



*A partnership between College Misericordia, Keystone College, King's College, Luzerne County Community College, Penn State Wilkes-Barre, University of Scranton, & Wilkes University*

University-Community partnerships are critical to community revitalization and sustainability. Higher education institutions are permanent fixtures in communities and bring with them a wealth of expertise, resources, and a consistent source of revenue and marketing for communities. For too long, higher education institutions have been operating in a vacuum, they have not offered or been offered the opportunity to work with local government, chambers of commerce, and economic and community development groups. Communities and Presidents of these institutions are now realizing how much they need each other and how much collaboration and cooperation can benefit both. This essay tells the story of one such partnership and the impact it has made in 36 months.

"The JUSC mission is to assist in the revitalization of small to mid sized cities through the utilization of the Center's expertise and resources, including its member Universities, Colleges and their respective faculties and students, by serving as a resource for, and consulting with regard to, effective and efficient government, best practices, preparation of applied research, strategy development, the process for its implementation and, based upon those efforts, develop a model for replication by other small and mid-size cities confronting similar challenges."

University and community partnerships are essential components in creating a college town atmosphere. Many examples exist in the United States where Institutions of Higher Education (IHEs) and local communities have teamed up to advance opportunities for both entities and to address issues or collaborate for the good of both institutions. Such partnerships yield results, which benefit the IHEs as well as the local community. The Joint Urban Studies Center (JUSC) enjoys one such successful partnership.

The Joint Urban Studies Center (JUSC) was established to provide essential research, analysis and consultation to small and mid-size cities aiming for full participation in the new economy of the 21<sup>st</sup> century. The Center mobilize the resources of regional institutions of higher education to engage communities in planning that is informed by research, energized by broad participation from stakeholders in the community and validated by successful implementation. Wilkes University, as the managing partner in the Center, collaborates closely with King's College, College Misericordia, Keystone College, Luzerne County Community College, Pennsylvania State University/Wilkes-Barre and the University of Scranton

The principal purpose of the Joint Urban Studies Center is to increase the capacity of communities like Wilkes-Barre to solve their own problems and become thriving small cities. It also works to further regional activities in northeastern Pennsylvania. Specifically, to promote regional planning, visioning, and goal setting. In addition, the Center supports the development of appropriate academic and service initiatives for students from partnering institutions. The JUSC interfaces and coordinates between colleges, universities and local government. JUSC is a research based think tank and consultancy organization not an implementing organization.

The Center relies on the strengths of collaborating institutions to provide the consultation and services that will meet the particular needs of each client for customized research and consulting services. In addition, the JUSC produces:

- **Research Reports** on best practices related to city planning and those variables that contribute to successful execution of downtown renewal projects. Action Plans to assist local governments in operations and planning.
- **Education** through white papers, seminars, workshops and news articles on a variety of topics relating to urban planning, economic and community development, education, growth, regionalism, sustainability and local government programs & operations for local government. JUSC may arrange trips to other communities to talk with other community leaders and tour cities or developments. JUSC will provide urban planning professionals and urban development specialists to address local government and the community. . JUSC shall serve as an educational resource to local government.
- **Technical Assistance** including data gathering and analysis, literature reviews, geographic imaging systems (GIS), economic analyses, marketing studies and business plan development for small to mid-sized cities. Feasibility studies and policy analysis for business and non-profit clients. JUSC also provides ongoing follow up consulting to ensure that proper implementation takes place.
- **Cross-Institutional, Interdisciplinary Academic Programs** in community development and urban planning that include strong service learning and internship opportunities for students. JUSC will offer Faculty Fellow opportunities and also serve as a distributor for faculty research relating to urban planning.
- **Published** reports on an annual and quarterly basis. Regularly produced reports will include those on the economy and forecasts, city and regional benchmarking and indicator reports. A consumer confidence report will be published annually. Other projects can be produced with community partners,

JUSC hopes to create templates that can easily be replicated for other small mid-sized cities and regions throughout the country. In addition, reports in this plan can be commissioned by foundations and businesses to be utilized in a variety of geographic regions as well as different industries. This will allow the JUSC to market itself as a premier urban studies center around the United States.

It is important to note that the JUSC is not an implementer of programs and services. It is both an analytical and planning resource as well as a convener. The JUSC disseminates information to two distinct audiences: (1) the client, community leader or practitioner and (2) the general public (in a manner and at a level to which it can be easily understood).

Many of the JUSC products demonstrate where the community is and where it can be given its unique set of attributes. The reports will study history and trends, assets and gaps and best practices. JUSC also provides action plans and propose outcomes.

### **Organization Structure**

JUSC has three professional staff working full time in the center. An advisory board consisting of the Presidents of all the higher education institutions and a number of business leaders serve

to help position and support the JUSC in its endeavors. An Academic Advisory Committee exists to facilitate faculty, students, and research between the institutions and JUSC.

### **Faculty & Students**

Since its inception JUSC has provide internships to over 60 students from the seven participating institutions. During these internships, students provide support to all of these research projects. In addition to Internet based research, they have developed and implemented surveys, interviewed community leaders, and completed various types of field work. Students received academic credit from their institutions as well as a stipend from JUSC.

JUSC has also tapped into the capabilities of faculty to assist with GIS, constitutional issues, and government information.

### **Regional Indicators Research**

JUSC's signature product is the Annual Indicators for Lackawanna and Luzerne Counties. The Indicators Report tracks data and trends that are integral to an areas' future. Another way to look at this report is as a fuel gauge. It highlights progress or conversely, acting as an early warning system in areas where the indicators tell us areas of concern and where attention should be directed. Indicators should identify ongoing trends to watch, both positive and negative, that may impact the future. Many communities, counties, regions, and states around the US already use this tool to develop policy, strategic plans, awareness, and goal setting. This report will tell us where we have been, where we are and some clues about where we are going. Probably, the most important aspect of this publication is the resulting dialog and collaboration that will stimulate specific actions in moving this area forward in a thoughtful and efficient way as well as driving priorities to improve the conditions in those areas needing special attention. The first forum and report were delivered in April 2006. JUSC benchmarked change for the 2007 report which also released in April.

The Indicators Report was the beginning of a process of fostering regional visioning and planning. The report provides baseline data on over 80+ benchmarks in the region. JUSC committed to preparing the report annually, providing follow on research as needed, and most importantly filling the role as convener. At the initial forum, four task forces were formed: jobs and the economy, education and workforce development, housing, and land use planning and transportation. These task forces meet during the year to advance the goals established by the attendees at the forum.

