

Students Engaged in Rebuilding America

**A Toolkit for Organizing Group Service Trips
to the Gulf Coast To Help Communities
Recover From the Hurricanes of 2005**



Revised and expanded August 2006

Students Engaged in Rebuilding America

A Toolkit for Organizing Group Service Trips to the Gulf Coast To Help Communities Recover From the Hurricanes of 2005



Revised and expanded August 2006



The National Crime Prevention Council's primary mission is to enable people to create safer and more caring communities by addressing the causes of crime and violence and reducing the opportunities for crime to occur.

This material is based upon work supported by the Corporation for National and Community Service under Grant No. 02CADC0018. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of, or a position that is endorsed by, the Corporation or the AmeriCorps program.

Contents

Introduction 2

Before You Go: Important Points To Consider 3

Critical Areas of Need Where Students Can Have an Impact. 5

Choosing a Project and Sponsoring Organization 7

Selecting, Training, Preparing, and Providing
for Members of Your Group 9

Making Travel and Lodging Arrangements 11

Things to Bring on Your Gulf Coast Service Trip 12

Reporting Accomplishments 13

Utilizing Federal Work-Study for Summer Service Projects
in the Gulf Region. 15

Appendices. 17

Introduction

On August 29, 2005, Hurricane Katrina slammed into the Gulf Coast region of the United States. Katrina's wrath was felt in southern Alabama, Mississippi, and Louisiana, but was particularly intense in New Orleans. The greatest damage to that city came after Katrina had moved through, with levees giving way causing major flooding. Hurricane Rita, which followed Katrina by just four weeks, reopened levees and inflicted new damage on southwestern Louisiana and southeastern Texas. Now, many months later, experts agree that full recovery from the storms will take years.

America's Response

Response to this disaster from the American people has been unprecedented. As relief organizations began moving into the Gulf Coast area, individuals across the country opened their hearts, homes, and wallets to help the storms' victims. Communities, organizations, churches, and individuals collected food, equipment, and supplies and sent them south by the truckloads. Many volunteers, on their own and deployed by the American Red Cross and other disaster agencies, poured into the Gulf area to help the recovery.

Universities responded by offering displaced students and faculty enrollment and jobs on their campuses, often waiving fees and requirements. Student organizations initiated fundraisers and assembled books, supplies, clothing, and other necessities, and in some cases delivered them personally to people who were suffering. In areas that were housing Katrina evacuees, college students volunteered in shelters, schools, and community centers. Then they turned their sights on helping the Gulf Coast recovery by organizing teams to go to the region to aid in the long-term process of rebuilding.

From the fall semester on, colleges across the country have sent groups of students, faculty, and staff to the region. The crescendo of student involvement has grown steadily, with hundreds of groups arriving in the Gulf area, ready to help with the recovery. The groups represented all

types of institutions, and myriad organizations and interests: faith-based, student government, fraternity and sorority, student leadership, service learning, law students, medical students, vocational, and major-specific—all coming with the desire to make a difference in the lives of residents who had suffered this horrific calamity. Many institutions and organizations have made long-term commitments to hurricane-related service in the Gulf and intend to sponsor summer trips and alternative break opportunities for students for many years.

This Toolkit

The Corporation for National and Community Service has developed this toolkit to help university students and staff prepare for group trips to help rebuild the devastated areas of the Gulf Coast region. Besides providing practical information, the toolkit is designed to help campus organizers think through important elements of the travel and work experience: choosing the best sites and sponsoring organizations that fit the goals and needs of the group; orienting group members for the work trip, including training and education; and providing opportunities for individual and group reflection. Advanced planning can make service even more meaningful—perhaps life-changing. Not surprisingly, these factors are basic to the best practices of service learning and the programs of the Corporation for National Service.

This toolkit relies heavily on the materials and experiences of Break Away, the Alternative Break Connection. Other resources include the National Service Learning Clearinghouse, the National Crime Prevention Council, Learn and Serve America, Louisiana Campus Compact, Tulane University, and students and trip leaders who have served in the Gulf Coast.

Marsha Nye Adler, P.h.D.

Before You Go: Important Points To Consider

It is important that volunteer groups have an assigned role with a recognized organization or agency before traveling to the Gulf Coast region to help in disaster relief.

The continued difficult conditions in states affected by Hurricanes Katrina and Rita are likely to make your volunteers' experience challenging and demanding. It is important, therefore, that you consider all aspects of your trip so that you maintain your own—and others participants'—personal health and safety.

In the beginning, several volunteer groups including the American Red Cross (www.redcross.org) were involved in an immediate coordinated volunteer response effort. Those efforts were coordinated through the National Voluntary Organizations Active in Disaster (NVOAD), as well as through FEMA's Voluntary Agency Liaison. The Red Cross continues to recruit and train new volunteers who are willing to travel to disaster areas for specific short-term assignments or who can assist in local operations. Over the months, other organizations have created a presence in the region, and local and regional relief and reconstruction agencies have established projects that manage, deploy, house, and feed volunteer groups.

Be prepared for challenging conditions:

- Lodging: sleeping in shelters, churches, campgrounds, and other group situations will be common.
- Power and electricity are still out in many areas of New Orleans and the Gulf area, compromising refrigeration and air conditioning.
- Water supplies for drinking are returning, but bottled water is needed in many areas.
- Fresh food is returning, but special dietary needs may be difficult to meet.
- Access to medical care may be limited.
- Weather, especially in the summer and fall,

will be hot and humid, with swarms of mosquitoes and other biting insects.

- Emotional stress may still be high, working conditions sometimes difficult.
- Travel to work assignments may involve long distances; public transportation options are limited, but improving.

Health and Safety Issues

The Centers for Disease Control (CDC) cautions volunteers that health and safety are critical issues to be aware of in the hurricane restoration and rebuilding.

