



UNIVERSITY OF ARIZONA

Graduate College

Peace Corps Coverdell Fellows

Report on Civic Engagement, Community Service, Social Accounting and Economic Impact: 2000-2015



April 28, 2015

Peace Corps Coverdell Fellows at the University of Arizona:

In 2000 the University of Arizona invited four returned Peace Corps Volunteers to bring service home as graduate students working in the community to benefit an underserved community. Although, Peace Corps Fellows U.S.A. was not formally approved until 2002, it was really the beginning of a program that created significant scholarly engagement in the community. In fifteen years our program has grown from six to 28 academic programs in ten colleges, from four community partners to more than 150, and from four fellows to 321. The hours of research, program development, evaluation, and capacity building have steadily increased in 15 years of 'Bringing Service Home.' The program has benefited the UA and Arizona in ways which are, literally, countless. However, as you will see in this report, Peace Corps Coverdell Fellows program has also brought tremendous economic value to southern Arizona.

Fifteen years ago, we wondered how to structure a program in the university to achieve our goal and the goal of the Peace Corps Coverdell Fellows to "make a difference by benefiting underserved communities." Through internships, assistantships, volunteer efforts, and even AmeriCorps, it has happened. On average each Fellow has labored 900 hours or more to accomplish this. While the number of volunteer hours is impressive, we equally appreciate the subtlety and grace with which the Fellows integrate their volunteer work with their academic life. Although we can measure the value of the Fellows' volunteer work, we cannot measure the benefit that their patience, humor, and enthusiasm brings to the community.

The Fellows make a difference in the academic arena, bringing cultural diversity and awareness to the classroom and to the community, garnering academic accolades, and taking on leadership positions in their academic programs and in the community. They have created a marvelous community and worldwide network of Fellows and friends. Peace Corps Fellows enjoy life!

As the Fellows have graduated, many have remained in southern Arizona. Others have set out for major cities, some small town, and developing countries around the world. From our offices in the UA Graduate College, we have found that the Fellows provide an extraordinary window on what is possible.

Many thanks to my colleague and friend, Patsy Kraeger, for encouraging us to tell this story, and for her willingness to prepare this report!

Serve on!

Georgia Ehlers

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INTRODUCTION:

When he visited America in 1831, French philosopher Alexis de Tocqueville was impressed with the way Americans from all walks of life gathered together in associations. Tocqueville declared in *Democracy in America* that these associations were indispensable to a functional democracy and that the knowledge of how to work together was the “mother of all forms of knowledge” in a democratic country. We have long known that civic engagement strengthens democratic systems. Returned Peace Corps Volunteers (RPCVs) understand the power of coming together for community good is about building social capital. “*We must learn to view the world through a social capital lens,*” said Lew Feldstein of the New Hampshire Charitable Foundation and co-chair of the Saguaro Seminar. “*We need to look at front porches as crime fighting tools, treat picnics as public health efforts and see choral groups as occasions of democracy. We will become a better place when assessing social capital impact becomes a standard part of decision-making.*”¹

In this snapshot report, we look at how the civic engagement and community service of Returned Peace Corps Volunteers builds social capital, strengthens the local communities and their economies by adding human capital resources for social capacity in Pima, Cochise, Pinal, Santa Cruz and Yuma Counties through the University of Arizona Graduate College’s Peace Corps Coverdell Fellows Program².

A HISTORY TO CELEBRATE:

Celebrating 54 Years of Service Abroad 1961 – 2015

In 2015, the U.S. Peace Corps will commemorate 54 years of promoting peace and friendship in more than 139 countries around the world. The Peace Corps mission asks volunteers to work to fulfill three goals:

1. To help the people of interested countries in meeting their need for trained men and women.
2. To help promote a better understanding of Americans on the part of the peoples served.
3. To help promote a better understanding of other peoples on the part of Americans.

Volunteers from the state of Arizona have enthusiastically volunteered to meet these goals. According to the Peace Corps data, as of September 30, 2014, there are currently 106 Peace Corps volunteers serving from the State of Arizona. Since 1961, according to this same data, 3,499 Arizonan’s have served in Peace Corps.³

¹ <http://www.bettertogether.org/>

² Originally known as Peace Corps Fellows U.S.A., Congressional action resulted in a name change to Paul D. Coverdell Fellows implemented in 2012.

³ <http://files.peacecorps.gov/images/news/releases/14-PRS-topstates.pdf>

Celebrating 30 Years of Service in American Communities 1985 – 2015

Peace Corps service continues long after volunteers leave their posts. U.S. Peace Corps established Peace Corps Fellows/USA in 1985 to carry out the third goal, to share what has been learned about other cultures back at home. Fellows/USA was established as a way for Returned Volunteers to enter graduate school and to continue providing service domestically. Some 90 universities now participate in what is now known as the Paul D. Coverdell Fellows Program.

The Peace Corps Coverdell Fellows program will celebrate its 30th anniversary this year. The University of Arizona (UA) was invited to apply to become a Fellows program after visits from U.S. Peace Corps program coordinator, D.J. Jensen, and U.S. HUD program director Ricardo Gerakos. A proposal was developed in the Graduate College working with various academic units. The proposal was innovative in that six academic units were identified as participants and we proposed accepting Fellows in both master's and doctoral degree programs. Formal agreements were not completed until 2001-02. With promotion through the Peace Corps website, the UA admitted the first Fellow, Andrew Dane, in fall of 2000, and has since matriculated 321 Fellows.

In fall 2014, 75 Coverdell Fellows are studying and providing service in underserved communities. The UA program has been recognized as one of the first or second largest Fellows' programs in the country since 2008 with 58-75 Fellows per year. University of Arizona Coverdell Fellows are based in U.S. Congressional District 3 and Arizona Legislative District 27, and have provided service in five counties in southern Arizona.

At the University of Arizona, Fellows receive tuition support through the Graduate College and complete 900 hour applied internships that benefit underserved populations in southern Arizona.

The program benefits the University and the community, as Fellows bring home, and expand upon, the skills and cultural awareness they learned as Volunteers.

THE UNIVERSITY OF ARIZONA COVERDELL FELLOWS OUTREACH AND PURPOSE

Ernest Boyer presented his first paper on "Engaged Scholarship" at the same time the UA Coverdell fellow program was rolling out. This research allowed the University of Arizona as a Land Grant Institution to connect with its mission of stewardship & service. The university goals at that time provided a framework for the integration of academic study and applied research and service. The program acquainted Fellows with the community through service learning/ projects and internships. As the program developed connections were forged with an ever increasing number of organizations that work to serve those with the least access, education and resources in our region. Through internships, service projects, and special initiatives, Fellows also served as bridges to the university. Fellows served as role models, engaged communities in research and development of projects, and in building capacity. In the academic programs, Fellows shared firsthand experience over 27 months or more of diverse cultures,

languages, and traditions. Finally, the program has allowed many organizations to develop meaningful internships that strengthened the relationship to the university and created career opportunities. Many Fellows were hired into their internship agency, and today, continue to recruit other Fellows to their agencies.