An event follow up report (from the 2006 Forum) identifies all the goals established in the work shop session. This data was from 2006. The follow report to the 2007 forum is under development at this time.

### **General Research**

Since its inception in 2004, JUSC has produced a variety of reports aimed at educating and informing the community at large. This is a partial list of those reports.

#### **Best Practices of High Growth States**

*January 2007:* A high growth state is one that displays a growing economy on a number of levels. The determinants of high growth in states include: overall population increases, percent change in real gross product, positive job growth, wage increases, and evidence of the majority of the citizenry going on to higher education. The top five states in each of the five categories have been identified and a summary of each respective state's attributes have been identified in regard to: quality of life; education [both K-12 and higher education]; cost of doing business and

economic development policies; land use; transportation; cost of living; and housing affordability.

### **Ethnic Changes in Northeastern Pennsylvania**

*September 2006:* The focus of this research is to summarize recent changes in the demography of northeastern Pennsylvania. An influx of the Hispanic community into specific urban areas has spurred not only population growth and new business opportunities, but also challenges in education, employment, and healthcare. The study identifies some opportunities for new initiatives and ways other small-mid-sized communities are working towards integration.

### **Poverty & Urbanization**

*February 2006:* Poverty and urbanization are two economic patterns that demonstrate continuing trends. In this paper, we address the connection between the two and if urbanization directly affects poverty. We also, discuss the nexus, if there is one, between poverty and urbanization in Pennsylvania's Lackawanna and Luzerne counties.

### **Regional Implications of Bond Rating Methodology**

*June 2005:* Bond raters and insurers evaluate the issuer's economic region when determining bond ratings. That cost of capital could increase or decrease based on the strength of surrounding communities. This should be a major reason municipalities and counties reach across jurisdictional lines to solve problems.

### **Regionalism: A Primer**

*June 2005:* Partnerships across jurisdictional lines and that include public, private, and nonprofit stakeholders can contribute to the rebirth of northeastern Pennsylvania.

### **Impact of Arts, Culture, Recreation, and Venue as a Community Revitalization Tool**

*June 2005:* Arts, culture, recreation, and venue create wealth, pride, and image when incorporated into community revitalization and sustainability plans.

### **Why Aren't We Average?**

*April 2005:* Why do Wilkes-Barre, Luzerne County and the entire MSA continually fall below statewide averages on key census indicators? What would it mean if we did not? \$700 million in additional revenue following through Luzerne County.

### **Brookings Follow Up**

*April 2005:* A Competitive Agenda For Renewing The Cities Of Northeastern Pennsylvania -- Strategies And Recommendations to Implement The Brookings Institution Report: "Back To Prosperity: A Competitive Agenda For Renewing Pennsylvania"

### **Client Work**

JUSC has produced a number of projects driven by specific clients. JUSC is providing some community services for free as a Wilkes University was successful in securing initials pledges. However, in a desire to move the JUSC towards self-sufficiency, JUSC has/is working on a number of fee for service projects.

### **The Leighton Initiative: A Comprehensive Housing Strategy for the City of Wilkes-Barre**

For decades, the City of Wilkes-Barre has continued to watch housing statistics reach alarming levels, in particular housing tenure. According to the 1990 and 2000 Census, the City of Wilkes-Barre has registered owner occupied housing percentages of 52.7 and 53.5 respectively. To

revive their housing situation, the JUSC was enlisted to develop a comprehensive housing strategy, “The Leighton Initiative.” The purpose of the study was to provide a strategy for a comprehensive housing plan that would increase homeownership in the city by bringing in new residents to help rebuild Wilkes-Barre’s neighborhoods.

The JUSC identified four categories of programs for consideration: First time homebuyers, Façade improvements, Employer Assisted Housing (EAH), and “Rebuild Wilkes-Barre Neighborhoods”. Under each category, the JUSC identified sources of funding, available programs, and how each one of these programs should be marketed. The final step of the “Leighton Initiative” was the implementation phase, which included developing Employer Assisted Housing (EAH) Programs for major employers located throughout the City of Wilkes-Barre. The JUSC played an integral role in facilitating meetings between employers, financial institutions, and an outside consultant (Fannie Mae). This phase was successfully completed, by initiating EAH programs for seven major employers located within the City of Wilkes-Barre. Thomas Leighton, Mayor of Wilkes-Barre, held an official announcement regarding the programs on May 10, 2006.

The city accepted and is implementing the strategy. In phase 1 of the strategy, the Employer Assisted Housing program (EAH), four houses were purchased by employees from the participating organizations. In Phase 2, Rebuild Wilkes-Barre's Neighborhoods, the City purchased two house for rehabilitation and resale and another four for demolition and rebuilding.

### **South Valley Partnership Strategic Plan**

The JUSC was contracted to provide an analysis of the South Valley Partnership Region, which encompasses the borough of Glen Lyon, the townships of Newport and Plymouth, and the city of Nanticoke. The preliminary steps included demographic profiles, along with comparisons to county and state levels. The JUSC conducted a physical inventory of downtown Nanticoke. The inventory provided information on such topics as pedestrian traffic, streetscape, and civic sites. The JUSC also held community discussions, through public visioning interviews and street discussions.

The street discussions provided local resident opinions, and were recorded while conducting a physical inventory of the downtown. The public visioning interviews featured information and opinions provided by a diverse group of individuals from the SVP region, including elected officials, business and community leaders, and academia. The JUSC concluded the strategic plan with case studies and overall recommendations for the SVP.

The plan was adopted by the Partnership and used to successfully secure funding for road improvements, façade, and a parking garage.

### **Luzerne County Strategic Tourism Development Plan**

Luzerne County, Pennsylvania, has never been viewed as a major visitor destination. Instead, Pennsylvania’s eleventh-largest county has been focused on several other concerns. While the County is comprised of beautiful parks, game lands, and recreational facilities, there has been a modest effort put forth to creating a marketing strategy for outside visitors.

Still, the minimal marketing strategies have not prevented Luzerne County from experiencing steady increases in outside visitors and dollars, making tourism a substantial contributor to the local economy. The increases are due to several factors including geographical location, historical points of interest, and the development of such venues as the Wachovia Arena (pictured above). Future development including movie theaters, amphitheaters, trail

development, and open-space development will continue to provide the County with tourism expansion.

To create a countywide Strategic Tourism Development Plan, Luzerne County hired the JUSC. By developing a strategic plan, the JUSC will seek to maximize organization and management capacity, expand the visitor market, target core tourism investments, and enhance the visitor experience for the Luzerne County.