The CDC website has important health and safety information that volunteers should consider before traveling to the Gulf Coast. These include:

- What you should know about vaccines and immunizations: Some host organizations may require immunizations, and we recommend that you have up-to-date tetanus, influenza and Hepatitis A vaccinations.
- How to protect yourself against illness and injury: Tips and reminders about preventing carbon monoxide poisoning, animal and insect bites, infections, etc.
- How to keep food and water safe.
- Mental health resources for coping with disasters: General strategies for promoting mental health and resilience based on experiences in prior disasters.

Risk Management and Insurance

Safety is a major concern for those who are taking groups to help with hurricane relief. It is important that trip leaders and your institution are aware of liability in the event that injuries or mishaps occur. Make sure to contact risk management experts on your campus or with your organization who can guide you in making decisions about the trip.

It may be necessary to purchase insurance for the members of the group who are traveling to and working in the Gulf. Insurance agents in your locality may be able to provide coverage for your trip at a reasonable price. You may want to include a share of insurance expenses in the students' costs for the trip.

Remember: Having insurance does not replace caution and common sense. Constantly challenge yourself and others to be safe while traveling to, and serving, in the disaster area.

Critical Areas of Need Where Students Can Have an Impact

Restoring and rebuilding towns, neighborhoods, and lives following Hurricane Katrina will take many months. Identifying needs in these areas and matching your group's skills with those needs will be essential to the success of your effort.

In determining the focus of your group's efforts in the Gulf Coast, here are a number of service projects to consider:

Restoration: Student groups can be helpful in restoring community centers, libraries, schools, and other public buildings. Under the guidance of restoration experts, for example, student organizations can clean up, paint, and replace ruined gardens, furniture, rooms, and books. Many groups have been engaged in cleaning mold, disposing of families' belongings, removing sheet rock, and preparing houses for restoration, roofing, and clearing downed trees. Other service has involved building and rebuilding homes and public structures. *(Suggested skills: Ability to lift and move heavy objects, some ability to use tools and climb ladders)*

Distributing supplies: While in the Gulf Coast area, groups can join members of the local community in distributing food donations and supplies to people in hard-hit neighborhoods. *(Suggested skills: Ability to lift and move heavy objects, organizational skills)*

Tutoring: Many students in the Gulf Coast area have lost precious days and months of learning while schools were closed. Few schools in New Orleans and in other hard-hit locations have reopened, and schools in other areas are challenged by lack of teachers, books, and educational materials. Group members can help students with reading, math, or other subjects, or help provide recreation and afterschool activities. Students affected by Hurricane Katrina still may be dealing with fear and loss. Older volunteers can help these children to talk about their experiences and express their feelings. *(Suggested skills: Tutoring or mentoring experience, empathy, and listening skills)*

Healthcare: The Gulf area is still suffering the damaging effects of Hurricane Katrina caused by destruction of clinics, limitations on health resources, and the continued lack of medication, sanitation, and other health supports. Members of student groups can help with health screening and referring residents to clinics for medical treatment. *(Suggested skills: Basic first aid training, some healthcare training, listening skills, organizational skills)*

Housing: In recent months, many student groups have gutted houses in preparation for others who will help families restore their homes. This is grueling, but according to trip leaders, rewarding work. As time goes on, volunteers will be able to help residents who are living in shelters, trailers, or other quarters to move back to restored or newly available housing. Providing service, comfort, and aid to those residents can fill a critical community need. Elderly residents who have endured the loss of their homes and possessions need special attention but may be overlooked. Even displaced pets in shelters may benefit from your attention. *(Suggested skills: Basic first aid, organizational skills, some counseling training, empathy and listening skills; prior work with animals)*

Testing for water quality and other environmental effects: Salinity, toxic chemicals, and waste have affected the environmental quality in urban places and in beachfront and coastal areas. The richly dense plant and animal habitat may have been altered significantly. Testing, recording, observing, and helping reverse the environmental effects of the storms can be critical to restoring and creating ecosystems to support plants, wildlife and coastline. *(Suggested skills: Basic biology laboratory work, ability to observe and keep clear records, ability to work in teams, experience using testing equipment, ability to move and lift heavy equipment)*

Pre-trip service: While the service trip is the group's central focus, you may want to include a pre-trip service activity. The service can include fundraising or collecting monetary donations that will go to the community you will serve. Whatever

the service, the experience of working together can be valuable in creating a positive group dynamic that will carry over to your Gulf Coast service project.

Choosing a Project and Sponsoring Organization

Finding a service site for your group's trip can be challenging, but in the months following the hurricanes, national relief agencies, their local chapters, and other institutions have become well organized. Many have developed consistent projects for volunteers. Nevertheless, you will want to match your group's needs and abilities with the work that group members will be engaged in.

Questions to ask about the organization and the relief work:

- Nature of the proposed project: What tasks will be available?
- What might be completed in a week: How does group fit into the project?
- What sorts of facilities/living/meal arrangements are available, e.g., group housed together, with community members, camping in a park or facility, primitive camping?
- How many students can be accommodated for living arrangements and for volunteer purposes?
- What skills are required/useful?
- What tools or protection will participants need? Who will supply them? (If your institution will need to supply the tools, such as shovels or hammers, or protection, such as hard hats, safety glasses or mold respirators, you will need to factor these into your planning and expenses.)
- What training should the groups members complete before arriving at the site?
- Is there a possibility for cultural/informational exchanges on issues involved at the site?

- Will a supervisor or consultant be available?
- Does the organization have experience working with students or a group program?
- Will community people work alongside the group team?
- What potential problems might there be?

You will need to develop criteria for choosing one site over another. Here are some important questions to consider when choosing the site for your project.

- Does the site match your group's goals? For example, if your group is focused on service to children and youth, does the location give your group this opportunity?
- Will the site supply your group's individual needs? How important is location? Are there certain issues around which the service should be organized (environment, social, health care)?
- Does your project fit with the host site's needs? Can your group provide the service that will help the community being served? If your group consists of medical students, for example, will healthcare be what the community needs at the time of the trip?
- Finally, are conditions at the site compatible with the group's expectations and ability to endure hardships?