Community and University Partners on the impact of the UA Coverdell Fellows Program

“I would like to offer you some information that may ease your decision making when it comes to choosing your graduate programs across the nation.

At the University of Arizona, you have the unique opportunity to join a tight-knit cohort of RPCVs who have decided to continue their service in the states. You will develop an internship in the Tucson community allowing you to pursue personal or academic passions as well as explore the diversity of the Southwest. At just an hour and a half from the US-Mexico border, there is a strong Latino community as well as one of the largest refugee resettlements in the country to receive many families from Africa and the Middle East. In addition to your personal internship, you will be able to participate in various service projects throughout the year, allowing the exchange of experiences as Returned Peace Corps Volunteers while giving back.

The Coverdell Program has been in existence for over 15 years, and with those years of experience comes a network of support throughout the University. Many graduate students find it stressful to move to a new location and start a new rigorous academic schedule, but with the support of like-minded RPCVs and many professors who also served in the Peace Corps, you will be able to thrive the moment you get to Tucson. This area of the Southwest also offers a variety of outdoor activities, year-round! So if mountain biking, rock climbing, swimming or hiking helps to manage your stress, there will never be a lack of adventures!

Being a Peace Corps Volunteer continues to be the hardest job you'll ever have, the location just changes. What better way to continue your service than in the Tucson community, surrounded by a great support system, a unique community and at an esteemed university.

If you have any further questions about the application itself or any of the academic programs offered at the University of Arizona, please do not hesitate to contact me! Go Wildcats!”

J-Lynne --*J-Lynne Brown, MEZCOPH, Research Assistant Iskashitaa Refugee Network, Graduate Teaching Assistant, RPCV and Volunteer Leader, Peru 2010-2013*

“Our Fellows program is one of the largest in the country, and has a lot to offer students who are accepted into the program. It will offer you a well-rounded graduate experience, and help you tremendously in your educational, professional, and personal growth.

To begin with, the UA Fellows program has an average of about 75 Fellows per year, across a wide range of academic disciplines. Joining the fellowship allows you to instantly connect to a large community of service-oriented individuals who understand the value of Peace Corps service and can relate to your experiences. It is also connected to a larger community of RPCVs known as the Desert Doves (Returned Peace Corps Volunteers of Southern Arizona).

The RPCV community in Tucson is very strong, and all year you will be able to bring service back to the US by volunteering in a variety of community service activities. There is truly no better way to feel connected to the Tucson community, which will allow you to feel at home and at ease at UA and in Tucson.

The UA Fellows program requires 450 hours of service per year, the majority of which is spent at an internship site. Although this may seem like a lot to juggle with full-time classes, most Fellows find that their internship is helpful to their educational endeavors, and is an excellent networking opportunity for jobs on the future. Another requirement of the Fellows program includes participating in at least three service opportunities per academic year, which most Fellows describe as an excellent chance to connect with other Fellows while adding meaning to their role in the community. The Fellows program also allows for professional growth by requiring Fellows to participate in a few professional development activities per year. Additionally, the UA hosts an incredible Peace Corps Fair each year around Peace Corps Week, and all of the Fellows participate in a committee to help make the fair a success.

The UA Fellows program is also unique in the fact that it will cover your tuition, provide a small stipend that can be used to cover other mandatory fees or healthcare, and provides work study for eligible students. This is a tremendous opportunity, as the rising costs of higher education can make graduate school increasingly difficult to afford. Many of our Fellows also hold graduate assistant positions, which provide a small living stipend and aid in your professional development.

Overall, the UA Fellows program is a great opportunity for committed graduate students. The opportunities available for RPCVs at UA and around Tucson are uniquely bountiful, and speaking as a Fellow myself, I can attest to the fact that this is a strong, well-organized program that is a deeply valuable asset to your graduate experience. “

Kate Chisholm, M.P.H. MEZCOPH/Health Behavior & Health Promotion, M.A. Latin American Studies Dual Degree program, FLAS Fellowship Brazil, Florianopolis, Brazil, Summer 2014, Prevention Intern with Our Family Services, Marketing and Communications Administrator for UA Graduate & Professional Student Council, RPCV Guyana, 2012-2013

THE UNIVERSITY OF ARIZONA (UA) COVERDELL FELLOWS TODAY:

Returned Peace Corps Volunteers share their experiences at home through the Coverdell Fellows Program at the University of Arizona:

- Fellows participate in 25 programs in 10 colleges and study for Master's and doctoral degrees.
- They use their skills gained through the Peace Corps to provide much needed community support through service to 150 agencies, including UA outreach units.
- Fellows focus on service, outreach, individually selected goals, leadership, professional development, integration with academics, and social and networking activities.

Today there are 75 current Fellows and 256 alumni Fellows since 2000. Fellows:

- Integrate academics and service
- Carry out an internship to provide service benefiting an underserved community
- Take on leadership roles
- Share and apply what was learned abroad
- Give service collectively with other UA students and RPCVs in the community
- Support each other socially and emotionally in reintegrating into U.S. culture
- Integrate purpose, meaning and value for life after graduate school.

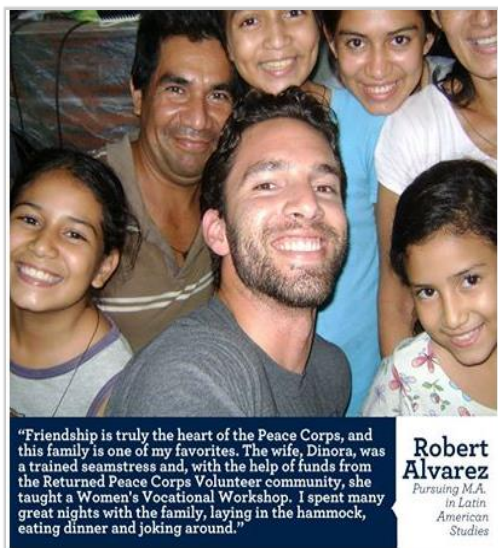


VOLUNTEERS MATTER FOR COMMUNITY OUTCOMES:

Volunteers make significant contributions to social sector organizations. As the social sector continues to grow and civic engagement increases, it is important to gauge volunteer impact in the social economy beyond accounting for economic value.

It is important to account how social enterprises, including colleges and universities, nonprofits and other social enterprises think about the full return on investment because of the sheer number of volunteers who deliver important human services.

