

Berea College

Bonner Handbook



Bonner Scholars Program

Access to Education. Opportunity to Serve.

2009-2010

“Coming together is a beginning, staying together is progress, and working together is success.” Henry Ford

Berea College Bonner Scholars

Class of 2010

Jonathan Adams	Yelena Kobaliya
Maranda Brooks	Ashley LePage
Sarah Deredza	Lorena Luna
Juana Diaz	Christine Morris
Christian Gonzalez	Ruthanne Robuck
Darrius Hardrick	Sarah Tatchi
Kimbri Johnson	Anda Weaver

Class of 2011

Ehidiamhen Akhetuamhen	Karuva Kaseke
Tony Choi	Patrick Kluesener
Emily Cooper	Chanel Meadows
Katie Frensley	PhiYen Nguyen
James Hamblin	Amanda Pardieu
Taryn Henning	Brittany Stowers
Sabrine Ishimwe	Juan Torres
	Jose Victoria

Class of 2012

Kevonia Adamson	Seth Hutchins
Kaela Bostic	Kurstin Jones
Matthew Callo	Christina Mauro
Jonathan Davis	Anna Megrelishvili
Sonja Escamilla	Justin Thomas
Joao Ferreira Filho	Raven Weaver
Michelle Gardner	Gary Zornes
Marah Holz	

Class of 2013

Sarai Bailey	Grace Par
Seth Bailey	Lydia Patton
Ryan Fortenberry	Gloria Reina
Hannah Franklin	Bianca Scott
Kyle Horn	Nichole Stetten
Sarah Kozel	Ivan Titaley
Corey Lewis	Andrew Woods
Rosemary Meloney	

BONNER SCHOLARS PROGRAM

About Berea College

Berea College, founded in 1855 by abolitionists and reformers, continues today as an educational institution still firmly rooted in its historic purpose "to promote the cause of Christ." The College's culture and programs allow students and staff alike to work both toward personal goals and toward a vision of a world shaped by Christian values, such as the power of love over hate, human dignity and equality, and peace with justice. This environment frees persons to be active learners, workers, and servers as members of the academic community and as citizens of the world. The Berea experience nurtures intellectual, physical, aesthetic, emotional, and spiritual potentials and enables members of its community to make meaningful commitments and translate them into action.

The Great Commitments of Berea College



1. To provide an educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited economic resources.
2. To provide an education of high quality with a liberal arts foundation and outlook.
3. To stimulate understanding of the Christian faith and its many expressions, and to emphasize the Christian ethic and the motive of service to others.
4. To provide for all students through the labor program experiences for learning and serving in community, and to demonstrate that labor, mental and manual, has dignity as well as utility.
5. To assert the kinship of all people and to provide interracial education with a particular emphasis on understanding and equality among blacks and whites.
6. To create a democratic community dedicated to education and equality for women and men.
7. To maintain a residential campus and encourage in all members of the community a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others.
8. To serve the Appalachian region primarily through education but also by other appropriate services.

Service at Berea College

Service is and has long been an important aspect of Berea College. There is a long history of successful outreach programs, of service to the region, of commitment to equality and human dignity, and of community members engaged in compassionate acts towards others in and beyond the College itself. In 2000, Berea College established the Center for Excellence in Learning Through Service (CELTS). This Center, in collaboration with the Appalachian Center and other already existing service programs at the College, has expanded and deepened the commitment to excellence in learning through service at Berea College. Each service program at Berea has its own history and unique mission. Programs such as Berea Buddies, Teen Mentoring, Habitat for Humanity, People Who Care, and the TRIO and GEAR-UP programs provide quality service opportunities for students at Berea College, while giving back skills and time to the Appalachian region and its people. There are mutual benefits for the programs and participants—opportunities for training and conferences, funds to supplement community service projects, and the chance to talk with others who are working and learning through service.