See Appendices A-E for national, regional, and community partners in the Gulf states that support volunteer groups and provide opportunities for donations.

INFORMATION CHECKLIST FOR GULF COAST VOLUNTEER GROUPS

Use this form to record information about the project and agency or organization for which you propose to volunteer.

Contact date _____ Follow-up _____

Organization name _____ Address _____ Phone _____

Contact name _____ Title _____ Phone _____

Email _____

Agency or organization description:

- Grassroots Religious Federal/state/local government National/regional nonprofit Other

Project description: _____

Team size _____ Group or individual _____

- Physical labor Social services Educational Advocacy Logistics Other

Special needs or preparation necessary for group members: _____

Immunizations required _____

Tools or equipment required _____

Accommodations (check one): Group housing Community/family placement Camping Other Cost _____

Food (check one): Food/meals provided Group provides/prepares food Cost _____

Projected costs:

Student contribution _____ Transportation _____ Lodging _____ Food _____ Other _____

Ability of agency to handle volunteer group size: (circle one) 1-5 6-1 10-15 16-19 20 or more

- Community living conditions: Massive destruction, minimal services, rebuilding beginning, little community restoration
 Some destruction, services returning, rebuilding under way, community restoration ongoing
 Some destruction, community rebuilding nearing finish, community restoration nearly complete
 Utilities and communication services fully restored

Resources of agency (financial ability to help with travel, housing, food, meals, supplies):

- Educational opportunities: Contact with local population, schools, colleges, culture
 Educational speakers and resources
 Tours, observation, orientation

Recreational opportunities: Access to hiking, parks, entertainment

Local transportation: Type _____ Availability _____

Requirements of agency: Agency provides _____ Need coverage by university/college _____

Access to medical facilities: Type _____ Availability _____

Liability and risk coverage: Agency provides _____ Need coverage by university/college _____

Emergency communications access: Type _____ Availability _____

Closest commercial airport: _____

Selecting, Training, Preparing, and Providing for Members of Your Group

Many people may be eager to join your trip to serve the communities and people of the Gulf region. However, the challenging conditions your group may encounter in the devastated area and the nature of the projects you will be carrying out mean that you should be careful in selecting the members of the group. You may want to institute an application process to help gauge individuals' experience, commitment, and understanding of the project. A good application will inform people about your program and force them to contemplate their motivations for going on the trip and the challenges they might face.

Before you can ask questions of your prospective participants, you should supply them with some basic information.

- Brief statement of program philosophy
- List of the site(s) and description of the work and challenges
- List of costs for participants, what costs will cover, obligations to help with fundraising (if any)
- Number of participants in each group
- Requirements: orientation, post-trip responsibilities, or other expectations
- Interviews or meetings that will be part of the application process

Some sample questions that may help probe motivations and lead applicants to consider the challenges of the project:

1. What do you hope the group can accomplish in one week? What qualities and skills do you possess that would help members of the group to achieve this goal?
2. Why do you want to go to the Gulf Coast region on this service project?
3. What has been your best experience in service? Please explain and tell why this experience affected you the way it did.

4. You are assigned to work in a neighborhood that is badly damaged, yet seems salvageable with the help of your group. Some of the residents, however, seem ungrateful for your help and maybe even hostile to your team's efforts. How would that make you feel? What do you think you should do?

Reviewing the Applications

Before reviewing the applications, you should determine the criteria for selecting members of the team. There are many issues involved in setting selection standards. For example, should cultural, ethnic, or religious backgrounds play a role? Should you adjust the numbers so that you get a fairly even male/female ratio? Do people who have the ability to pay the full cost of the trip get first choice? Do you choose only graduate students or juniors and seniors as members or include representatives of all education levels? Do you want the group to represent a certain range of majors?

It may be necessary to conduct interviews to help make the final choices of team members. Be careful to keep the goals of the project and the selection criteria in mind in conducting the interviews and making the final selections.

Determining Skills, Experience, or Training Needed for Volunteers

Host organizations in the Gulf Coast area will have their own procedures for determining how your group's particular skills might apply to their volunteer opportunities. Make sure that you have understood clearly the expected skill levels that are needed for your group's assignments.

Training

If members of your group do not have the right (or best) experience to be effective volunteers for particular assignments in the Gulf region, they may be able to get training in advance of the trip. Many organizations, including the Red Cross, will provide training before you go. (Contact your

local chapter of the Red Cross, Salvation Army, or Habitat for Humanity for training opportunities.) You may also look to faculty or other experts who can provide specialized training if it is needed.

Preparing Members for the Service Trip

Once the members of the group are chosen, you should prepare them for their service. The preparation can include an orientation, background reading, group discussions, and other specialized training that will help give them confidence and understanding of the context and the current situation in the disaster area. You might want to include information about what to expect in terms of travel, accommodations, food and other arrangements, and a realistic picture of the living conditions they will face. Students who have returned from the region may be able to give group members a “reality check” and answer questions. The orientation can include team-building activities meant to foster a positive group dynamic and present the philosophy and concepts of service learning and civic engagement. Use the Internet to gather background information about the storm’s destruction and the area’s current conditions. The *New Orleans Times Picayune’s* website (www.nola.com) provides excellent information about current conditions and reports of progress of the recovery and rebuilding.

Providing for Group Members

Because of the nature of Gulf Coast service, institutions may need to provide significant support for their groups. These may include the following:

Identification: Badges, nametags, shirts, hats, or other means to identify your group members and let the community know who they are.