Volunteers or unpaid workers stand alongside paid workers to co-produce mission outputs, outcomes and impact. Volunteers add needed capacity to organizations and generate economic impact. We account for volunteers in the social economy and here we show the economic impact over a fifteen-year window from the University of Arizona Peace Corps Coverdell Fellows service in southern Arizona.



Coverdell Fellows Commit to:

- Internship/service/research/leadership that benefits an underserved community - Average. 10-15 hours/weekx32 weeksx2 years = 640-950 hours total average.
- Collective service projects - 6 or more x 3 -4 hours each = 24 hours
- Individually selected goals and outreach - 15 hours
- Professional development = 3-15 hours
- 450 hours annually x 2 years = 900 hours

WHY SOCIAL ACCOUNTING?

It is important to reflect the organizational capacity and economic impact of volunteers to deliver community outcomes. When social economy organizations (i.e., nonprofit organizations, university and college service units and institutes promoting a culture of service and civic engagement organizations) seek to capture and account for their services, they tend to use traditional for-profit models of accounting including the federal cost allocation models which track inputs - not outputs, outcomes or impact.

Mook, Whitman, Quarter and Armstrong (2015) remind us "as we know, the primary mission of social economy organizations is social, and as such their accounting statements miss a critical feature – that their social impact is a vital part of their performance story. In addition, social economy organizations rely to varying degrees on volunteers and members, yet the value of this unpaid service, an important part of their human resources, is typically omitted from accounting statements. Indeed, conventional accounting reflects primarily the needs of owners and managers of profit-oriented businesses and removes it from its context – society and the environment – or what economists call "externalities" (Hines, 1988; Mook, Quarter, & Richmond, 2007; Morgan, 1988; Tinker, 1985).

However, there is nothing inherent in accounting that limits it to this set of interests. Social accounting has attempted to reorient accounting to a broader set of social variables and social interests" (Hines, 1988; Mook, Quarter, & Richmond, 2007; Morgan, 1988; Tinker, 1985pp., 284-285). To capture the full economic impact of the contribution to the community from the University of Arizona Peace Corps Coverdell Fellows Service programs we would calculate the

full social return on investment by including resources contributed by the University of Arizona Graduate College as well as the value of the volunteer using the Independent Sector rate for the calculation or other social accounting measured which use the Bureau of Labor Statistics Data.

The Independent Sector is a nonprofit organization that collects data on trends in the nonprofit and social sector including the economic impact of volunteering through social accounting. This report utilizes the Independent Sector's value of volunteer time to socially account for and capture this portion of contributed economic impact by the UA Coverdell Fellows.

The value of volunteer time is based on the hourly earnings (approximated from yearly values) of all production and non-supervisory workers on private non-farm payrolls (based on average yearly earnings provided by the Bureau of Labor Statistics).

The Independent Sector indexes this figure to determine state values and increases it by 12 percent to estimate for fringe benefits. The Arizona value of the volunteer hour tracks to with the national estimate for the value of the volunteer.⁴

A SNAPSHOT OF THE ECONOMIC AND COMMUNITY IMPACT OF COVERDELL FELLOWS: 2000-2015:

According to the data collected from the University of Arizona Peace Corps Coverdell Fellows Program highlighting the fifteen academic year periods 2000 through 2015, **655** active fellows (Returned Peace Corps Volunteers), gave **323,450** hours of volunteer service worth over **\$6.5 million dollars** of economic impact to the community in this period of time.⁵

Over the fifteen year period, the internship hours per person served dropped from 640 to 450 because it was found that the service hours were hard to complete with the demands of graduate school and increased costs of living. There is a spike in the 2012-2013 year where the hours of service ranged from 900 per person to 2500 and have been averaged across that year's cohort. Some of the service positions in that year and since then were full time teaching or public administration positions which accounted for the higher number of hours served.

On average 450 hours of service plus 50 hours of community outreach has allowed students to be involved in community development in their selected impact area while gaining practical experience for their futures in their chosen field.

⁴ Independent Sector Value of the Volunteer: <http://independentsector.org/volunteer> time.

⁵ Active fellows include fellows who are enrolled and returning. Most RPCV complete a minimum of two years in the in the UA Coverdell Fellows program.

Table 1. Economic Impact of UA Peace Corps Coverdell Fellows by Year

| Year | Independent Sector Rate | Number of Active Fellows (Each Fall) | Hours Served per Person | Total Hours Served | Economic Impact |
|-------------------------|-------------------------|--------------------------------------|-------------------------|--------------------|-----------------------|
| 2000-2001 | \$16.27 | 4 | 640 | 2,560 | \$ 41,651.00 |
| 2001-2002 | \$16.74 | 12 | 640 | 7,680 | \$128,563.00 |
| 2002-2003 | \$17.19 | 19 | 640 | 12,160 | \$209,030.00 |
| 2003-2004 | \$17.55 | 17 | 640 | 10,880 | \$190,944.00 |
| 2004-2005 | \$18.04 | 19 | 640 | 12,160 | \$219,366.00 |
| 2005-2006 | \$18.77 | 38 | 640 | 24,320 | \$456,486.00 |
| 2006-2007 | \$19.71 | 51 | 640 | 32,640 | \$643,334.00 |
| 2007-2008 | \$20.25 | 44 | 500 | 22,000 | \$445,500.00 |
| 2008-2009 | \$20.85 | 57 | 500 | 28,500 | \$594,225.00 |
| 2009-2010 | \$21.36 | 75 | 450 | 33,750 | \$720,900.00 |
| 2010-2011 | \$21.79 | 59 | 450 | 28,800 | \$627,552.00 |
| 2011-2012 | \$22.14 | 65 | 450 | 20,250 | \$448,335.00 |
| 2012-2013 | \$22.55 | 57 | 450 | 25,650 | \$432,960.00 |
| 2013-2014* | \$22.55 | 63 | 450 | 28,350 | \$639,292.00 |
| 2014-2015* ⁶ | \$22.55 | 75 | 450 | 33,750 | \$761,062.00 |
| TOTAL | | 655 | | 323,450 | \$6,559,200.00 |

According to the Corporation for National and Community Service, using **2013 Arizona** statewide captured data, 1.19 million volunteers provided 159.5 million hours of service produced an estimated value of \$ 3.6 billion in Arizona⁷.

According to the Corporation for National and Community Service, using **2010 national data**, 62.7 million volunteers provided 8.1 billion hours of service produced an estimated value of \$173 billion in the United States.⁸

According to the University of Arizona data, 321 Returned Peace Corps Volunteers have participated in the Coverdell Fellows program. Of that number, we see that active volunteers capture a two-year fellowship period or longer in some cases (e.g. for 3-year dual degrees and doctoral programs) reflecting a larger number. Numbers were not double counted, but each year, there are current and returning Coverdell Fellows serving together. Fellows perform community service each year of the program. In the current year, **2014-2015**, it is projected that 75 Coverdell Fellows (RPCV) will serve over 33 thousand hours producing an economic value of over \$760,000.00.

