or her;

**B. THE INSTITUTION (Grinnell College) AGREES TO:**

1. Determine student eligibility for employment under the Service Learning Work Study (SLWS) program in accordance with the regulations established by the US Department of Education.
2. Refer for employment only students eligible for this program who have been offered the opportunity for employment under the Community Service Work-Study program;
3. Be the employer of record and accept all normal and legal employer responsibilities including liability for job-related injuries and for requesting, performing and, when possible, cover the costs of any personal criminal background checks required under the State Child Adult Abuse Law or State Department of Health rules.
4. To maintain and communicate general learning objectives relevant to SLWS placements.
5. Provide compensation for work performed on a project under this agreement and will disperse all payments due as an employer's contribution under state or local workman's compensation laws, under federal or state Social Security laws, or under any other applicable laws.

6. Will Pay the student based on the established hourly rate and number of hours worked.
7. Give a copy of pertinent payroll schedules and school calendars to the community partner.

This Agreement shall be subject to the availability of funds granted to the Institution for this program. It shall also be subject to the provisions of legislation and regulations pertaining to the Federal Work Study program adopted subsequently;

This Agreement may be amended upon mutual written consent of the Community partner and the Institution; This Agreement may be terminated by mutual consent or upon 30 days written notice by either party to the other; This Agreement terminates if no student placements under this Agreement occur for a period of one year months;

If not terminated, this Agreement will remain in effect until superseded by another Agreement, or until changes in legislation or regulations governing the Federal Work Study program render this Agreement invalid.

## **Appendix C**

### **Service Learning Work-Study Student Confidentiality Agreement**

As a student employee of Grinnell College (hereafter known as the “College”), I will be required to support a variety of College functions in the performance of my duties, and I may have access to confidential student, employee, alumni, and friends of the College information about financial, educational, personnel, medical, academic and other matters from various media (paper and electronic) and sources including, but not limited to, interoffice communications, internal publications, verbal interactions, correspondence, and data bases. By virtue of my employment at the College, I am accountable for the responsible use and disclosure of College information and for ensuring the confidentiality, integrity, and accuracy of such information.

- I agree to responsibility and accountability for maintaining the confidentiality of all student, employee, alumni and College related information, and other confidential and proprietary College information. This information will only be disclosed, distributed, or discussed as part of the normal performance of my employment, and only with individuals authorized to view and discuss such information.
- I will not attempt to alter, change, modify, add, or delete student, employee, alumni and other College information or documents, except as part of the normal performance of my employment. I will follow proper College procedures for the disposal of confidential information.
- I will access only information required for the normal performance of my employment. Access to information, which includes written documents, electronic files, student educational or financial records, and personnel data, records or files, will occur only through normal business procedures for obtaining information.
- All procedures, written documents, records, and computer programming that I generate, access, input, modify, report, record, etc., in the normal performance of my employment, shall be done in accordance with College policies, regulations established by applicable governing bodies, or applicable laws. Confidential information is considered property of the College and will not be disclosed to third parties without permission of the College.
- I will take all reasonable precautions to protect the confidentiality of information by the practice of good work habits. These include: protecting the confidentiality of passwords, closing or minimizing programs when not at the terminal, and promptly informing appropriate parties of any breach of confidentiality or security on my part (e.g., the loss of a document, the loss of a key).
- I understand that failure to abide fully with this Confidentiality Agreement is grounds for disciplinary action following the regulations specified within the appropriate Handbook (staff, faculty, student). Additionally, I understand that disclosing confidential

information without proper authorization may violate the Family Educational Rights and Privacy Act of 1974 (“FERPA”) and other federal and State laws and regulations that protect the confidentiality of information, and may subject the College and/or me to civil and/or criminal liability.

I certify that my signature below indicates that I have read and understand the above and agree to the terms of this Confidentiality Agreement. Without limiting the foregoing, I agree not to disclose student, employee, alumni or Friends of the College any confidential information to any unauthorized person or organization while working for the College or after my employment at the College ends. This Confidentiality Agreement shall be governed and construed in accordance with the laws of the State of Iowa.

(Printed) Employee/Student Name  
Signature

Employee/Student

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## **Appendix D**

### **Community Partner and Service Learning Work Study Student Title IX Agreement**

Grinnell College does not discriminate on the basis of sex in its educational, extra and co-curricular, athletic, or other programs, or in the context of employment. Sex discrimination is prohibited by Title IX of the Education Amendments of 1972, a federal law that provides that: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. Title IX requires institutions to provide an educational environment free from discrimination based on sex. Sexual harassment, sexual violence, sexual assault, and intimate partner violence are all forms of sex discrimination.

Grinnell College is committed to establishing and maintaining a safe and non-discriminatory educational environment. It is committed to a policy of nondiscrimination in matters of admission, employment, and housing, and in access to and participation in its education programs, services, or activities. The College does not discriminate on the basis on race, color, ethnicity, national origin, age, sex, gender, sexual orientation, gender identity or expression, marital status, veteran status, religion, disability, creed or any other protected class. Discrimination and sexual harassment on any of the bases covered by federal antidiscrimination statutes is unlawful and a violation of Grinnell College policy.

An individual reporting sexual harassment, sexual violence, sexual assault, and/or intimate partner violence is entitled to protection from any form of retaliation following a report that is made in good faith, even if the report is not later substantiated. Similarly, individuals accused of sexual harassment or those who participate in an investigation related to a complaint are entitled to protection from any form of retaliation. Complaints of retaliation should be filed with the appropriate senior official, Title IX Coordinator, or the Office of Civil Rights. It is a violation of College policy to retaliate in any way against a student or employee because he/she/zi reported allegations of sexual harassment, sexual violence, sexual assault, and/or intimate partner violence. The College recognizes that retaliation can take many forms, may be committed by or against an individual or a group, and that a Respondent or third party may also be the subject of retaliation by other individuals, including the Complainant.

We encourage all Grinnell College students and community partners to report any sexual harassment or misconduct. For more information reporting:

<https://www.grinnell.edu/campus-life/sexual-respect/titleix>.