Corella and Bertram F. Bonner

Bertram Bonner was born in Brooklyn, New York in 1899. He was born into poverty and worked his way through college by taking night classes. At the age of 22 he was named Head Treasurer for Heda Green Banks in New York City. Eventually, he became involved in real estate in New Jersey, New York and Florida, and had a career that spanned six decades, including building over 30,000 homes and apartments.

Corella Allen Bonner was born in Eagan, Tennessee. She spent her young life growing up in coal mining towns in West Virginia, Kentucky, and Tennessee. At the age of fourteen, she and her mother moved to Detroit where she found work as a cashier. She attended Wayne State University at night and made sure that her younger siblings also went to school, although she never earned a college degree. She later transferred to the Statler Hotel in New York City, where she met Bertram Bonner. They were married, four years later, in 1942.

In 1956 the Bonners moved to Princeton, New Jersey and began a crisis ministry/emergency food program. Their generosity continued with the founding of the Corella and Bertram F. Bonner Foundation, Inc. in 1987. This foundation led to the establishment of the Bonner Scholars Program in 1990. Mr. Bonner passed away in 1993, and Mrs. Bonner passed away in July 2002, at the age of 92.

History of the Bonner Scholars Program

In the fall of 1990, the Bonner Foundation began recognizing college students who demonstrated commitments to academic success and community service. With the assistance of Dr. John B. Stephenson (former President of Berea College) the first Bonner Scholars Program was established at Berea College. The Program was designed to provide access to higher education and an opportunity for students to serve. In 1992, the Foundation decided to expand, and 12 more schools were invited to participate in the Bonner Scholars Program. Six years later, Union College became the site of the second Bonner Scholars Program in Kentucky. In 2005, Centre College became the third.

The Bonner Scholars Program is based on the premise that young people care about others and given the opportunity, will become active and involved in their communities. It is also based on the understanding that college students have a unique and important contribution to make to our society and future.

To be eligible for the Bonner Scholars Program, students are required to meet three basic requirements: present an above average academic record, financial need, and “demonstrate that he or she has held a role or roles in service with significant responsibility at home, in church, at school, or in the community.”

In 1997, the Bonner Foundation began an effort to expand its original model of service-based scholarships. Today, the Foundation works with more than 50 institutions nation wide which have begun chapters of the

Bonner Leaders Program. Each of these campuses has a core group of 5-30 students who work on issues such as improving educational opportunities and fighting hunger through community programs that focus on literacy issues, mentoring, and nutrition/anti-hunger initiatives.



Currently active in 27 colleges, most of which lie in the southern Appalachia and Piedmont regions, the Bonner Scholars Program assists students who prefer to spend their out-of-class time addressing social issues and engaging in community-based learning. In the summer months, Bonner Scholars continue their efforts and turn Foundation assistance into the type of sustained community action not possible during the school year and not feasible without financial assistance. There are now approximately 1500 Bonner Scholars and another 3000 alumni of the Program.

In the Beginning There Was Berea

The Bonner Foundation established the first Bonner Scholars Program at Berea College in 1990. Berea College was an obvious choice to pioneer the Bonner Scholars Program, given the College's history and mission, its already established commitment to service, and the prior relationship between Mr. & Mrs. Bonner, then Berea College President John B. Stephenson, and Bonner Foundation President Wayne Meisel. After much discussion, all parties agreed and the Bonner Scholars Program began.

Berea College's Bonner Scholars Program

While Berea College was the first site of a Bonner Scholars Program, it was not always a perfect fit. In the first three years the program was subjected to a number of changes from both the College and the Foundation. Negotiating the outcome was not always easy, so for a time it was necessary to consider other options. During the period from 1993 to 1998 Berea College was not involved in the Program, but rejoined in the 1998-99 academic year. Since that time, the Bonner Scholars Program at Berea College remains a model for other Bonner Programs because of its structure, its success, and the outstanding students who represent us. During 1998-99, forty students distributed throughout the four classes were designated as Bonner Scholars. Four years later that number had grown to sixty. During the 2004-2005 academic year, Berea College was one of four colleges to receive an endowment from The Bonner Foundation. The endowment went into effect beginning with the 2006-2007 academic year and effectively guarantees the program's financial support and, therefore, its existence in perpetuity.