⁶ The calculation for the academic years ending 2014 and 2015 are calculated at the 2013 rate. The Independent sector has not published rates for these years.

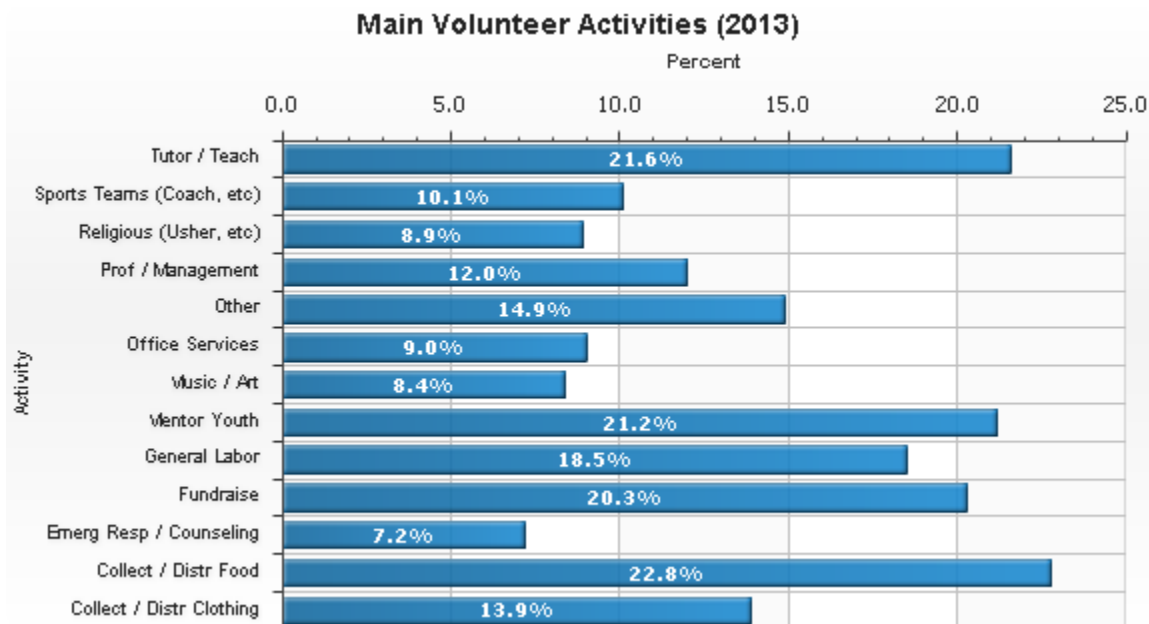
⁷ <http://www.volunteeringinamerica.gov/AZ>

⁸ <http://www.volunteeringinamerica.gov/national>

WHAT ARE THE SERVICE CATEGORIES COVERDELL FELLOWS ARE WORKING IN COMPARED TO STATE CATEGORIES?

The Coverdell Peace Corps Fellows (referred to as Returned Peace Corps Volunteers below) are and have historically broadly been engaged in activities in community development, public health, education and environmental sustainability. In 2013, the Corporation for National Community Services (CNCS) identified the following breakdown of the main volunteering and service areas.

Table 2: Main Volunteer Activities Nationally Identified by CNCS (2013)



WHERE DO THE COVERDELL FELLOWS SERVE?

The Peace Corps Coverdell Fellows have served in a variety of public, educational and nonprofit organizations primarily in Pima and Santa Cruz Counties in three core areas including: (1) education, literacy and youth development; (2) health and nutrition; and (3) economic and community development. More than 150 partnerships have been established and sustained through the program. Examples of organizations where Fellows have served include:

Education/Literacy/ Youth Development:

- Arizona Project WET – UA Water Resources Center
- Charter Schools: City High School, Ha San MS, La Paloma, Paulo Freire Freedom School
- Girl Scouts of Southern Arizona
- Iskashitaa Refugee Harvesting Network
- Literacy for Life Coalition
- Literacy Volunteers of Tucson

- Pima County Library Adult Services
- Sunnyside High School
- Tucson International Alliance of Refugee Communities (TIARC)
- University of Arizona Cooperative Extension
- University of Arizona Writing Program; Project GEAR UP
- VOICES, Inc.
- Watershed Management Group
- Youth on Their Own
- Tucson Unified School District: Manzo Elementary, Alice Vail Middle, Tucson HS

Health/Nutrition:

- Community Food Bank of Southern Arizona
- Clinica Amistad
- Cooperative Extension of Pima County: Tucson Village Farm
- El Rio Community Health Center
- House of Neighborly Service
- Mariposa Community Health Center, Nogales
- The Partnership
- Pima County Health Department
- UA AIDS/HIV Education Center
- UA Mobile Health Clinic
- UA Southwest Institute for Research on Women (SIROW) and Mujer Sana

Economic/Community Development:

- City of South Tucson
- City of Tucson Water
- House of Neighborly Service
- Habitat for Humanity
- International Rescue Committee
- Ironwood Tree Experience
- Microbusiness Advancement Center (MAC)
- Nogales Community Development Corporation
- Santa Cruz Community Foundation
- Community Renaissance/PECE
- United Way of Tucson and Southern Arizona
- U.S. Department of Labor

A SAMPLING OF COVERDELL FELLOWS OUTPUTS:

A snapshot of activities from 2011-2012 highlights the types of community activities that typically engage Peace Corps Coverdell Fellows.

For example, we see that outreach occurred in school, community, and university department presentations promoting civic engagement and service and celebrating the Peace Corps experience:

- Sixty (60) Returned Peace Corps Volunteers gave presentations in over 40 classrooms in 23 different schools reaching a total of 2,557 people. Eleven (11) Returned Peace Corps Volunteers represented 9 countries at the Girl Scout World Thinking Day service project, reaching a total of 140 people. Fellows met with assigned troops on several occasions before the event to learn about the country and plan a presentation.
- Seventeen (17) returned Peace Corps Volunteers manned a booth at the Tucson Festival of Books reaching 800+ people, and 30 Fellows and Doves had a display at Tucson Meet Yourself from Oct. 15-17th, talking with an estimated 100 people.