Tools and safety equipment: Depending on the work assignment, shovels, rakes, mops, crow-bars, plastic bags, hammers, trowels, water testing devices, ladders, paint brushes. For gutting houses, the following equipment is recommended: Tyvek suit (one per day); respirator mask (purchase the “real” respirator mask with filters); chemical heavy duty rubber gloves; goggles; ear plugs; work gloves; hard hat; latex gloves (all available at home improvement stores); and steel toe or rubber work boots.

First aid and health supplies: Rags, bandages, antibacterial soap, over-the-counter anti-diarrhea medication, and antiseptic.

Meal and food provisions: Cook stoves, propane, charcoal, matches, ice chests, lanterns, and kitchen implements.

Supervision by trained staff and faculty: Certified first aid providers, trained adult disaster volunteers, experienced tool and equipment supervisor, experienced truck and van drivers, and seasoned team leaders.

Adapted with permission from “Organizing an Alternative Spring Break,” Break Away, the Alternative Break Connection, Inc. www.alternativebreak.org

Making Travel and Lodging Arrangements

Here are some tips for making travel and lodging arrangements for your group:

If you are volunteering on an American Red Cross relief project, the Red Cross may help pay for transportation, lodging, and food for your trip. Check with your local Red Cross chapter for information.

If you are traveling in cars or vans, you may be able to get special rates on rentals for the trip. Check with individual vehicle rental agencies and online travel companies. Many trip leaders have complained that van and car rentals have been very expensive, especially if they are rented in the affected areas. Taxis, especially in New Orleans, are very expensive. Most car rental agencies require that drivers be over 25; make sure you have drivers who are old enough to take the wheel.

Many colleges and universities have vans and buses. Check with campus officials to see if they can be made available for your trip.

Craigslist, the online resource, continues to have a section relating to Hurricane Katrina (www.neworleans.craigslist.org). This website offers information on ridesharing to major cities in the Gulf Coast region and housing information.

Your contacts in the Gulf Coast may be able to provide or suggest lodging. The lodging may turn out to be in campgrounds, group quarters, shelters, or family homes. Make sure to have lodging plans arranged before you leave.

Things to Bring on Your Gulf Coast Service Trip

You should pack as lightly as possible because you won't have much room to store your possessions. Bring only one suitcase or duffel bag and only a small carry-on bag or backpack, if necessary. Plan to wear layers of clothing as the weather may vary.

Necessities:

- Good sleeping bag
- Sturdy work shoes/boots
- Good work gloves (leather)
- Socks/underwear/thermal underwear
- Jeans/work pants
- T-shirts/long-sleeved shirts
- Sweater/sweat shirt
- Light jacket
- Rain gear/poncho
- Towel/washcloth
- Soap/toothpaste/shampoo/razor/ etc.
- Eating/cooking utensils
- Prescribed medications
- Plastic “zipper” bags
- Watch
- Credit card, ATM card, cash, driver's license
- Antibacterial Hand Gel/Wipes

Suggested items:

- Sleeping pad
- Hat/bandana
- Cards/games/small musical instruments
- Sunglasses/extra glasses/extra contacts/wetting solution
- Small mirror
- Lip balm/sunblock/heavy duty bug repellent/antibacterial hand soap
- Flashlight/batteries
- Camera and film
- Notebook/pen/pencil
- Immunizations recommended: Tetanus, influenza, and Hepatitis A

Don't bring anything you would be devastated to lose—jewelry, keepsakes, electronic equipment, etc.

Adapted with permission from “Organizing an Alternative Spring Break,” Break Away, The Alternative Break Connection, Inc., www.alternativebreaks.org

Reporting Accomplishments

Service trips are challenging, educational, and potentially intense experiences since they place students and other groups of volunteers in unfamiliar surroundings, in different cultures, and in close proximity with people different from themselves. At the same time, volunteer groups are committed to improving the lives of those affected by the hurricane, to helping rebuild the communities where they serve, and to preserving the culture, history, and environment of the region.

It is useful, then, that students and other groups create a record of their observations and accomplishments—both as individuals and as the team.

Reflection

Individual accomplishments can be chronicled through group reflection and through journals that members keep during the service trip.

Group reflection can be conducted during the evening, at a meal, or at other times during the day. It does not have to be formal, but it should be held in a place where the group can sit together in a way that all members of the group can see each other. There are many approaches and methods. Generally, though, reflection can begin with check-in and reports from group members on thoughts or ideas they had during their service, or in personal, educational, or cultural interactions.

A good way to structure the reflection is to concentrate on “the what”—what happened that day; the “so what”—the difference the experience made to individuals; and the “now what”—taking lessons learned from the experience and reapplying them to other situations and the larger picture. Reflections also can be one-on-one discussions with the trip leader(s), faculty, or staff. A number of groups have conducted follow-up reflections after returning home and before classes, jobs, and other activities begin to fade the memory of the service. Other groups continue to meet informally, and in some cases, they have planned and carried out repeated service trips to the Gulf region.

Journals or written diaries can help volunteers

record daily impressions, interactions and accomplishments. Later, they can help individuals process the experience, and they can become the basis of further writing, class papers, or discussions spurred by the service. One project collected written reflections and sent them back to the contributors two months after their service to remind them of their experiences and help renew their commitment to further service.

Members of group trips also can record their experiences, impressions, revelations, and recommendations by using blogs or other electronic means. Photographic records are particularly illuminating and can be used later to illustrate projects or presentations. Video recordings also can document the group’s work and help make effective presentations, recruit participants for subsequent service trips to the Gulf, and contribute to evidence of the institution’s civic engagement commitment.

Data

An important task is to gather information to report the group’s accomplishments, such as:

Data about the area

- Population before and after Katrina
- Demographic information
- Size of the town
- Economic base
- Estimated hurricane damage to the area
- Overseeing and cooperating organizations
- Other historic or cultural information

Statistical information

- Number of hours of service
- Types of service
- Number of people directly benefited
- Number of houses gutted/ buildings painted, meals served, etc.
- Number of student participants

Records of your service

- Photographs, videos

- News accounts
- Interviews
- Testimonials

Other useful information includes contact information for individuals who have led, supervised, or been involved with the project (for follow-up, connecting other groups from your institution, or thank-you letters).