The Bonner Scholars Program offers the following opportunities to students:

- Labor positions in service beginning with the freshman year
- Ongoing leadership training
- Regional conferences and service events
- Monthly enrichment programs, including guest speakers
- National Bonner Foundation resources
- Opportunities for extended Summer Service and financial assistance during the service period
- Connections with students at 26 other Bonner Scholar colleges and over 50 Bonner Leader schools.

Common Commitments and Leadership Development

Six Common Commitments of Bonner Scholars Programs

Early in the Bonner Scholars Program, the Foundation worked with staff and students to develop six **Common Commitments** for the Program.

1. Social Justice - Advocate for fairness, impartiality and equality while addressing systemic social and environmental issues.
2. Civic Engagement - Participate intentionally as a citizen in the democratic process, actively engaging in public policy and direct service.
3. Community Building - Establish and sustain a vibrant community of place, personal relationships and common interests.
4. Spiritual Exploration - Explore personal beliefs while respecting the spiritual practices of others.
5. International Perspective - Develop international understanding that enables Bonner Scholars to participate successfully in a global society.
6. Diversity - Respect the many different dimensions of diversity in our public lives.

The 5 E's

The **5 E's** are a framework for students' ongoing growth as they develop, apply, and integrate service passions, career interests, leadership skills, and academic pursuits. Students move through stages of increasing responsibility, skill, and knowledge development, put into practice through service.

- Expectation – Bonner Scholars are selected based on their record of service in their home communities and begin to learn about the Program as they prepare for College
- Exploration – During the first year, orientations and trainings help Bonners explore their own identity, their new community, and a wide range of opportunities for service
- Experience – In the second year, Bonners usually choose a program, site, or issue on which to focus and continue to develop more leadership skills
- Example - In the third year, Bonners assume leadership positions in service programs or at community sites and become mentors to others
- Excellence – Fourth year Bonners put their highly developed skills and expertise to work in the community, often integrating academic and service interests through community based research, policy work, or leadership roles in the Bonner Program and CELTS.

THE BONNER PROGRAM AND CELTS

Program Office

The Bonner Scholars Program and other student-led service programs are housed in *The Center for Excellence in Learning Through Service* (CELTS) located on the second floor of the Trades Building on the Berea College campus.

College Address: CPO 2170 Berea College, Berea, KY 40404

General Office Hours: 8:00 a.m. - 5:00 p.m. Monday – Friday or by appointment

Office Phone Number: (859) 985-3935

Bonner Senior Intern: (859) 985-3733

About CELTS

The *Center for Excellence in Learning Through Service* (CELTS) is the primary student-based service center at Berea and is home to The Bonner Scholars Program, CELTS Student-led Programs, and the College's Academic Service-Learning Program.

Our Mission

CELTS educates students for leadership in service and social justice through promotion and coordination of academic service-learning, and student-led community service.

Center Administration & Program Staff

Meta Mendel-Reyes, Director of CELTS and Associate Professor of General Studies, is the Director of the Bonner Scholars Program.

Ashley Cochrane, Associate Director for Service Learning and Student Led Programs, has oversight of both Bonner and Student-led programs. Additionally, she directs the Academic Service-Learning Program for the college, through which assistance is provided to faculty, staff and students interested in creating service-learning classes and projects.

Heather McNew Schill '99 is the Coordinator for Student-led Programs. Heather works with all the student-led community service programs, including the Bonner Scholars Program.

Sheila Lyons '86, CELTS Administrative Assistant, provides administrative support to the Bonner Scholars Program, including the administration of student payroll.

Betty Hibler, Interim Program Coordinator for fall '09, works with First Year Bonners, as well as other aspects of the Bonner Scholars Program.

Meagan Naseman is the AmeriCorps*VISTA for 2009-2010.