That same year, Returned Peace Corps Volunteers carried out many collective service projects. Each Fellow is required to participate in at least three service projects each year. Many Fellows participated in a number of projects. The projects also provide an avenue to recruit other volunteers and to involve Peace Corps recruits. For example:

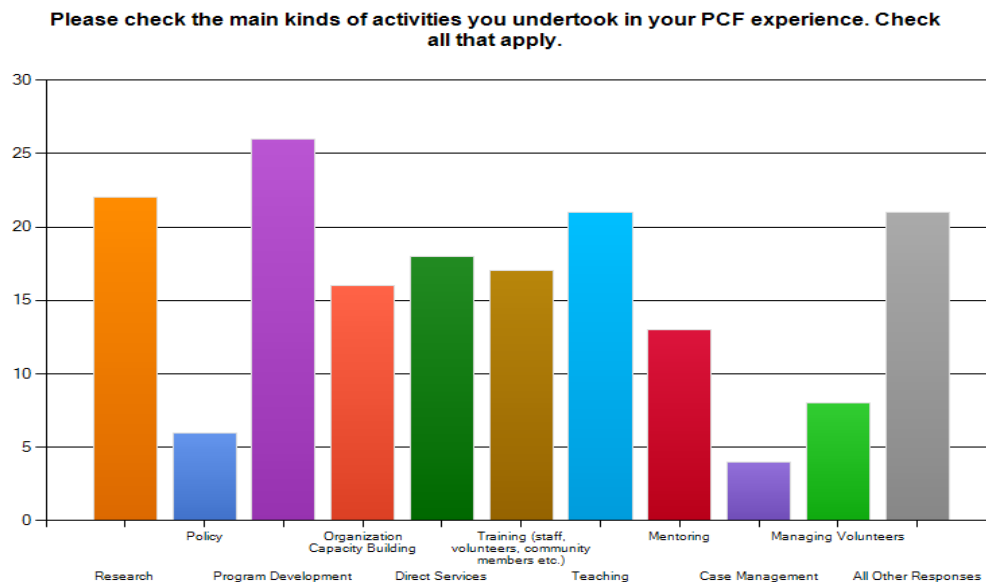
- 40 Returned Peace Corps Volunteers packed 2,100 food boxes at the Community Food Bank of Southern AZ contributing 168 hours of service which is the equivalent of \$3,719.52 in paid work/ labor to focus on food insecurity, hunger and sustainability in the community.
- 12 Returned Peace Corps Volunteers purchased food, prepared & served lunch to 50 men at the Primavera Men's Shelter contributing 38 hours of service which is the equivalent of \$1,107.00 in paid/work labor to focus on homelessness in the community.
- 35 Returned Peace Corps Volunteers weeded, prepared beds, assembled picnic tables, picked up trash in neighborhood with the Southwest Conservation Corps at the El Rio Acres Community Garden contributing 105 hours of service which is the equivalent of \$2,324.70 in paid work/labor to focus on environmental conservation.
- 45 Returned Peace Corps Volunteers met with nine Girl Scouts troops to prepare for World Thinking Day and assisted the Girl Scouts on the day of event contributing 45 hours of service which is the equivalent of \$996.30 in paid work/labor to focus on youth development.

Peace Corps Fellows have reported working in both direct and indirect areas from research and policy development to mentoring and managing volunteers as shown by the bar chart below representative of years 2010 through 2012.

In general, these activities reflect greater emphasis on research, program development, and capacity building than activities identified by CNCS volunteer activities in Table 2.

The Peace Corps experience combined with skills developed in the academic program (evaluation, for example) can arguably create greater economic value for the service of a Coverdell Fellow intern.

Table 3: UA Coverdell Fellow Internship Activities



THE COVERDELL FELLOWS SERVICE PROJECTS AND COMMUNITY WORK:

In 2014, Coverdell Fellows service projects addressed a variety of issues including: public health issues in low income communities; increasing access to HIV/AIDS information and care, working with children with disabilities, teaching English as a second language, working with refugee populations, and working with food insecure children and families. Fellows provided both direct and indirect services to the community during their service assignment. Direct services would include teaching and health care promotion activities. Indirect services include capacity building activities from project development to implementation for the selected issue area.

Anecdotally, capturing a snapshot from the 2014 exit interviews from the Coverdell Fellows, we see similarities in the areas of service for Arizona as captured by the Corporation for National and Community Service state profile that fellows are interested in capacity building and community development including indirect services and direct services focusing on youth mentoring, coaching, counselling, teaching and tutoring and food security and other community issues not captured in this list. Fellows:

- Created net impacts promoting environmental and social responsibility among businesses. “We focus especially on encouraging CSR in the local community among businesses.”
- Provided administrative support to non-profits serving thousands of individuals and families affected by homelessness. “I manage the performance quality improvement, staff training and data and databases for the entire agency.”

- Increased student success through tutoring chemistry with an academic intervention program, and through a school gardening program
- Focused on creating research on the evaluation of the effectiveness of fluoride varnish treatments, nutritional counseling, and oral hygiene instruction. The results will inform better practices for future interventions.
- Promoted knowledge to stakeholders of the benefits of education.
- Increased student success for refugee children by teaching ELL courses.
- Applied for a community action grant to run a year-long girls' program for training in a design/build landscape architecture project.
- Mentored at risk teenage youth for life success.
- Provided psychological and emotional supports for refugee families who have suffered through trauma through various activities in the Tucson Area.

THE COVERDELL FELLOWS ACADEMIC ACCOMPLISHMENTS:

Degrees Awarded 2000-2014

- 209 Master's degrees awarded
- 14 doctoral degrees awarded

National Fellowships Awarded

- 33 major national fellowships awarded (AAUW Dissertation, David L. Boren, DAAD, FLAS, Fulbright, Fulbright-Hays DDRA, NSF GRF, IAF Grassroots, Diversity and Diplomacy, Tinker and others)

Founders and Co-founders of:

- Watershed Management Group, Nonprofit organization based in Tucson, AZ
- Engineers Without Borders, University of Arizona Chapter
- MEZCOPH Social Justice Forum, University of Arizona Student Association

Reflections from Graduated Coverdell Peace Corps Fellows

- "I've been interning at the International Rescue Committee working on designing an after school program for refugee youth in Tucson. This has been a great learning experience combining both my education and public administration courses. I have also incorporated knowledge that I acquired at the professional development seminar (Project Management). The first few months have been me meeting with local service providers who are active participants with refugee youths. An assessment has been made of the services already in existence. Next semester, we will be bringing together the youth to perform their own community assessment and then design the program from their findings." – Aaron Hoholik, *RPCV Chad/Benin, MA Ed., MPA in Public Administration, UA Campus STRAT, Cooperating Advisor for CUNY Start at LaGuardia Community College, New York City*