The JUSC conducted several street surveys, online surveys, business and community leader interviews, and most recently, two public forums. The forums were held in downtown Hazleton and Wilkes-Barre Township. Residents and business leaders attended the interactive event and were provided the opportunity to voice opinions about tourism and offer insight on how Luzerne County should be marketed to visitors and residents. In addition, the JUSC has researched several case studies in order to uncover areas in which new tourism experiences can be created for Luzerne County. The Strategic Tourism Development Plan was completed and presented to the Board of Directors of the CVB. As a result, the plan will be used to secure additional funding to increase promotional activities of the organization

### **Wi-Fi Feasibility Study for Implementing a City-Wide Wireless Network for the City of Wilkes-Barre**

Research, analysis and a white paper were completed by presenting case studies of communities who have implemented Wi-Fi networks. The document provided a step-by-step process on how to create, develop, and implement a network, along with funding sources and contact information of consultants, vendors and communities that have successfully implemented networks. A goal of this project was to produce a thorough study for the client to help them critically evaluate implementation of a network, what services and funding opportunities are available, and how to successfully contract with vendors.

As a results, the city has successfully provide Wi-Fi in the downtown and secured partners to implement the service citywide, while also providing for a security camera surveillance system to assist police in high crime areas.

### **Municipal Cooperation Commission Community Toolkit**

JUSC was contracted to create a comprehensive directory for Luzerne County in order to encourage cooperation amongst municipalities. The directory is in hard copy format and also is available on the web. Contact information for elected officials in each of Luzerne County's 767 municipalities is included in the directory. Additionally, contact information for state and federal officials is included in the publication. Regional success stories are also highlighted that bring attention to communities partnering for shared services. The web version provides a member-only section that can be accessed by elected officials. The directory was presented at a forum in October 2005 and is posted on the Luzerne County website.

JUSC has also worked on a number of other client driven projects from Act 47 Recovery to a Healthy Communities Assessment. JUSC completed a Luzerne County Arts & Culture Assessment which has led to the first countywide cultural plan.

### **Conclusion**

JUSC is poised to work with other higher education institutions in the region and to work with other regions in the Commonwealth of Pennsylvania. While urban studies centers aren't necessarily unique, JUSC is the only model we can find with multiple institutions of higher education [including universities, colleges, and community colleges] and a combination of public and private. JUSC is also unique in that its full time staff is not solely academic in nature. The

staff is comprised of practitioners of economic and community development, entrepreneurship, and consultants. Finally, JUSC does more than prepare reports for the community and provide data for municipalities; JUSC is involved in strategy development and private consultation. This combination of services goes beyond that of data banks and traditional urban studies centers. JUSC is positioned such that it can extend its services beyond Lackawanna and Luzerne counties. JUSC is a successful University-Community Partnership program. Many programs like this exist around the country, they focus on local issues and the “partnership” as a vehicle to revitalize and sustain communities.

JUSC is working to overcome its challenges, specifically ongoing financial stability and access to information. Many smaller communities do not have the up to date electronic data needed to analyze and make informed decisions. On the state level, much of the information is not available publicly, despite it being public information. Other states have current information on real estate transactions, department of finance information, business starts and failure data, international trade data and the like.

### **University Community Partnerships**

Education is an ongoing process that begins at birth – and continues throughout our lives. Education shapes how we act and react to events in our everyday life. It affects how we live our lives and affects the lives of the people surrounding us. Education is the process of training and developing the knowledge, skill, mind, and character of an individual through formal schooling, teaching, or training.<sup>i</sup>

In the words of Philosopher and Educator John Dewey: “I believe that education, therefore, is a process of living and not a preparation for future living.”<sup>ii</sup>

John Dewey was born October 20, 1859 in Burlington, Vermont. Dewey spent his life promoting education. He considered it to be a social process. On January 16, 1897, Dewey released his famous declaration concerning education, called “My Pedagogic Creed.”<sup>iii</sup>

His creed identified how education is a part of every single person’s evolution from the early beginning of life. Dewey was devoted to identifying the important contributions that schools had within their surrounding communities. Dewey believed that schools needed to spread their knowledge base to enhance the social qualities within the community at large. In essence, Dewey felt colleges and universities should form partnerships with communities to enhance the social aspect of the region.

University/community partnerships have come a long way since Professor Dewey’s research at his laboratory school in Chicago in the late 1890s. Today, these partnerships serve as simple education resources, or they can act as a catalyst in city-wide redevelopment efforts. But what are university/community partnerships?

University/community partnerships are collaborative efforts of community colleges, 4-year colleges, and universities with neighborhood residents and local stakeholders. Depending on the partnership, a third party may be introduced in the form of an outside stakeholder.<sup>iv</sup> For now, we will focus on the partnership of institutions of higher education (IHE), neighborhood residents, and local stakeholders.

University/community partnerships were presented at a national symposium in April 2003. This event was sponsored by the Housing and Urban Development’s (HUD) Office of University Partnerships. Speakers at this event included leaders of university community partnerships from around the country. Each participant addressed his/her specific involvement in university/community partnerships and provided examples of the many available lists of partnership features. There was a strong concurrence on the importance of reciprocity, shared

planning, power, and resources, good communication, and clear goals and expectations.

The panel defined four objectives for creating a successful university/community partnership. A common set of values for successful partnerships was described by each panelist: 1. commitment for growth; 2. trust; 3. clarity; and 4. understanding each participant's role(s).

These objectives form the foundation for successful development of a university/community partnership. Both the university and community bring different assets to the table. These assets are only valuable if each side is willing to trust and make a commitment to work together toward a common goal. Some guidelines in the partnership would be that all participants have a clear understanding of how the partnership will operate, what the goals of the partnership are, and what expectations each entity has. By establishing these guidelines, both the university and community can fully grasp their particular role in the partnership.

Potential obstacles facing university/community partnerships were also discussed at the symposium. Several factors were identified as possible deterrents in the forming of a successful partnership. The issues generally reflect the opposite functions of forming a successful partnership, including: 1. lack of acknowledgement among the partners; 2. unwillingness to participate openly; 3. partners who do not recognize or appreciate each other's strengths; and 4. hidden agendas.

To create a common goal(s), both sides of the partnership must identify the scope of work and define the specific area of need for the partnership. According to George Nash, author of The University and the City, there are four fundamental roles that colleges and universities can and should play in urban and community development. They should take on the role of: 1. an educator; 2. a neighbor and citizen (in attempts to rebuild and revitalize the neighborhoods); 3. a traditional role of researcher; and 4. serve as a model or example for the rest of the community.<sup>vi</sup>

Both parties must realize that each entity brings a different perspective to the relationship. What is certain is that higher education institutions bring a wealth of valuable experience, knowledge, and resources that are available to the community. Higher education institutions should aim to increase awareness of their resources to local neighborhoods and stakeholders in the community.