Make use of information when you return:

- Publicize your service on campus, in the community, and in the press.
- Celebrate your group's work and encourage others to join a future service trip.
- Reach out to local foundations, corporations, and organization to support continued involvement.
- Publish a record of your service, with reflections, pictures, videos, and testimonials.

President's Higher Education Community Service Honor Roll

On July 31, 2006, the Corporation for National and Community Service announced the President's Higher Education Community Service Honor Roll, an annual award for all colleges and universities whose students have made meaningful contribu-

tions to community service. The program is designed to recognize the commitment to community service by institutions of higher education, including the level of student engagement as well as institutional support, such as service-learning courses, community service coordinating offices, and exemplary service projects. In its first year, the program will place a special emphasis on volunteer service performed by college students in the wake of the 2005 hurricanes. The deadline for this year's applications is September 15, 2006, and Honor Roll members and Presidential Award winners will be announced at the Campus Compact 20th Anniversary celebration on October 17. Your group's service in the Gulf Region can be recognized if your college or university applies. Information about and application for the Honor Roll can be found at: www.nationalservice.gov/honorroll.

Adapted with permission from "Organizing an Alternative Spring Break," Break Away, The Alternative Break Connection, Inc., www.alternativebreak.org.

Utilizing Federal Work-Study for Summer Service Projects in the Gulf Region

Many students would like to participate in hurricane recovery projects during the summer, and those opportunities certainly will be available. Some students, however, need to work full-time during the summer to contribute to their college tuition and expenses for the following year. Federal Work-Study (FWS) funds may be available from higher education institutions for eligible students employed in full-time work in the summer. Only a few colleges currently offer organized FWS summer programs, but individual students on willing campuses may be able to make arrangements for full-time FWS work.

How Students May be Able to Utilize Federal Work-Study for Summer Work in the Gulf Region

In order for students to utilize Federal Work-Study funds for service work, they need to be eligible for this type of financial aid, which is based on need. The financial aid office at the student's institution determines the mix of loans, grants, and part-time work-study that is available for each student, and it sets the size of the FWS award in a contract with the student. Once eligible, the student, often aided by the financial aid office, seeks work in the types of jobs specified by FWS regulations.

Individual institutions determine their own pay scales for FWS jobs, and they set their own administrative structures, reporting, and schedules. Many institutions do not include a regular summer schedule for FWS jobs, but there is no federal rule that prohibits summer work or service for FWS students, and there is no rule that prohibits full-time summer work or service (even though the program is generally thought to be for part-time work).

Well in advance of a summer service opportunity, a student should approach a counselor in the financial aid or student employment office for consideration of the request. This is an important step, since the financial aid office will need time to process the FWS funds, create and execute contracts with community agencies, and initiate

other payroll mechanisms before the service begins. Using the benefits listed below, the student can make the best argument for why the request should be granted, including, if applicable, the importance of the summer service experience to the student's major, career, or completion of an academic program. The student also may want to enlist faculty members or community service learning staff as supporters.

Once the student's eligibility is confirmed and the financial aid office staff has agreed to the summer placement, the student will be able to contact a community agency and obtain a commitment for employment.

It may be helpful for the financial aid office personnel to review and adapt the materials that Stanford University has offered to other colleges for their use in administering an FWS Summer Service program. (For information on Stanford's Summer of Service program, go to http://haas.stanford.edu/files/Docs/CSWS_CommO rgs_Sum06-10.doc.)

Student Benefits

- Through full-time summer service work in communities of need, students are more able to see directly the impact of their work, feel wholly invested in the service, and learn more substantively from the service organization's staff and clients.
- For students who are carrying heavy academic loads or need to concentrate their attention on their studies, summer service work in the Gulf region will allow FWS-eligible students to combine their desire to help Gulf communities recover from the storms of 2005, without compromising their attention on their academic purposes and goals during the term.
- Summer opportunities can enrich students' learning experience by allowing them to work in settings where they are vitally needed. Students also can work in a unique

cultural and economic region that gives them experience and understanding beyond what they could ever have attained in ordinary summer jobs.

Advantages for Nonprofit Organizations and Government Agencies

- Nonprofit and grassroots organizations and governments in the Gulf region will benefit from the opportunity to add additional full-time staff over a sustained period of time. One full-time student for a concentrated period over the summer can provide much needed continuity for many agencies that support or rely on volunteers. For others, having a fulltime student employee may allow organizations to maintain their service levels during times when staff members are on vacation.
- Depending on the matching arrangements, the payroll costs for nonprofits and government agencies to get help from FWS summer service students can be minimal. Stanford University, for example, charges the receiving organization only 10 percent of students' wages and the university pays the rest. In addition the university is able to pay the student's salary and does not bill the agency for its portion of the salary until the end of the student's summer service, so there is only one transaction (and no payroll problems) for the agency.

Benefits for Higher Education Institutions

- While institutions are required to allocate a minimum of 7 percent of FWS funds to community service, many colleges and universities contribute far more. The average allocation in 2004–2005 was 16 percent. More than 100 colleges in California alone allocate more than 20 percent of FWS funds to community service. For institutions seeking to raise their contributions, including a summer option for student service can present a golden opportunity to make significant gains.
- For federal financial aid purposes, the fiscal year ends on June 30. Many colleges come to the end of their spring terms with FWS funds left over and may have to turn them back. (Turning funds back is not desirable, since it may mean that subsequent allocations to that institution may be cut back.) Financial aid offices may find that allowing full-time summer service in the Gulf is an excellent way to expend leftover funds.
- Developing summer service opportunities for students to participate in Gulf Coast rebuilding helps continue the civic mission and reach of the university by helping provide direct service that fills critical needs.