- “I have had a great time as a Peace Corps Fellow at the U of A. Being a fellow has allowed me to have many different experiences with a variety of organizations in Tucson. It has helped provide me with an internship as well as other volunteer opportunities. In addition, I have had the pleasure of meeting new people and making new friends who have been invaluable to the adjustment of moving to a new city and starting school once again. Lastly, the financial awards of being a Peace Corps Fellow take a tremendous burden off of me and have allowed me to just enjoy the experience of being a Masters student.” – *Jaclyn Pierson, RPCV Botswana/Kenya; Regional Manager, Teen Outreach Pregnancy Services, Tucson*
- “I’ve really enjoyed doing service projects with other Fellows as well as all the different opportunities that are emailed out through the listserv. I feel like I’ve been exposed to much more of the community through these volunteer projects, and my internship. The community created by the Fellows has really helped me feel integrated here at the U of A and living in Tucson. I’m inspired by the leadership in the organization and am really glad to continue processing my Peace Corps experience, through school presentations and discussing with other Fellows both in class and out of class.” – *Jessamyn Bowling, RPCV Cameroon, MPH MEZCOPH, Doctoral student at Indiana University*
- “My experience in my first semester as a Peace Corps fellow has been both enlightening and rewarding. I am finally feeling comfortable being back in the academic environment and have received an enormous amount of support from my friends in the fellows program. I also enjoy and value the element of service that remains a constant in my life thanks to the outreach projects and service learning that we do as a group. It is an excellent extension of my Peace Corps service, and it has kept me motivated to continue with goal #3 as I further my studies.” – *Matthias Pollock, RPCV Bolivia and Ecuador, MPH MEZCOPH, Mickey Leland Congressional Hunger Fellows, 2013-15*
- “As a PC Fellow, my [internship] work has been instrumental in supporting the success of a non-profit literacy organization beginning as a grassroots initiative. Combining classroom experience with the community development opportunities offered by the PCF program helped to make important connections to theory through practical application. Finally, through the PCF program I feel more connected to the Tucson community than I even did in my hometown.” -*Susan Rice, RPCV Nicaragua, 2011 Fellows graduate, ELL Teacher, El Paso, Texas*
- “Through the Peace Corps Coverdell Fellows program at University of Arizona, I integrated my Peace Corps experience with my studies, creating technology and citizenship education programs for Somali Bantu refugees. In my studies, I constantly draw on my internship experience to create access to education and resources in refugee communities.” - *James Cramer, MA in Teaching and Teacher Education, RPCV/Chad & South Africa, Student in Yale Divinity School*
- “Through the Peace Corps Fellows program at the University of Arizona, I put my Peace Corps skills to use, serving multiple stakeholders as they negotiate their rights within a local watershed. This Peace Corps Fellows internship blends nicely with my studies in Watershed Management.” - *Adam Springer, Ph.D. in Natural Resources, RPCV/Lesotho, Chief of Resource Management at National Park Service, Tumacacori National Historical Park*

- “From my own personal experience, I can wholeheartedly say that being a Peace Corps Fellow has been the best part of my time at the University of Arizona. Through the internship fair held every fall semester, I discovered a local refugee provider agency that was in need of English as a Second Language (ESL) instructors; my volunteer work with this agency has complemented my academic ESL coursework, and provided ample research opportunities for me. Aside from that, I have formed relationships with my resettled refugees friends – relationships akin to the close bonds Peace Corps Volunteers create with their host country friends and families. For me, these relationships and the positive changes I see occurring in my refugee friends are the essence of what it means to bring service home. If that isn’t enough, the tuition support, additional professional development opportunities, and mentoring afforded by the Peace Corps Fellowship are extra bonuses for studying at a nationally-recognized, R-1 institution such as the University of Arizona. And because we just celebrated our 15th year of Coverdell Fellows at the U of A, you are guaranteed to find a supportive network of current and former Fellows throughout the Tucson area and the world”.

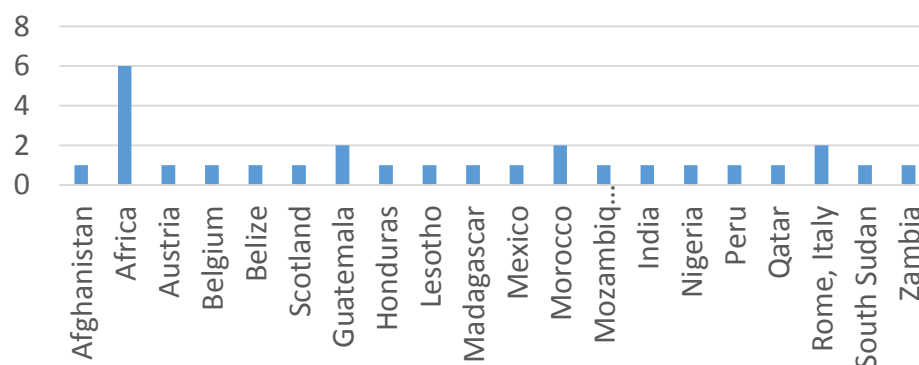
Jenna Altherr Flores, M.A. Student, UA English Language and Linguistics, ESL Instructor with Iskashitaa Refugee Network, Graduate Assistant Teacher, UA Writing Program, Peace Corps Coverdell Fellows, Graduate Assistant, RPCV Belize 2010-2012

THE COVERDELL FELLOWS: LIFE AFTER THE UNIVERSITY OF ARIZONA

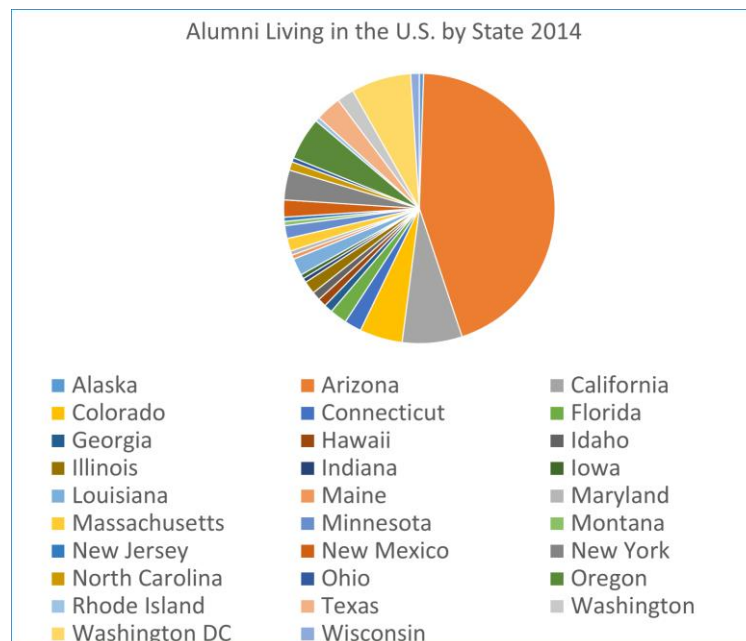
In this snapshot report, we highlighted the University of Arizona’s Coverdell Peace Corps Fellows service projects and community work. After graduation, we see that alumni continue their mission driven work around the world and in the United States.