Student Leadership

Bonner Scholars are encouraged to take leadership roles in all aspects of the Program from recruitment to mentoring, training, budgeting, and representing Berea College in the Bonner Scholars Congress. An effort is made to have representation from each class on the various committees.

Senior Intern –The Senior Intern’s main goal is to assist the Bonner Program staff in developing the Bonner Scholars Program at each school. The Senior Intern also plans, facilitates, and supervises Bonner meetings, retreats, and trainings, and helps to coordinate the Student Leadership Team. The Senior Intern helps manage and delegate important tasks among Bonner students, including campus-wide or Bonner service events, Preview Week-end, First Year Orientation, First Year Service Trip, Second Year Service Exchange, and Junior Recommitment. The Senior Intern is a member of the CELTS Leadership Team.

First Year Coordinators - Each year, three upper level Bonners are selected to serve as team leaders for the incoming class of Bonner Scholars. Their general responsibilities include daily oversight of First Year Bonners in their Labor positions, supporting, advising, and guiding First Years both as a team and as individuals. They report to the Bonner staff.

Student Advisory Committee (SAC) - This committee consists of two representatives from each class, the Bonner Senior Intern and the Bonner Congress Representatives. This committee will meet regularly with the Bonner staff to discuss issues that are important for the development of the Program. Class representatives on this committee are responsible for planning and coordinating their class’s cornerstone activity (First Year Service Trip; Sophomore Exchange; Junior Recommitment; Senior Bonner Presentation of Learning and Exit Interview).

Community Fund Committee - This committee reviews requests from Bonner Scholars to receive money from the Community Fund, a pool equaling \$100 for each Bonner Scholar per year, to be used at the discretion of the Committee for enhancing service activities.

Bonner Congress - The Congress is made up of Bonner Scholars with at least one year of Bonner experience behind them. This means they are familiar with the Bonner Program and can be a great resource. In general, Bonner Congress Representatives serve at least two years, and often longer. Every school has two Congress Reps. Congress Reps share their peers' ideas, new initiatives and projects, and concerns to Bonner Foundation. Likewise, they communicate ideas and concerns from the Bonner Foundation to fellow Bonners at their schools. For instance, Congress Reps participated in voter registration and education training, and started these initiatives back on campus.

Advisory Board - Two Bonner Scholars will serve as members of the Advisory Board, along with faculty, staff and a community representative. The Advisory Board is involved in the selection process for incoming Bonner Scholars.

Recruitment and Selection

Bonner Scholars are selected based upon their scholarship, service activities, and financial need. The Program is interested in selecting students who have a desire to participate in service work throughout their careers at Berea. Applications are sent to all students admitted in November, December, January and February. Information about applying for the Bonner Scholars Program is available to all potential incoming Berea College students on the Bonner Scholars Program webpage: www.berea.edu/celts/bonnerscholars/.

The Advisory Board selects 25-30 finalists based on the following criteria:

- Has been admitted to Berea College;
- Has demonstrated significant community service at school, church, or in the home community;
- Has demonstrated a commitment to making connections between service interests and initiatives and academic life.
- The 25-30 finalists are then invited to Berea's campus for a Bonner Preview Weekend. During this weekend, students participate in a wide variety of team building activities and an individual interview. The final 15 Bonner Scholars are then selected from the group of finalists.

The Program as a whole must strive to achieve the gender balance that exists at the college and every attempt must be made to increase the ethnic diversity of the incoming class as compared to the college as a whole. Final approval of new Bonner Scholars rests with the Foundation in order to verify that the criteria have been met.

Replacement Policy

First and second-year Bonner Scholars who withdraw or are dismissed from the program for any reason may be replaced. The following restrictions apply:

- Bonner Scholars may be replaced before the start of their third year. (Occasional exceptions may be made in individual circumstances, with approval by the Foundation.)
- Bonner Scholar replacements must be in the same class as the students they are replacing and must be in good academic standing;
- Replacements will be chosen from students who have demonstrated a commitment to service at Berea College and have a labor assignment in service;
- A Change of Status Form for every replacement Bonner Scholar must be submitted and approved by the Foundation before the semester or summer term payment is made to the college from the Foundation;
- The same criteria in the selection of replacement students must be adhered to as for incoming Bonner Scholars.