Appendix A

A selected list of national organizations that can be sources of volunteer placement in the Gulf region:

American Red Cross: www.redcross.org/donate/volunteer/

Online introduction to Disaster Services Volunteering: www.redcross.org/flash/course01_v01/

Salvation Army: www.uss.salvationarmy.org/

America's Second Harvest: www.secondharvest.org/

Post-Katrina update: www.secondharvest.org/learn_about_hunger/katrina_rita_study.html

Habitat for Humanity: www.habitat.org/disaster/2005/katrina/default.aspx

USA Freedom Corps: www.usafreedomcorps.gov/for_volunteers/find_opps/index.asp

Hands On Network: www.handsonnetwork.org/hurricane-relief/

National Voluntary Organizations Active in Disaster: www.nvoad.org/

Volunteer Match: www.volunteermatch.org/opportunities/hurricane.jsp

America's Promise: www.katrinaskidsusa.org/

Appendix B

Selected organizations in the Gulf Region that support volunteers serving in the Gulf Region:

Alabama:

Alabama-West Florida Conference, United Methodist Church, Hurricane Recovery Unit:

<http://www.awfumc.org/page.asp?PKValue=158>

Hands on USA: http://handsonusa.org/index.cfm?section=volunteer_info Selected

Triangle of Hope Ministries (Bogalusa, AL): www.trihope.homestead.com

Mississippi:

Christus Victor Lutheran Church (Ocean Springs, MS): www.christusvictordisasterresponse.org/

Community Collaborations (Waveland, MS): www.communitycollaborations.org/

Grassroots Volunteer Network (Biloxi, MS): www.grvn.org/get_involved.asp

Mississippi Conference of the United Methodist Church, Disaster Response Center:

www.mssite.brickriver.com/page.asp?PKValue=763

Presbytery of Mississippi: www.synodoflivingwaters.com/katrina

Common Ground Health Clinic: www.cghc.org/

New Orleans, LA:

Animal Rescue New Orleans: www.animalrescueneworleans.com

Desire Street Ministries: www.desirestreet.org/katrina/thelatest.php

Habitat for Humanity New Orleans: www.habitat-nola.org/volunteer/index.php; www.habitat-nola.org/projects/musicians_village.php; www.habitat-nola.org/projects/baptist_crossroads.php

Junior Achievement: www.jagno.org

Katrina Krewe: www.cleanno.org/volunteer.html

New Orleans ACORN: www.acorn.org/index.php?id=8219

NOLA Hurricane Fund: www.nolahurricanefund.org/

New Orleans Network: www.neworleansnetwork.org/

Rebuilding Together New Orleans: www.rtno.org; for rebuilding other sites in the Gulf, see www.rebuildingtogether.org/main-pages.php?page_id=main/affiliates/locate.php

Relief Spark: www.reliefspark.org/volunteer.html

Other Louisiana:

Bayou Liberty Relief: www.bayoulibertyrelief.org; niki@bayoulibertyrelief.org

Emergency Communities (St. Bernard Parish, LA): www.emergencycommunities.org/volunteer.htm

Habitat for Humanity (St. Bernard Parish, LA): www.habitat-nola.org/projects/st_bernard.php

Hilltop Rescue and Relief (Chalmette, LA): www.hilltoprescue.org/volunteer.html

Southern Mutual Help Association, Inc.:
www.southernmutualhelp.org/RuralRecoveryVolunteersFAQ.cfm

Louisiana United Methodist Disaster Recovery Ministry: www.laumcstormrelief.com/

Appendix C

Other organizations: Donate and volunteer for Gulf Coast hurricane relief:

The Beehive, One Economy Corp: <http://www.thebeehive.org/>, enter Katrina in search window

Katrina Information Network: <http://www.katrinaaction.org/realreliefnow>: Lists additional sources for donations and volunteer opportunities

Appendix D

Telephone contacts for organizations providing service and volunteer help to victims of Hurricanes Katrina and Rita:

ACORN 800-790-2290	Mercy Corps 888-256-1900
Adventist Community Services 800-381-7171	NAACP Disaster Relief Fund 866-996-2227
American Friends Service Committee 888-588-2372	Nazarene Disaster Response 888-256-5886
American Jewish Committee 212-751-4000	Network for Good 866-650-4636
America's Second Harvest 800-344-8070	Operation USA 323-658-8876
Catholic Charities, USA 800-919-9338	Presbyterian Disaster Assistance 800-872-3283
Christian Disaster Response 941-956-5183 or 941-551-9554	American Red Cross 800-435-7669
Christian Reformed World Relief Committee 800-848-5818	Salvation Army 800-SAL-ARMY (725-2769)
Church World Service 800-297-1516	Shefa Fund/Jewish Fund for Justice 215-483-4004, 212-213-2113
Convoy of Hope 417-823-8998	Southern Baptist Convention–Disaster Relief 800-462-8657, ext. 6440
Food Not Bombs 800-884-1136	Union for Reform Judaism/Jacob's Ladder 212-650-4140
Foundations for Recovery 877-387-6126	United Jewish Communities 877-277-2477
Global Exchange/Rebuild Green 415-310-9783	United Methodist Committee on Relief 800-554-8583
Humane Society 800-486-2631	Habitat for Humanity 504-861-2077
Lutheran Disaster Response 800-638-3522	
Mazon–Jewish Response for Hunger 310-442-0020	
Mennonite Disaster Service 717-859-2210	

Appendix E

Additional contacts in the Gulf region who can provide advice and coordination assistance for college and university groups:

Louisiana Campus Compact
www.selu.edu/Administration/President/lcc
Dr. Valerie Fields, Executive Director
vfields@selu.edu

Baton Rouge Community College
Stacia Hardy, Director of Student Programs and Resources
hardys@mybrcc.edu
John W. Tigue, Ph.D., Dean of Liberal Arts
tigue@mybrcc.edu