Universities and colleges provide opportunities for faculty, students, and surrounding community members to learn from each other through partnerships. IHEs can offer their staff, faculty, students, administrators, and facilities in aiding the partnership. Institutions of higher education also provide tangible impact to the communities that they operate in. Some examples would be through job creation and retention and increasing the tax base, (whether through occupational taxes or from employees who reside in the community and own or rent property). Such employees also shop, eat out (on their lunch hour), and pay for parking. These are all examples of reinvesting in the community that you work and live in. There are also opportunities for the community to utilize the resources (library, theater, conference space, sporting events, and camps for adults and children) of an institution of higher education.

Another impact on the community is the students who live, study, and shop in a community. These students reside in the community (some for part of the year, some year-round). The dollars that they pump into the local economy is measurable.

According to the Outreach University Partnership website (<http://www.oup.org>), there are seven subject categories that comprise the general types of activity from university/community partnerships:

Service Learning contains descriptions of university programs in which students engage in service activities for credit as part of their coursework. Service learning activities may consist of actual coursework or the provision of a community service that is related to a specific course of study. Generally, service learning requires students to reflect, write, or otherwise develop their understanding of the issues they have encountered through their work;

Service Provision describes noncredit student and faculty initiatives that take the form of coordinated, sustained, long-term projects targeted to a specific community. These activities are designed to foster and nurture community partnerships that benefit everyone involved;

Faculty Involvement profiles faculty members who embody the driving force behind activities within the community. These activities are not necessarily related to coursework. Instead, they are often related to an area of interest that generally addresses a faculty member's established professional development goal;

Student Volunteerism includes tasks driven primarily by students. These activities are short in duration, unrelated to coursework, and provide students with worthwhile positive experiences while allowing them to fulfill noncredit graduation requirements of volunteerism in community development;

The Community in the Classroom category depicts specific courses for local residents designed to enhance community building and community capacity. These are noncredit courses that support the institution's outreach program;

Applied Research describes specific, defined, pragmatic data collection, analysis, and reporting. The purpose of this targeted research is to define needs, guide program planning, assess outcomes, or otherwise contribute to efforts that improve conditions within the community;

Major Institutional Change portrays initiatives that change the mission, promotion and tenure criteria, awards, and course offerings of colleges and universities. A specific activity may even overhaul administrative processes to meet an institution-community goal.<sup>vii</sup>

### **Economic Impact**

Collectively and individually IHEs have a significant impact on the local economy. Within the City of Wilkes-Barre, there are three IHEs – all poised to have the greatest economic impact on the surrounding community. The health and vitality of Wilkes University, King's College, and Luzerne County Community College depend on the ability of City of Wilkes-Barre to add value (image and identity of place) to the institutions. Conversely, Wilkes-Barre relies on the jobs, services and revenues the schools produce.

To fully understand the impact of IHEs, it is important to first know how IHEs affect the economy. Simply on an operational basis, colleges and universities require large amounts of manpower and resources to run daily operations. Utilizing various types of products and services purchased from local distributors, IHEs have a massive impact on the local economy. Huge amounts of raw materials - such as food, paper products, and office supplies - purchased in the area have a multiplier effect on the economy. The multiplier effect occurs when local producers contract out the college or university's original order to a second set of businesses – translating to ripples that impact the local economy and numerous businesses on a number of levels.

IHEs also play an important role in broader economies. Scranton and Wilkes-Barre's IHEs spend about \$80 million annually.<sup>i</sup> Student, faculty, and staff spend money on personal items, books and supplies, furniture, household goods, food, and entertainment. The Scranton/Wilkes-Barre region is comparable to the Lehigh Valley area in terms of college and university spending and consumption; the Lehigh Valley's colleges and universities spend about \$81 million.<sup>ii</sup> Metro Philadelphia IHEs spend a whopping \$633 million annually.<sup>iii</sup>

The Commonwealth of Pennsylvania has 94 IHEs, with more than 240,000 students enrolled.<sup>iv</sup> Annually, these IHEs contribute more than \$7.5 billion into the State's economy.<sup>v</sup> A significant portion of this amount is generated through construction and renovation projects. It is estimated that construction projects targeted for the 2004 - 2005 period will cost Pennsylvania's IHEs about \$486 million and employ about 17,000 people.<sup>vi</sup>

Regionally, independent IHEs contribute about 4,655 jobs to the region and pay out nearly \$133 million in wages.<sup>vii</sup> Closest in resembling the Scranton/Wilkes-Barre region is Pennsylvania's Capital Area (Harrisburg), which employs approximately 5,324 faculty and staff and pays out about \$185 million in wages.<sup>viii</sup> The largest region with the most direct employment and wages paid out is the Metro Philadelphia area. The Metro Philadelphia region employs 38,260 persons paying \$2.7 billion.<sup>ix</sup>

The Scranton/Wilkes-Barre area ranks near the top in the state for IHE contributions to local economies. Among the region's top contributors is the University of Scranton. In a 2005 report prepared by the Association of Independent Colleges and Universities of Pennsylvania (AICUP), the University of Scranton contributed \$247,736,503 to the local economy in 2003.<sup>x</sup> With a total of 1,057 persons directly employed, the University of Scranton is one of the region's largest employers.<sup>xi</sup> The University of Scranton contributes significantly to both local and state taxes; it pays \$1,139,343 in income taxes to the state and contributes \$705,155 to municipal income payroll taxes.<sup>xii</sup>

The City of Scranton benefits from much more than just payroll and income taxes it receives from the University of Scranton. University expenditures for the 2004-2005 school year alone were \$25,824,108; in addition, in cooperation with AICUP, the University determined that during the same time period, student spending totaled \$19,470,960, visitor and tourism spending was \$6,234,319 and staff and faculty spending was \$33,259,489.<sup>xiii</sup>

The University of Scranton's estimated [annual] impact on the local economy is \$247,736,503 - derived from adding the estimated direct economic impact of \$102,806,876 to the estimated indirect and induced impact of \$143,929,627.<sup>xiv</sup>

Wilkes University is one of Wilkes-Barre's largest IHEs. Located in downtown Wilkes-Barre, it employs approximately 796 people.<sup>xv</sup> During the 2004-2005 school year, Wilkes University paid \$559,475 into the State budget. Likewise, during the same year, it contributed \$316,783 to the City of Wilkes-Barre in the form of payroll taxes.<sup>xvi</sup>