Transfer Bonner Scholars

Bonner Scholars wishing to transfer to Berea College from another Bonner College must be admitted to Berea College in good academic standing. Additionally, the Scholar must be in good academic standing with the transferring institution and in good standing with the transferring Bonner Scholars Program.

Transfer candidates join the pool with other Bonner Scholar replacement candidates and will go through the same selection process; they are not guaranteed a place in the Program.

Bonner Scholar Code of Conduct

Each Bonner Scholar serves as a representative of Berea College, CELTS, and the Bonner Scholars Program, and should therefore make responsible decisions at all times. Each Scholar is expected to maintain a high level of integrity and set an example for their peers and those whom they serve. The inability to uphold the standards of the Berea College Bonner Scholars Program may result in the Scholar's dismissal from the Program.

All students who hold their Labor positions at CELTS, and all Bonner Scholars working on campus or in the community, are required to sign the CELTS Student Labor Code of Conduct and the CELTS Labor Position Contract. These documents outline the consequences of any failure to uphold the expectations of all CELTS student staff and all Bonner Scholars. A Bonner Scholar's continuation in the program may be reviewed by Program staff at any time if expectations are not being met.

PROGRAM REQUIREMENTS

Community Service

Bonner Scholars are required to perform ten (10) hours of community service a week during the academic year to fulfill their school year service requirement. For the purposes of the Bonner Scholars Program, “community service” is defined as service provided to individuals or communities to meet social, educational, or environmental needs at a non-profit or government agency. Service with a religious organization for the purpose of providing direct community service is appropriate; however, activities whose primary focus is to support worship, evangelical and proselytizing activities do not qualify. (This also applies to Summer Service.)

In most cases, having a labor position in service at one of the many opportunities offered at Berea College can fulfill this service requirement. Some examples are CELTS Student-Led Programs (Adopt-a-Grandparent, Berea Buddies, HEAL, One-on-One Tutoring, Teen Mentoring, First Book, Hispanic Outreach Program, People Who Care, Habitat for Humanity), Upward Bound, SENS, Recycling, Save the Children, Berea Community Food Bank, Berea College Child Development Lab, Berea Community School, Kentuckians For The Commonwealth (KFTC), and Mountain Association for Community Economic Development (MACED). Any exceptions must be approved individually by the Bonner Director and the Bonner Foundation.



First Year Placement – An after-school mentoring program has been designed for all First Year Bonner Scholars. The program involves working with students after school to increase self-esteem, build leadership skills, and increase academic performance. This common service experience allows first year students to become familiar with the Bonner Scholars Program, and each other, before moving on to other service positions on campus and in the community. Additionally, these students receive extensive training before their service project begins and have the opportunity to continue to meet together throughout the year. Bonner staff provides coordination of this program, with the assistance of three upper-class Bonner Scholar Student Coordinators.

Upper-Class Placement - Upper-class students have the opportunity to arrange their own labor positions in service, with the advice and assistance of the Bonner Scholars Program staff. Bonner Scholars compete for positions in the same manner that other students compete. Scholars may be required to submit applications and interview for open positions. Scholars must secure a labor position in the spring term in order to register for the following year.

Orientation

Incoming Bonner Scholars are required to attend Bonner Orientation before the school year begins. This intensive orientation familiarizes students with their common service site, Bonner Scholar requirements, the Bonner Common Commitments, and the 5 E's. Bonner Scholars are also required to attend Berea College's Orientation scheduled during the first full week of classes. The month of September is considered a training month for First Year Bonners. Events during this month will increase knowledge regarding the Berea College community, the needs of at-risk students, and effective teamwork.