Bossier Parish Community College
www.bpcc.cc.la.us

Centenary College
www.centenary.edu/plan/
Dian Tooke Center for Extended Learning
dtooke@centenary.edu

Louisiana State University
Jan Shoemaker, Director jshoema@lsu.edu

Loyola University New Orleans
www.loyno.edu/~srlearn/
Dr. Carol Jeandron
cajeandr@loyno.edu

McNeese State University
Professor Joan Valle, Interim Director of Community Service Learning
337-475-5780
jvallee@mail.mcneese.edu

Southeastern Louisiana University
www2.selu.edu/servicelearning/
Catherine Martin
Service-Learning Initiatives Interim Coordinator
servicelearning@selu.edu

Southern University and A&AM College
www.subr.edu/academic/conted/servlearn.htm

Tulane University
Office of Service Learning
www.tulane.edu/~ServLrng
Vincent Ilustre, Director of Center for Public Service
vilustr@tulane.edu

Xavier University
Center for Student Leadership and Service
www.xula.edu/leadership-service/service-learning.html
Kim Reese, Assistant Dean of Students, Director for CSLS
kreese@xula.edu

Appendix F

Corporation for National & Community Service Learn and Serve America contacts in the Gulf Region

Sharonda Bristow
Program Officer
Learn and Serve Community-Based
Mississippi Commission for Volunteer Service
3825 Ridgewood Road, Suite 601
Jackson, MS 39211
601-432-6650
sbristow@ihl.state.ms.us

Sherry Coleman
Education Specialist
Learn and Serve Alabama
Alabama State Department of Education
PO Box 302101
50 North Ripley Street, Room 5348
Montgomery, AL 36130
334-242-8216
scoleman@ALSDE.edu

Ameera Crellin
Project Director
American Red Cross of Greater New York
Learning Through Service
150 Amsterdam Avenue
New York, NY 10023
518-457-9968
Ameera.crellin@semo.state.ny.us

Pamela Davis
Senior Program Officer
LSA School-Based Formula Program
Louisiana Department of Education
263 Third Street, Suite 610-B
Baton Rouge, LA
225-342-0280
pdavis@crt.state.la.us

Valerie Fields
Executive Director
Louisiana Campus Compact
Office of the President
SLU 10550
Hammond, LA 70402
985-549-2496

Gayle A Hilleke
Executive Director
Kentucky Campus Compact
Northern Kentucky University
Founders Hall 538
Nunn Drive
Highland Heights, KY 41099
859-572-7614

Charlotte Hurst
Service-Learning Coordinator
Office of Community Service
Dillard University
504-816-4841
charhurst@aol.com

Joan Liptrot
Executive Director
Institute for Global Education and Service-Learning
Youth Organized for Disaster Action
2222 Trenton Road
Levittown, PA 19056
215-945-8118
JLiptrot@comcast.net

Edwin Litolff
Associate Vice President
U.S. Hurricane Recovery and Response Through Service-Learning
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802
225-342-6950
elitolff@uls.state.la.us

Barbara Moely
Professor
Institutionalizing Service Learning: Empowering Stakeholders
Tulane University
7029 Freret Street
New Orleans, LA 70118
504-914-3322
moely@tulane.edu

Frednia Perkins
LSA Program Coordinator
LSA School-Based Formula Program
Mississippi Department of Education
PO Box 771
Jackson, MS 39205
601-359-2950
fperkins@mde.k12.ms.us

Vickie Reed
Lighthouse Partnership Coordinator
University of Southern Mississippi
Sponsored Program Administration
118 College Drive, #5157
Hattiesburg, MS 39406
601-266-6913
vickie.Reed@usm.edu

Kimberly Reese
Assistant Dean of Students
HBCU Service-Learning Consortium of Louisiana
Xavier University of Louisiana
1 Drexel Drive, PO Box 29A
New Orleans, LA 70125
504-520-5133
kreese@xula.edu

Cynthia Scherer
Vice President-Youth Outreach
Points of Light Foundation
Service-Learning Homeland Security
1400 Eye Street, NW, Suite 800
Washington, DC 20005
202-729-8113
cscherer@pointsoflight.org

Christy Venable
Serve DC, Executive Office of the Mayor
Learn and Serve Homeland Security Project
441 4th Street, NW, 1040S
Washington, DC 20001
202-727-7925
Christy.venable@dc.gov

Appendix G

Corporation for National & Community Service grantees

Alabama:

Alabama Campaign to Prevent Teen Pregnancy
Rebel Jackson
8161C Seaton Place
Montgomery, AL 36117
334-215-0406
acptp@bellsouth.net

Birmingham City Schools
Birmingham READS AmeriCorps
Tiffanie Crumbley
417 29th Street South, Room 101
Birmingham, AL 35233
205-231-7934/7935
tlcrumbley@bhamcityschools.org

Butler County Board of Education
AmeriCorps Instructional Support Team
Carol McArthur
215 Administrative Drive
Greenville, AL 36039
334-382-5199, ext. 1401/1402
Carol.mcarthur@butlerco.k12.al.us

Child Care Resource Center
Employers' Child Care Alliance
Carlyn Tucker-Simmons
3766 Pepperell Parkway
Opelika, AL 36801
334-749-0426
ctuckersimmons@cma.dhr.state.al.us

City of Selma
Digital Divide
Amos Moore
222 Broad Street
Selma, AL 36701
334-874-2409
digital1@wwisp.com

Community Service Program of West Alabama
Prisoner Re-Entry Initiative of West Alabama
Cynthia Burton
601 17th Street
Tuscaloosa, AL 35401
205-752-5429 x231
cburton@cspwal.com

Community Vocational Re-Entry Program
Samuel King
1305 6th Street, NW
Decatur, AL 35602
256-340-9865
Kingjameschool12@juno.com

Hope Place Family Resource Center
Vicki Fussell
212 St. Joseph Street
Brewton, AL 36426
251-867-7760
vfussell@aces.edu