In conjunction with AICUP, Wilkes University also sought to identify its economic impact on the local community. As per the AICUP report, in the 2004-2005 school year, student spending totaled \$14,286,906; institutional spending was \$16,884,237; visitor and tourist spending was \$7,387,048; and staff and faculty spending was approximately \$14,573,000. In addition, Wilkes University's direct economic impact on the local community was \$54,881,191<sup>xvii</sup>; Its estimated indirect and induced impact on the City of Wilkes-Barre was \$76,833,668. Further, its total statewide economic impact was \$131,714.<sup>xviii</sup>

Also in Wilkes-Barre's downtown, and anchoring its north side, is King's College. King's also contributes significantly to the local economy. King's employs approximately 583 people -

generating \$474,723 to the state budget and \$339,088 for City budgets.<sup>xxix</sup> As reported by AICUP, during the 2004-2005 school year, student expenditures totaled \$9,180,810; institutional expenditures totaled \$9,743,039; visitor and tourist spending amounted to \$1,666,960; staff and faculty spending was \$14,407,741; and its direct economic impact on the local community was \$34,998,550.<sup>xxx</sup> King's College's approximated indirect and induced impact on the City of Wilkes-Barre during the same period was \$48,997,970. Its total statewide economic impact was \$83,996,520.<sup>xxxi</sup>

College Misericordia, located in Dallas, Pa., significantly impacts Dallas and Wilkes-Barre's local economies. For the 2004-2005 school year, with 418 employees, College Misericordia contributed \$341,273 to the State budget from payroll taxes. For the same time period, its payroll taxes also contributed approximately \$148,875 to municipality budgets.<sup>xxii</sup>

Per the AICUP report, for the 2004-2005 school year, College Misericordia's institutional expenditures totaled \$9,435,836; student spending was \$8,815,970; visitor and tourism spending was \$2,065,385; and staff and faculty spending was estimated to be \$10,155,798. College Misericordia's direct economic impact on the local economy was \$30,797,989.<sup>xxiii</sup> Overall, College Misericordia's estimated indirect and induced impact on the local economy was \$43,117,185, while its total statewide economic impact was \$73,915,174.<sup>xxiv</sup>

Luzerne County Community College (LCCC) is the City of Wilkes-Barre's third IHE. With offices and classrooms located on Wilkes-Barre's Public Square, it has a unique ability, as a smaller school, to impact the City's economy in ways similar to the larger IHEs. LCCC employs approximately 333 full-time and 66 part-time employees.

LCCC engaged in an economic impact study conducted by external consultants in 2005 to determine its impact on the community. The study showed that LCCC has a direct impact of \$306.5 million annually on Luzerne County (\$26.6 million in operations and capital spending and an additional \$279.9 million contributed by former LCCC students in the workforce).<sup>xxv</sup>

In a regional sense, Penn State University has the largest impact on northeastern Pennsylvania's economy. Each year Penn State's satellite campuses draw in millions for local economies. In all, Penn State's 24 satellite and main campuses contribute an incredible \$6.14 billion to the State's economy. Locally, Penn State Hazleton, Wilkes-Barre, and Worthington Scranton have a combined annual impact of about \$176 million.<sup>xxvi</sup> Out-of-state visitors to the Penn State Wilkes-Barre campus alone spend about \$6.5 million annually<sup>xxvii</sup>; combined spending by students, employees, and the University (including capital improvements and spending for goods and services) pumps 21.4 million dollars into the economy.<sup>xxviii</sup> Penn State Wilkes-Barre employs 400 people and contributes about \$3.4 million state government revenue.<sup>xxix</sup> For every \$1 the State invests in the Penn State University system, \$1.56 is returned in tax revenue.<sup>xxx</sup>

### **Types of Programs, Volunteerism, and Current Partnerships Between Schools and Surrounding Communities.**

Perhaps one of the most important aspects of a college town community is the role of volunteerism, as it uses IHE resources at no cost to the municipality. Each year, Pennsylvania's IHEs provide more than a million volunteer hours to local communities.<sup>xxxi</sup> While the community benefits from the free service, the IHE benefits by fulfilling its academic mission. Further, professors who specialize in local community issues can utilize the community as a resource to strengthen their skills and the skills of their students. An example of this could be creating a survey for a local nonprofit to utilize in ascertaining the needs of a specific group they wish to serve. Often, both parties mutually benefit from participating in volunteer activities and/or partnerships.

The six local IHEs that JUSC examined are in Luzerne and Lackawanna Counties. All of the IHEs participate in numerous volunteer programs. Such programs benefit surrounding communities, as well as the IHEs. Many volunteer programs are developed to promote relations between the IHE's students, staff, and faculty and the local community.

The University of Scranton has partnerships with various types of agencies. University staff, faculty and students volunteer with more than 160 agencies, some of which include the Community Intervention Center and the Lackawanna County Children's Library.<sup>xxxii</sup> The University helps the community by lending out its human resources. In return, students extend their knowledge base, gain experience, and foster community ties. Through all of this, the University fulfills its mission of educating students. The City of Scranton benefits greatly from its relationship with the University. Agencies supported by the University, such as the Lackawanna Historical Society and Special Olympics, help preserve the area's history and culture and serve citizen needs.

King's College is a volunteer orientated school, as it serves the community in many ways. A hallmark of its volunteer program is its involvement in the CitySERVE Program. Designed to introduce incoming students to the King's College mission, this one-day event focuses on building a bond between students and the local community. All incoming freshmen participate in the CitySERVE program.<sup>xxxiii xxxiv</sup> Through the Program, students volunteer time in four major areas: children/elderly, special needs, construction, and homeless/poverty services. Their services take place at locations throughout the area, including, among others, the Child Development Council, Cerebral Palsy Center of Luzerne County, Big Brothers and Big Sisters, and the Wilkes-Barre Senior Center.

CitySERVE's success has encouraged the college to create similar programs using key elements of the original program. Among new programs are WinterSERVE, SpringSERVE, FallSERVE, and SummerSERVE.<sup>xxxv</sup> These programs differ from CitySERVE in that they focus their services not on the local community, but on struggling areas throughout the U.S. and abroad. While these programs typically last a week, some last up to a month or more. Students, faculty and staff travel to these communities during semester breaks from classes. Through these programs, volunteers have traveled to communities in Phoenix, Arizona, and Spokane, Washington. The SpringSERVE program serves Monterrey, Mexico, where volunteers work with Habitat for Humanity.<sup>xxxvi</sup>

King's College posts impressive numbers when it comes to volunteerism. Last year almost 450 students, over 40 faculty/staff leaders, and 45 student leaders served at over 40 sites throughout the Wyoming Valley. In 2005, its CitySERVE Program compiled 1,375 hours of service in one day. All first year students complete five hours of service in the fall semester through the First Year Experience course - totaling 2,250 service hours.