Class Meetings

Each Bonner Scholar is required to attend a monthly meeting with other Bonner Scholars. The purpose of this meeting is to discuss any information that is pertinent to a particular class, to discuss service placements, to participate in enrichment activities and to take care of any Bonner business.

Reflection

Reflection is an integral part of the Bonner Program. Appreciating that reflection is a personal venue for genuine expressions, it may consist of writings, drawings, poetry, collages, etc. Reflection is used during a variety of meetings during the semester and will be discussed during Bonner Scholar individual meetings. Reflections should draw connections between current service and coursework, previous experiences, and the role of the individual in society.

First Year Week of Service Trip

Each First Year class participates in a week-long service trip during Spring Break or after school is completed. All First Years and any replacement Bonners are required to attend. Bonner Scholars from one school may have the opportunity to participate in a service trip organized by another Bonner campus.

Sophomore Service Exchange

All Bonner Scholars are required to participate in a community service event during their second year of college (called a Service Exchange). This event will involve all other second year Bonner students from the school (or schools) with whom we choose to collaborate and will incorporate both community service projects and/or training sessions for those involved.

Junior Recommitment Ceremony

A special ceremony is held during the fall term of Junior year, during which Bonner Scholars reflect on their experience and recommit to the Program for the remaining years.

Senior Bonner Presentation of Learning and Senior Exit Interview

Every Senior Bonner Scholar, during their last semester at Berea College, will make a “presentation of learning and community impact” to an audience of other Bonner Scholars, Bonner Advisory Committee members and others. These presentations may include various forms of media, such as video, photographs, essays, slide shows and poems. Each of these graduating Bonner Scholars is also required to participate in an “exit interview” with the Bonner Program Coordinator and Director.

Summer Service

Bonner Scholars are expected to complete two summers of service. In order to assist students, the Bonner Foundation offers an earnings stipend of \$1,500 per summer plus up to \$1,000 per summer for living expenses (a maximum of \$2,500 per summer for a total of \$5,000 over two summers). Summer earnings stipends are considered taxable income (unlike the School Year Support, which the IRS has ruled is not a taxable scholarship award).



Summer service may be arranged with non-profit organizations here in Berea, in a student’s home community, in Appalachia, elsewhere in the United States, or through international service. If a student is on ANY sort of Berea College probation, they are not allowed to travel abroad.

The basic requirement of the summer of service is to work for a minimum of 280 hours for seven weeks each summer. The Bonner Foundation has Bonner Partner organizations to which students may apply and the CELTS office can assist with a list of previous successful service sites. Bonners may spread their \$5,000 allotment over three summers and may apply for an additional \$500 the third summer. In order to plan for funds a third summer, a student would request less than the full \$2,500 for the first and/or second summer. However, any unused funds are forfeited. The additional \$500 can also be used during the Senior Year to attend a conference or other event approved by The Bonner Foundation.

The Living Expense monies may be used for room, board, and travel expenses. **ALL students MUST submit their proposed summer living/travel budget by April 1, 2010 for approval.** The Living Expense money will be paid in two installments, one half at the beginning of June and one half at the beginning of July. Any exceptions to the policy must be requested and approved when the proposal is submitted. The Earnings Stipend will be credited to the student account at the completion of summer service upon receipt of the supervisor’s evaluation, verification of hours, program member evaluation and reflection.

Bonner Scholars who do not return to the program in the fall are not eligible for the Summer Earnings Stipend. Students who complete the summer service requirement but take a leave of absence may receive their Summer Earnings Stipend only upon their return to the program. Students who transfer to another Bonner College and become Bonner Scholars are eligible to receive their Summer Earning Stipend at their new institution.

Evaluations

Bonner staff, Service Site Supervisors, and Bonner Scholars complete evaluations each term or summer. At the beginning of each placement, a Community Learning Agreement is drawn up between the service site supervisor and the Bonner Scholar. Evaluations at the end of the semester/summer are based on the goals specified in the Community Learning Agreement. Training for completing the Community Learning Agreements will be held during fall orientation for First Year Bonners.