Fellows alumni have continued their work both in the United States and abroad. Although mobile, in 2014, there are 28 Coverdell Peace Corps Fellow alumni living and working outside of the United States in 13 countries spread over four continents: Africa, Asia, Europe and South America.

28 Alumni Living Abroad 2014



As of 2014, there are 196 known Coverdell Peace Corps Fellow alumni living and working in the United States spread over 29 states. 87 alumni have remained in Arizona and continue to contribute to local social and economic impact.



Organizations where alumni have worked include:

Federal

Centers for Disease Control and Prevention
 Cooper Hewitt, Smithsonian Design Museum
 Corporation for National and Community Service
 Environmental Protection Agency
 Millennium Challenge Corporation
 National Credit Bureau
 National Institutes of Health
 Smithsonian Institution
 U.S. Agency for International Development
 United States Court of Appeals for the Ninth Circuit
 U.S. Department of Interior Interior/National Park Service
 U.S. Department of Energy
 U.S. Department of Labor
 U.S. Forest Service
 U.S. Peace Corps
 U.S. Public Health Service
 U.S. Small Business Administration, Office of Investments
 U.S. Social Security Administration
 U.S. State Department
 U.S. Department of Agriculture International Programs
 U.S. Navy

International Aid Organizations

Catholic Relief Services
Food and Agricultural Organization of the United Nations (FAO)
Mercy Corps
Nuru International
Oxfam GB
UNESCO
World Health Organization

Non-Profit Organizations

Arizona Bar Association
Carondelet Health Network
Community Food Bank of Southern Arizona
Hydrologic Research Center, San Diego, CA
International Rescue Committee
Museum of Chinese in America (MOCA), NYC
National Association of Latino Community Association Builders (NALCAB)
Physicians for Social Responsibility
Planned Parenthood Federation of America
Public Health Institute
Rincon Institute
Sonoran Institute
Southwest Fair Housing Council
Susan G. Komen Foundation of Southern Arizona
TANGO International, Inc.
The David and Lucile Packard Foundation
Tucson Women's Commission
United Way of Tucson and Southern Arizona
Winrock International

Corporate

Henkel North America
Intel Corporation
Portland Pedal Power
RAND Corporation

Educational Institutions

Arizona State University
Elon University
Florida State University
George Mason University
Georgia State University
Indiana University
La Guardia Community College
Northwest Wisconsin Technical College
Pima Community College

Portland State University
Rhode Island College
Salem State University
University College Cork, Hydraulics and Maritime Research Centre
University of Arizona
University of Connecticut
University of Idaho
Yale University

CONCLUSION:

The University of Arizona's Coverdell Peace Corps Fellows program shows that there has been a return on the University's Investment both to the Returned Peace Corps Volunteers and to community partners as follows:

- Partnerships strengthen over time between the University and the Community through promoting a culture of service and civic engagement.
- Volunteer time/value collected and reported shows that the Coverdell fellows are creating both social and economic impact in the community.
- Community outcomes are being achieved in the core areas of 1) education, literacy and youth development; (2) health and nutrition; and, (3) economic and community development.
- Job creation occurs for Coverdell Fellows in their areas of graduate study.
- Alumni provide support for the Coverdell Fellows program and the University of Arizona, participating in events, reviewing applications and providing financial support.
- Commitment to community impact outcomes takes place through internships.
- Coverdell Fellows representative reflections affirm that this program has been of personal and professional value from perspectives which include academic learning and application to community connections.

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Volunteers and Democracy:

Community Action in Democracy: Tocqueville, A., & Bender, T. (1981). *Democracy in America*. New York: Modern Library.

Social Capital and Networks: Putnam, R. & Feldstein, L. (2003) *Better together: Restoring the American community*. New York: Simon and Shuster. Information also retrieved from <http://www.bettertogether.org/about.htm>.

Volunteer Rate and Social Accounting:

National and Arizona Volunteer Trends: Corporation for National and Community Service: Volunteering and Civic Life in America retrieved from: <http://www.volunteeringinamerica.gov/national> and <http://www.volunteeringinamerica.gov/AZ>.

Quantifying Civic Engagement: Kraeger, P. (2011). *Strengthening the economy through civic engagement*. ASU Lodestar Center for Philanthropy & Nonprofit Innovation. Research Friday Blog. (December 8, 2011).

Social Accounting: Mook, L.E., Whitman, J.R., Quarter, J. & Armstrong, A. (2015). *Understanding the social economy in the United States*. Toronto: University of Toronto Press.

The Value of Engaged Scholarship: Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, N.J: Carnegie Foundation for the Advancement of Teaching.

The Value of the Volunteer Hour: Independent Sector's Value of Volunteer Time retrieved from: http://independentsector.org/volunteer_time.

Employment Data:

Breakdown by Nonprofit Service Area: Alliance of Arizona Nonprofits, *One Voice Arizona – A Nonprofit Agenda*, 2007. (Data is 2004: page 6). Retrieved from: http://www.arizonanonprofits.org/Common/Files/OneVoiceArizona_Intro.pdf.

Breakdown by Nonprofit Service Area: State Profiles: The Economic Value and Impact of the Nonprofit Sector, The Independent Sector retrieved from: http://independentsector.org/state_profiles
Number of Nonprofits, Revenue and Assets: National Center for Charitable Statistics, Number of Nonprofits in Arizona 1999-2009, 2009. (Asset/Revenue data is 2010) retrieved from: <http://nccsdataweb.urban.org/PubApps/profile1.php?state=AZ>.

Number of Nonprofit employees: Holding the Fort: Nonprofit Employment During a Decade of Turmoil, Lester Salamon and S.Wojciech Sokolowski, Stephanie L. Geller, Nonprofit Employment Bulletin #39, Johns Hopkins Center for Civil Society Studies, 2012 (Data is 2010, page 3) retrieved from: <http://ccss.jhu.edu/publications-findings?did=369>.

State Employment: Bureau of Labor Statistics, Quarterly Census of Employment & Wages, 2010 total employment by state retrieved from: <http://www.bls.gov/data/>.

Wages: Alliance of Arizona Nonprofits, *Arizona Nonprofits*, retrieved from: <http://www.arizonanonprofits.org/arizona-nonprofits/aznonprofits.aspx>.