King's College's classes, clubs and organizations are all required to submit service projects. On average, such groups complete about 800 service hours. The College also participates in various other projects throughout the year, including Hunger for Justice Week and Campuses that Care – which add up to about 1,200 service hours.

Over the eighteen months, King's College has earmarked more than \$1.2 million in foundation and private donor funds for community outreach in the form of endowment, programmatic funds, scholarship, and operational monies. Such funds are directly impacting many children, students, faculty and the general public in the Wyoming Valley and its surrounding areas.

## **Other King's College Volunteer Efforts:**

### Dan Flood Tutoring Program

The Willary Foundation recently funded a year-long series of cultural experiences for 25 Latino children, which included a tour of the Lackawanna Coal Mine, an F.M. Kirby Performing Arts production, and a visit to the Crayola Factory, among a number of smaller field trips.

The Luzerne Foundation is funding the purchase of bi-lingual books for program participants. Offset Paperback provided in-kind contributions.

It should be noted that since the Dan Flood Tutoring Program received the above-mentioned funds, it has expanded from 25 to 40 students, with a growing waiting list.

### Susquehanna River Institute

The Central Susquehanna Community Foundation and Hazleton City Authority – Water Department funded water quality research projects conducted by Environmental Science students and Dr. Brian Mangan, Director of the King's College Environmental Science Program and the Susquehanna River Institute.

### North Main Street Project

The Northeastern Pennsylvania Urban & Community Forestry Program, funded by the USDA, funded the purchase of a several varieties of trees for both sides of Wilkes-Barre's North Main Street.

### Shoval Center for Community Engagement and Learning

The Shoval Center for Community Engagement and Learning was established to engage students, faculty and staff in responding to compelling community issues, needs and opportunities. The Center is a cross-institutional coordinating mechanism utilized to simplify access to College resources for students, staff, and community stakeholders, focus all civic engagement endeavors around a set of common principles, promote accountability for outcomes, and maximize financial resources to advance King's commitments to mutually beneficial community partnerships.

The Shoval Family Foundation will endow the Center over the next ten years and the Sordoni Foundation will endow the Center over the next five years. Operational monies are currently being sought through the federal government and private sources.

### Office of College Diversity

Pennsylvania Performing Arts on Tour (PennPAT) and the William G. McGowan Charitable Fund provided monies for the performance of Nego Gato, a Brazilian dance troupe, which conducted three culture-based workshops for area high schools students, college students, and educators as well as the public.

### King's Ethnic Communities and Organizations Initiative

The purpose of the Ethnic Communities and Associations Initiative is to explore, recognize and celebrate the role of voluntary ethnic associations in the past, present and future civic life of Northeastern Pennsylvania and to interact with ethnic community organizations through collaboration of conferences, workshops, and programming.

### McGowan Hispanic Outreach Program

The McGowan Charitable Fund is funding most of King's College's Hispanic outreach initiatives, including implementation of a Hispanic Outreach Coordinator. To date, four outreach activities are planned through Fall 2006, including: 1) *Latinos in Higher Education* – a presentation by Deborah A. Santiago, PhD, vice president for policy and research at Excelencia in Education; 2)

St. John's Celebration at Scranton's Catholic Youth Center; 3) *Yo Soy Latina!*, a theatrical production about the journey of six Latinas from different backgrounds; and 4) Spanish language computer classes for adult learners.<sup>xxxvii</sup>

Wilkes University also has a strong volunteer program that contributes to the City of Wilkes-Barre – both economically and culturally. Like King's College, Wilkes University implements a mandatory service program for first year students; the program is aimed at strengthening community and student relationships. In August 2006, the new freshman class, along with 35 upperclassmen, contributed more than 1,770 hours of community service to the Wilkes-Barre.<sup>xxxviii</sup> In total, Wilkes University contributes more than 20,000 hours of community service annually.<sup>xxxix</sup> Wilkes University also participates in a number of volunteer partnerships with local organizations. The majority of college/university clubs must perform community service. Wilkes University's Circle K and Student Community Service Council were developed for volunteer purposes.

### **Other Wilkes University Volunteer Efforts:**

#### FIT (Financial Independence for Tomorrow) Program –

The FIT Program provides financial education for adults, children (in after-school programs with the Girl Scouts) and senior citizens at the Wilkes-Barre Senior Center.

#### Freshman Orientation

During two weekends in June and July, over 600 incoming students participate in community service projects on the same day, which translates to 900 hours of service at over 30 sites throughout Wilkes-Barre and its surrounding areas.

#### Campuses That Care Week

Wilkes University and King's College collaborate for a week of service to the City of Wilkes-Barre. Students look beyond healthy rivalry to unite in a spirit of service.

#### Clubs and Residence Halls

Each semester, all Wilkes University clubs and residence halls are required to complete service projects. With over 40 resident advisors and 50 clubs, Wilkes University is always a leader in service.

#### Habitat for Humanity Multi-Campus Build

Students from Wilkes University, King's College, College Misericordia, Penn State, and LCCC have been working together [SINCE X] to repair a home in Parsons, Pa, for a local family. While the project has taken a year and a half to get off the ground, Habitat for Humanity finally acquired needed property and the students have since taken the serious initiative to meet, schedule work teams, organize lunches, and plan fundraisers to complete the home.

#### Community Based Work-Study

Wilkes University placed 41 students in community organizations as volunteers. The volunteers earn financial aid by recording their hours. Some organizations include: YMCA, SPCA, American Red Cross, Osterhout Library, McAuley Center, McGlynn Learning Center and CEO Kids Cafe.

#### Campus Service

11 students served as coordinators for on-campus service. Coordinators organized and recruited volunteers for programs, including five blood drives, alternative spring break, FIT program, Habitat for Humanity and the annual Victims Rights Rally.

Wilkes University also has ongoing partnerships with community nonprofit organizations, including: American Red Cross, McGlynn Learning Center, Commission for Economic Opportunity, Reach, YMCA, and the Victims Resource Center.