Student Impact Surveys

Bonner Scholars maybe asked to complete Bonner Student Impact Surveys during their first semester as a Bonner Scholar, first semester as a Junior and second semester as a Senior. These confidential surveys are used by The Bonner Foundation and Berea College in order to compare the growth of Bonner Scholars and their programs over their time as a Bonner Scholar.

PROGRAM RESOURCES

Bonner Scholars Community Fund

The Bonner Foundation contributes \$100/year per Bonner Scholar at each college for a Community Fund to support service projects initiated by or involving Bonner Scholars. This Fund is designed to enable Bonner Scholars to start new projects or expand existing ones to benefit the communities surrounding the college. No more than 25% of the Fund may be used for training-related expenses, including travel.

Bonner Scholars on the Community Fund Committee will decide on the process for allocating these funds and will review all requests for funds, making recommendations to the staff, who will then give final approval.

Bonner Congress

Over the years, Bonner Scholars have come together from all participating schools to develop ideas, plan initiatives and give important feedback and input into the shaping of policy concerning the Bonner Scholars Program. The Student Coalition was formed in 1994 to bring together students from each campus to participate in a number of different activities and responsibilities.

The Student Coalition has been reshaped and renamed the Bonner Student Congress. The role of the Congress is to advise the Foundation on policy and programs and provide critical feedback from the campuses. Congress members are expected to represent students' ideas and concerns to the Foundation and, in turn, represent the Foundation's ideas and concerns back to their peers. Each college is entitled to two Bonner Congress representatives.

Retention

Every effort will be made to assure that the retention rate of Berea Bonner Scholars exceeds that of the general population of the college. Program staff are available to advise and assist Scholars not only with issues pertaining to the BSP, but also with other concerns related to the college experience, and will serve as resource persons to make referrals and to act as advocates on behalf of the Scholars.



Campus-wide Collaboration

The Bonner Scholars Program will support, inspire, and assist with the development of campus-wide service activities. The goals of the Program are linked to the larger college commitment of excellence in learning through service. Every effort will be made to cooperate with other service-oriented groups and activities on campus, and to increase the involvement of students, faculty, and staff in these efforts.

Note: The policies outlined in this Handbook are taken from the Berea College Bonner Scholars Program Rules, 6/13/06 or from the Bonner Foundation website: www.bonner.org. Any questions not covered in this Handbook should be addressed to the Bonner staff.

SERVICE OPPORTUNITIES AT BEREA COLLEGE

Adopt a Grandparent partners student volunteers with residents of the Terrace Nursing and Rehabilitation Center and Berea Health Care, two local care centers for the elderly. The volunteers visit for at least one hour each week with the residents, and also participate in special monthly programs.

Berea Buddies is similar to Big Brother Big Sister. Students (“Big Buddies”) are matched with children (“Little Buddies”) that are usually between six and twelve years old and commit to spending two hours weekly with them. They do a variety of activities, such as exploring campus, cooking dinner, playing board games, going to the gym, and many other things.

Teen Mentoring is a program for older children, ages thirteen to sixteen. The teens come to campus at least once a week and visit with the student volunteers. They may play board games, make a meal or snack, and talk about issues that affect teens. The college students are there to act as mentors and role models to the teens.

First Book works to give children of the Berea area the gift of literacy. They receive grants and do fundraising to purchase books to give to children. The program also donates books to other CELTS programs such as Berea Buddies and Berea Teen Mentoring.



Habitat for Humanity is a program that partners with local families in need to help create adequate, affordable, decent housing. The college chapter works with the affiliate to coordinate weekly work days that are either at a construction site or at the local ReStore.

HEAL is an environmental program. They work through direct action, progressive campaigns, and education on many issues such as mountain top removal, fair trade campaigns, and reducing the campus’ energy use.