Jubilee Christian Fellowship International
People in Transition
Roy Copeland
2155 County Road 65
Tuskegee, AL 36083
334-727-5833

LINC, Inc.
Tri-County AmeriCorps Planning Initiative
Robin Mackey
265 Rucker Street
Anniston, AL 36205
256-820-5911
rmackey@hiwaay.net

Mt. Calvary Baptist Church of Prichard
Faith in Action of Mt. Calvary–AmeriCorps Planning Initiative
Linda Gray
505 North Price Avenue
Prichard, AL 36610
251-456-2333
LKG9912312@aol.com

New Beginnings Foundation
Pathway to Freedom
Kenneth Brothers
6801 Old Creek Court
PO Box 241581
Montgomery, AL 36124
334-220-6519
NBF1@charter.net

Springboard Education Foundation
Home Instruction for Parents of Preschool Youngsters
Joanne Shum
515 South Court Street
Montgomery, AL 36104
334-269-3768
Joanne.Shum@mps.k12.al.us

University of Alabama at Birmingham
Tuscaloosa Academic School of Medicine
Strength in Numbers
Suzanne Muir
401 Beacon Parkway West
Birmingham, AL 35209
205-917-3780
smuir@uab.edu

University of Alabama at Birmingham
UAB AmeriCorps Program
Brenda Campbell
CIRC 160
1530 3rd Avenue South
Birmingham, AL 35294
205-975-6281
bcampbell@uab.edu

LOUISIANA:

City of Lake Charles
IMPACT of Lake Charles
Esther Vincent
326 Pujoe Street
PO Box 900
Lake Charles, LA 70601
337-491-1440
evincent@mail.city-lakecharles.org

East Baton Rouge Parish School System
SERVE! Baton Rouge
Trudy Bell
555 St. Tammany Street, Suite A
Baton Rouge, LA 70806
225-924-9009
trudyyb@yahoo.com

Habitat for Humanity of Greater Baton Rouge
Construction, Volunteer, ReStore/Recycling
Lynn Clark
4962 Florida Boulevard, Suite 409
Baton Rouge, LA 70806
225-927-6651
lynn@habitatbr.org
Jumpstart Louisiana
Andre Eaton
1050 South Jefferson Davis Parkway, Suite 237
New Orleans, LA 70125
andre.eaton@jstart.org

Louisiana Delta Service Corps AmeriCorps
Elizabeth Irvine
250 South Foster Drive
PO Box 64799
Baton Rouge, LA 70806
225-930-9949
birvine@ladeltacorps.org

Louisiana Department of Education
Louisiana HIPPIY Corps
Crystalyn Lee
1201 North 3rd Street
Baton Rouge, LA 70802
225-219-0404
crystalyn.lee@la.gov

North Baton Rouge Learning Center and Community Development Corporation
CEDA AmeriCorps
Antoinette Banks
1570 Curtis Street
Baton Rouge, LA 70807
202-708-0685
banksmpa@bellsouth.net

Shreveport Green
ShreveCORPS
Lee Jeter
3625 Southern Avenue
Shreveport, LA 71104
318-219-1888
sg@shreveportgreen.org

Southwest Louisiana AHEC
SWLAHEC AmeriCorps Health Corps
Angela Jouett
103 Independence Boulevard
Lafayette, LA 70506
337-989-0001
admin@swlahec.com

Summerbridge New Orleans at Isadore Newman School
Students Teaching Students
Ana Zorrilla
1903 Jefferson Avenue
New Orleans, LA 70115
504-269-6209
azorrilla@newmanschool.org
Teach for America-LA
Elizabeth Ryan
313 Carondelet Street, Eleventh Floor
New Orleans, LA 70130
800-832-1230

Trinity Christian Community
Youth Literacy and Leadership Development
Kevin Brown
PO Box 13665
New Orleans, LA 70185
515-294-8986
kevin@helphollygrove.com

University of Louisiana
UL Lafayette AmeriCorps Community Service Program
Judd Jeansonne
Martin Hall
104 University Circle
Lafayette, LA 70503
337-262-1360
judd@louisiana.edu
Mississippi:

Algebra Project, Inc.
AmeriCorps Math Literacy Workers
Yolanda Harris
Suite 6A
3565 Wheatley Street
Jackson, MS 39212
601-346-5995
yolandaaauac@yahoo.com

America Reads-Mississippi
Thomas Meredith
3825 Ridgewood Road, Suite 334
Jackson, MS 39211
601-432-6623
tmeredith@ihl.state.ms.us

Boys & Girls Club of the Gulf Coast
AmeriCorps Takes ACTION
Suzanne Reed
346 Beach Boulevard
Biloxi, MS 39530
903-657-3886
Center for Community Development
Delta State University
Delta Reads Partnership
Showen Herring
1417 College Street
Cleveland, MS 38732
662-846-4786
sherring@deltastate.edu

Corinth School District
Project FOCUS
Edward Childress
District Administration Office
1204 North Harper Road
Corinth, MS 38834
662-287-2425
kdavis@corinth.k12.ms.us

Housing Authority of the City of Meridian
AmeriCorps Rebuilds Mississippi
Louis Sutton
2003 23rd Avenue
Meridian, MS 39301
601-693-2800
lsutton@mississippihousing.net

Living Independence for Everyone, Inc.
Project LINC
Christy Dunaway
754 North President Street
Jackson, MS 39202
601-969-4009
lifeofms@aol.com

Lower Mississippi Delta Service Corps
Andrew Jones
207 North Street
Cleveland, MS 38732
702-891-9851
ajones@mosakgroup.com

Mississippi State University
Mississippi Early Literacy Corps
Cathy Grace
PO Box 6156
133 Etheredge Hall, Hardy Road
Mississippi State, MS 39301
662-325-4836
cgrace@colled.ms.state.edu