### Academic-Based Service

Certain majors at Wilkes University require service (i.e., nursing and education), while professors in other areas incorporate it into the class curriculum (i.e. business, English, women's studies, sociology).<sup>xi</sup>

Wilkes University also has an endowment for the Alternative Spring Break Service Trips. Last year, students raised an additional \$25,000 in six months to cover expenses. The University has also consistently received grant awards for a VISTA (Volunteer in Service To America), a member of AmeriCorps, to support on-campus service programs.

Penn State Wilkes-Barre's service learning experience focuses on three main objectives: 1) providing a volunteer activity or service that focuses on a community's needs; 2) academic objectives are established and/or developed between course work and community service; and 3) student reflection of the experiences, between the course work and the service to the community.<sup>xii</sup> Penn State Wilkes-Barre students have been involved in the following volunteer programs, among others: Canning for Kids Fighting Cancer, Community Reading Day and the Haunted Forest Fund Raiser for kids with cancer.<sup>xiii</sup>

College Misericordia students are also involved in their local community, in Dallas, as well throughout the entire Wyoming Valley. Through the Office of Campus Ministry, students are subject to a number of volunteer opportunities. Many of these experiences involve one on one interaction with area residents, including: senior citizens, children and the homeless or indigent. College Misericordia places student volunteers in the following locations:

### Meadows Nursing Home

Students visit twice a month and conduct social activities with residents.

### Mercy Center

Students visit monthly and participate in social/recreational activities and one-on one-visits with residents.

### St. Vincent De Paul Soup Kitchen

Students serve and prepare meals in the Wilkes-Barre soup kitchen on a monthly basis. Students also conduct clothing drives to help the needy who frequent the soup kitchen.

### Jewish Family (Kids Care Club)

Students perform a service project once a year to help those in need.

### Habitat for Humanity

Students volunteer monthly to work on construction of a house in Luzerne County. This year, students will be involved in a multi campus Habitat Build, which involves students from other regional IHEs.

### Back Mountain Food Pantry

Several times per year, students conduct on-campus food drives to collect non-perishable goods.

### Vision Homeless Shelter

Each semester, students make a meal for the homeless men housed through Vision at various churches.

### Peace Center

College Misericordia collaborates with the Peace Center in enlisting speakers, showing films, and providing support for social justice programs held throughout the year.<sup>xliii</sup>

### The Diversity Institute

The Diversity Institute, located on-campus at College Misericordia, is an educational resource center. Its primary goal is to work collaboratively with community members to promote multicultural understanding and the elimination of discrimination. The Institute's mission is educational and its programs share practical tools and ideas to assist individuals and groups as they seek to promote multicultural awareness. The institute provides training and consultation, educational programming and community service in the form of mentoring programs for children, a cultural diversity fair and a summer leadership program for high school students.<sup>xliv</sup> Additionally, the Diversity Institute houses the Northeastern Pennsylvania Diversity Education Consortium (NEPDEC), the goals of which include creating a more inclusive, dynamic culture in our region and effectively preparing area students and employees for increasingly complex and diverse communities and workplaces of the next century. To achieve these goals, NEPDEC will:

- Infuse curricula of member institutions with diversity education initiatives;
- Educate students and staff for multicultural competence;
- Enhance resources and opportunities for faculty and curriculum development in diversity awareness;
- Develop campus activities that enhance multicultural understanding; and
- Build alliances among institutions historically isolated from one another, such as community service and social justice groups, public school systems, the business community, colleges and universities, and minority populations<sup>xlv</sup>

NEPDEC is comprised of higher education institutions, businesses, healthcare systems, local chambers of commerce, county commissions, intermediate units, and K-12 education.<sup>xlvi</sup>

College Misericordia has a structured service learning component within its curriculum. The program(s) are experiential learning experiences that provide students with an opportunity to meet academic objectives through community service. Students provide service that has a real –life impact on the community and also enhance knowledge of course content they are studying. Some disciplines that have service learning based courses are: psychology, sociology, social work, occupational therapy and science. Placements for service learning include: Habitat for Humanity, Commission on Economic Opportunity (CEO), Salvation Army, local daycare centers, Children's Service Center, community libraries, churches and school districts.<sup>xlvii</sup>

Luzerne County Community College, through its Workforce and Community Development Division (WCD), serves as a liaison between the college and businesses, industries, economic development organizations and educational institutions throughout northeastern Pennsylvania. WCD provides programming to support and maintain a well-trained workforce. Through its training programs, individuals and organizations are provided up-to-date skills to compete in their respective fields of work, change career tracks or to simply enhance their marketability. Many programs are custom designed and services may be obtained either at the client's site or at one of LCCC's off-campus centers.

WCD is comprised of four sub-divisions, including: 1) The Center for Business Solutions, 2) Customized Training, 3) Public Safety Training Institute, and 4) Continuing Education and Workforce Development/Basic Skills. WCD also conducts the Partners for Workforce Excellence Program, which has 25 members from business organizations. This Program assists business and industry in training their workforces, sharing ideas and best practices, and creates professional networking opportunities.<sup>xlviii</sup>

From the community's perspective, volunteer participation provides it with highly valued services at no cost. The community receives services from local institutions that partner in the academic process, increase human resources for problem-solving, create new and creative solutions to genuine community needs, and develop a potential pool of adult volunteers.<sup>xlix</sup>

### **Community Revitalization Success**

Wilkes University and King's College have recently created a partnership with Barnes & Noble Booksellers. The schools partnered to bring a bookstore to downtown Wilkes-Barre. Not only did the schools work together to achieve this, but they also involved the Wilkes-Barre Chamber of Business & Industry to utilize space in a downtown location; they also agreed to utilize Barnes & Noble as their respective school's textbook supplier. This partnership not only enhances Wilkes-Barre's downtown, but also builds a strong working relationship between the IHEs and the public. The bookstore opened in fall 2006.

### **Conclusion**

While the case studies presented provide insight into many successful university community partnerships around the nation, each project is unique to its specific community. What would work in one college town might not work in another.

Many times, partnerships are formed through acquaintances or providers or simply by a university worker or students volunteering time to an organization outside of their work or classroom schedule. Colleges and universities can work with local and state government, nonprofits, the business community and local school districts to forge such partnerships.

IHEs should involve communities in their planning processes, whether for expanding campus boundaries or rehabilitating campus properties. When planning is inclusive and encourages input through community dialogue, it most likely benefits the overall process. Public officials should reciprocate by include IHEs in their planning processes and meet regularly to identify opportunities. Likewise, the non-profit, economic development, and private sector should work together and work with IHEs in advancing a community's agenda.