Appendix One: Representative Doctoral Dissertations and Master's Theses

I. Doctoral Dissertations by University of Arizona Peace Corps Coverdell Fellows:

A Marine Reserve and Household Nexus: Chilean Livelihood Adaptations At Four Sites In The Coquimbo And Atacama Regions

Qashu, Susan. The University of Arizona, ProQuest, UMI Dissertations Publishing, 2010. 3427264.

A Well-Founded Fear? Tracing The Footprints Of Environmentally Influenced Human Mobility

Moriniere, Lezlie C.. The University of Arizona, ProQuest, UMI Dissertations Publishing, 2010. 3404709.

Adult Outcomes, Reported Self-Aptitude, and Perceived Training: A Follow-Up Study Of Individuals With Visual Impairment

Lawson, Holly Michelle. The University of Arizona, ProQuest, UMI Dissertations Publishing, 2010. 3404206.

Assessing The Ecohydrologic Consequences Of Woody Plant Encroachment

Buono, Jared. The University of Arizona, ProQuest, UMI Dissertations Publishing, 2009. 3366692.

Constructing Hope: Narrative And The Foster Care Experience

Smith, Shelley Hawthorne. The University of Arizona, ProQuest, UMI Dissertations Publishing, 2012. 3526467.

Creating Water Conscious Communities: An Examination of Household Water Conservation in a Decade Of Drought

Springer, Adam C.. The University of Arizona, ProQuest, UMI Dissertations Publishing, 2011. 3478793.

Global Change and Livelihood Adaptations Among The Tuareg Of Niger

Cronyn, Nelson. The University of Arizona, ProQuest, UMI Dissertations Publishing, 2012. 3547314.

Greywater and The Grid: Explaining Informal Water Use in Tijuana

Meehan, Katharine. The University of Arizona, ProQuest, UMI Dissertations Publishing, 2010. 3423774.

Health Effects of Childhood Exposure To Environmental Tobacco Smoke in Children Followed to Adulthood

Pugmire, Juliana. The University of Arizona, ProQuest, UMI Dissertations Publishing, 2011. 3482792.

Indigenous Students, Families And Educators Negotiating School Choice and Educational Opportunity: A Critical Ethnographic Case Study Of Enduring Struggle and Educational Survivance in a Southwest Charter School

Anthony-Stevens, Vanessa E.. The University of Arizona, ProQuest, UMI Dissertations Publishing, 2013. 3560877.

Inventing Indigeneity: A Cultural History of 1930s Guatemala

Munro, Lisa L.. The University of Arizona, ProQuest, UMI Dissertations Publishing, 2014. 3681473.

Politics Of Responsibility in an Increasingly Hazardous Climate: The Case of Herding in Post-Socialist Mongolia

Ericksen, Annika. The University of Arizona, ProQuest, UMI Dissertations Publishing, 2014. 3620419.

Resilience in Action: Adaptive Governance For Subak, Rice Terraces, and Water Temples In Bali, Indonesia

Fox, Karyn Marie. The University of Arizona, ProQuest, UMI Dissertations Publishing, 2012. 3523961.

River Hydro- and Morphodynamics: Restoration, Modeling, and Uncertainty

Posner, Ari Joseph. The University of Arizona, ProQuest, UMI Dissertations Publishing, 2011. 3489686.

Syndemic Health Disparities and Resilience Processes Related to HIV Transmission Risk Among African American/Black Men in South Florida

Buttram, Mance E.. Florida International University, ProQuest, UMI Dissertations Publishing, 2014. 3644755.

The Effects Of Maternal Prepregnancy Body Mass Index and Psychological Factors on Infant Feeding Behaviors

Mehta, Ushma J.. The University of North Carolina at Chapel Hill, ProQuest, UMI Dissertations Publishing, 2010. 3428383.

The Public Health Impact Of Immigration and Border Enforcement Policy and a Service-Learning Approach To Counter Ethno Racial Health Disparities in The US-Mexico Borderlands

Sabo, Samantha Jane. The University of Arizona, ProQuest, UMI Dissertations Publishing, 2013. 3560795.

II. Dissertations successfully defended in spring 2014 and in final stages of publication:

Creating Productive Ambiguity: A Visual Research Narrative

Shipe, Rebecca. The University of Arizona, 2014

The Institutionalization of Environmental Education in Pre-Service Teacher Preparation Programs

Rosemartin, Dennis Sanchez. The University of Arizona, 2014

III. Masters Theses by University of Arizona Peace Corps Coverdell Fellows *

Completing the Circle: Garifuna Pilgrimage Journeys From Belize to Yurumein

Buttram, Mance Edwin. The University of Arizona, ProQuest, UMI Dissertations Publishing, 2007. 1442825.

A Synthesis of Accessing Medical Care in Tucson, Arizona for Poor, Uninsured Latinos

Iverson, Leah. The University of Arizona, 2015

Do Red Squirrel Middens Promote Vertebrate Species Diversity?

Posthumus, Erin Elizabeth. The University of Arizona, ProQuest, UMI Dissertations Publishing, 2013. 1538387.

Stream/Aquifer Interactions in A Semi-Arid Effluent Dependent River: A Clogging Conceptual Model

Treese, Samantha. The University of Arizona, ProQuest, UMI Dissertations Publishing, 2008. 1454715.

Engagement Social et Education Dans La Culture Hip-Hop Parisienne / Social Engagement and Education in Parisian Hip-Hop Culture

Norton, Charles. The University of Arizona, 2015.

**Many Master's students complete a capstone project or do not list their thesis in ProQuest. This is a representative sampling.*

Report Prepared by:

Patsy Kraeger, Ph.D.

Patsy Kraeger received her Ph.D. in Public Administration from the School of Public Affairs at Arizona State University. She is a Principal Consultant for Development and Management Strategies. She has worked in the public, nonprofit and private sector including working for the Arizona Governor's Office of Children, Youth and Families (GOCYF) where she administered the AmeriCorps State portfolio of programs. In that role she developed evidence based service leadership trainings for national service program professionals in Arizona around the issues of collaborative civic engagement, collective impact and community development. Because of this work she was invited to become member of a leadership group focusing on maximizing civic engagement outcomes in Maricopa County through a local foundation, St. Luke's Health Initiatives. She is also a Faculty Associate at the ASU School of Public Affairs. She is a member of ASU's Participatory Governance Initiative.

Her focus areas are civic engagement including quantifying social return on investment for social sector agencies (including government, nonprofits and private and public foundations). She is also interested in strategic nonprofit management and hybrid social benefit corporation outcome delivery.

The work on this report was a collaborative effort with my colleague, Georgia Ehlers, Director, Office of Fellowships and Community Engagement, Graduate College, University of Arizona. Georgia provided the detail of the history of the US Coverdell fellows program and the background information for the snapshot report.

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