Hispanic Outreach Project works to build bridges between the Spanish-speaking and English-speaking communities in Madison County. Students in Spanish service-learning courses, along with other student volunteers, offer programs including English as a Second Language (ESL) tutoring for adults and children, Spanish classes for children and adults, translation and interpretation services, and Café Español, a weekly opportunity for students and community members to develop Spanish-speaking skills together.

One-on-One Tutoring matches college students with children of all ages to help them in whatever area of study they may need. Volunteers are matched with students based on interests and what subjects they feel comfortable tutoring. The volunteers serve not only as tutors, but also as mentors to the tutees.

People Who Care works on a variety of programs throughout the year. They run the Micah 6 program, which provides transportation to the elderly for grocery shopping, doctor’s appointments, and other errands. They also work on issues such as HIV/AIDS awareness, sustainability, child abuse awareness, and women’s health issues.

Service-Learning Associates assist the Service-Learning (SL) Coordinator in orienting students taking SL classes, preparing SL materials, organizing the SL Course Expo held each term, and representing the SL Program on campus.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) - Berea College, in partnership with several eastern Kentucky school systems, is the recipient of a GEAR UP Partnership Grant. GEAR UP provides many different services to the school systems, from tutoring to after school programs. College students are needed during the academic year and during the summer to mentor and/or tutor middle school students. Both labor positions and volunteer opportunities are available.

TRIO - Berea College sponsors three TRIO programs: Educational Talent Search, Upward Bound, and the Carter G. Woodson Math and Science Institute. These programs serve primarily low-income Appalachian middle school and/or high school students. TRIO programs provide students with activities designed to introduce them to college life, nourish their academic interests, motivate them to achieve far beyond their expectations, and support their belief in themselves and their abilities. Seven student labor positions are available in the academic year and twenty positions in the summer; internships are also encouraged.



Berea Community Food Bank- The Food Bank, coordinated by Berea Faith Community Outreach, Inc. (BFCO) provides food to local families in need. BFCO also oversees BUURR (Bereans United for Utility and Rent Relief), assisting families with rent and utility bills. There are labor positions and many volunteer opportunities to work with the Food Bank.

Save the Children- Save the Children's Appalachian field office is located in Berea. This office coordinates the adult sponsorship of children across Appalachia. Students work with the professional staff to make sure the sponsorship activities over the course of the year run smoothly.

Berea Community School- The Berea Community School has both labor positions and volunteer opportunities. This local school system provides opportunities for Berea College students to work with the Family Resource Center, GEAR-UP partnership, individualized tutoring and assisting teachers in the classroom.

MACED- The Mountain Association for Community Economic Development has opportunities for students interested in economic development. Students in these labor positions work with professional staff on various projects.

KFTC-Kentuckians for the Commonwealth is a statewide citizens' social justice organization working for a new balance of power and a just society. The Madison County Chapter encourages student participation and offers a labor position.

KEF – Kentucky Environmental Foundation works locally to dispose safely of chemical weapons at the Bluegrass Army Depot in Richmond and nationally as part of the Chemical Weapons Resource Group, as well as working on improving all aspects of the environment. A labor position is offered, as well as volunteer opportunities.

Participating Bonner Scholars Schools

Allegheny College	Pennsylvania
Antioch College	Ohio
Berea College	Kentucky
Berry College	Georgia
Carson-Newman College	Tennessee
Centre College	Kentucky
College of the Ozarks	Missouri
Concord College	West Virginia
Davidson College	North Carolina
DePauw University	Indiana
Earlham College	Indiana
Emory & Henry College	Virginia
Ferrum College	Virginia
Guilford College	North Carolina
Hood College	Maryland
Mars Hill College	North Carolina
Maryville College	Tennessee
Morehouse College	Georgia
Oberlin College	Ohio
Rhodes College	Tennessee
Spelman College	Georgia
Union College	Kentucky
University of Richmond	Virginia
WarrenWilson	North Carolina
Waynesburg College	Pennsylvania
W. Va. Wesleyan College	West Virginia
Wofford College	South Carolina

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