Mayor Tom Leighton of Wilkes-Barre said it best with his signature "I Believe" motto. The predominant attitude of residents and those living and working in surrounding areas is perhaps the largest obstacle to face in regard to becoming a college town. Lackawanna and Luzerne Counties, along with the area IHEs, have the right tools to form new and exciting partnerships. By forming these partnerships, all community stakeholders and IHEs stand to make substantial gains. Not only would such partnerships bring together representatives from higher education and government, but they would also work to strengthen the local economy, give students, faculty and staff opportunities to witness thriving government/community partnerships. The future of any region depends on the ability of each community, its government, and its citizens to mobilize commercial districts. IHEs have the ability to kick-start this process.

## Endnotes

- <sup>i</sup> Uroda, Ron and Funt, Gayle. The Community and Economic Impact of Pennsylvania's Independent Colleges and Universities February 2005. Harrisburg, PA: Research Center Association of Independent Colleges and Universities of Pennsylvania, February 2005. Pg. 13.
- <sup>ii</sup> Uroda, Ron and Funt, Gayle. The Community and Economic Impact of Pennsylvania's Independent Colleges and Universities February 2005. Pg. 13.
- <sup>iii</sup> Uroda, Ron and Funt, Gayle. The Community and Economic Impact of Pennsylvania's Independent Colleges and Universities February 2005. Pg. 13.
- <sup>iv</sup> Uroda, Ron and Funt, Gayle. The Community and Economic Impact of Pennsylvania's Independent Colleges and Universities February 2005. Pg. 1.
- <sup>v</sup> Uroda, Ron and Funt, Gayle. The Community and Economic Impact of Pennsylvania's Independent Colleges and Universities February 2005. Pg. 12.
- <sup>vi</sup> Uroda, Ron and Funt, Gayle. The Community and Economic Impact of Pennsylvania's Independent Colleges and Universities February 2005. Pg. 12.
- <sup>vii</sup> Uroda, Ron and Funt, Gayle. The Community and Economic Impact of Pennsylvania's Independent Colleges and Universities February 2005. Pg. 2.
- <sup>viii</sup> Uroda, Ron and Funt, Gayle. The Community and Economic Impact of Pennsylvania's Independent Colleges and Universities February 2005. Pg. 2.
- <sup>ix</sup> Uroda, Ron and Funt, Gayle. The Community and Economic Impact of Pennsylvania's Independent Colleges and Universities February 2005. Pg. 3.
- <sup>x</sup> The University of Scranton AICUP Economic Report. Prepared June 2005.
- <sup>xi</sup> The University of Scranton AICUP Economic Report. Prepared June 2005.
- <sup>xii</sup> The University of Scranton AICUP Economic Report. Prepared June 2005.
- <sup>xiii</sup> The University of Scranton AICUP Economic Report. Prepared June 2005.
- <sup>xiv</sup> The University of Scranton AICUP Economic Report. Prepared June 2005.
- <sup>xv</sup> Wilkes University Estimated Annual Economic Impact on Pennsylvania. Prepared May 17, 2005.
- <sup>xvi</sup> Wilkes University Estimated Annual Economic Impact on Pennsylvania. Prepared May 17, 2005.
- <sup>xvii</sup> Wilkes University Estimated Annual Economic Impact on Pennsylvania. Prepared May 17, 2005.
- <sup>xviii</sup> Wilkes University Estimated Annual Economic Impact on Pennsylvania. Prepared May 17, 2005.
- <sup>xix</sup> King's College Estimated Annual Economic Impact of Pennsylvania. Prepared May 16, 2005.
- <sup>xx</sup> King's College Estimated Annual Economic Impact of Pennsylvania. Prepared May 16, 2005.
- <sup>xxi</sup> King's College Estimated Annual Economic Impact of Pennsylvania. Prepared May 16, 2005.
- <sup>xxii</sup> College Misericordia Estimated Annual Economic Impact on Pennsylvania
- <sup>xxiii</sup> College Misericordia Estimated Annual Economic Impact on Pennsylvania
- <sup>xxiv</sup> College Misericordia Estimated Annual Economic Impact on Pennsylvania
- <sup>xxv</sup> Email correspondence with Tracy Polinsky, Director of Institutional Research & Planning, Luzerne County Community College. 23 June 2006.
- <sup>xxvi</sup> <http://www.hn.psu.edu/departmnets/news/NEPAEconomicImpact.html>
- <sup>xxvii</sup> <http://www.hn.psu.edu/departmnets/news/NEPAEconomicImpact.html>
- <sup>xxviii</sup> <http://www.hn.psu.edu/departmnets/news/NEPAEconomicImpact.html>
- <sup>xxix</sup> <http://www.hn.psu.edu/departmnets/news/NEPAEconomicImpact.html>
- <sup>xxx</sup> <http://www.hn.psu.edu/departmnets/news/NEPAEconomicImpact.html>
- <sup>xxxi</sup> Uroda, Ron and Funt, Gayle. The Community and Economic Impact of Pennsylvania's Independent Colleges and Universities February 2005. Harrisburg, PA: Research Center Association of Independent Colleges and Universities of Pennsylvania, February 2005. Pg. 26.
- <sup>xxxii</sup> <http://www.scranton.edu>
- <sup>xxxiii</sup> <http://www.kings.edu/pr/releases/08-04/SERVEstudentsover400804.html>
- <sup>xxxiv</sup> <http://www.kings.edu/pr/releases/08-04/SERVEstudentsover400804.html>
- <sup>xxxv</sup> <http://www.kings.edu/pr/releases/08-04/SERVEstudentsover400804.html>
- <sup>xxxvi</sup> <http://www.kings.edu/pr/releases/08-04/SERVEstudentsover400804.html>
- <sup>xxxvii</sup> Email correspondence with Patricia Last, Director, Government and Foundation Relations, King's College. 22 June 2006.
- <sup>xxxviii</sup> <http://www.wilkes.edu/support/fund/commbusi.asp>
- <sup>xxxix</sup> <http://www.wilkes.edu/support/fund/commbusi.asp>
- <sup>xl</sup> Email correspondence with Ann Loyek, Wilkes University. 2 August 2006.
- <sup>xli</sup> <http://www.wb.psu.edu/framwork.asp?T=2&id=101&sub=104>
- <sup>xlii</sup> Jackie Warnick-Piatt - Student Activities Coordinator, email JackieWP@psu.edu
- <sup>xliiii</sup> Email correspondence with Chris Somers, College Misericordia. 18 August 2006.
- <sup>xliiv</sup> [http://www.misericordia.edu/misericordia\\_pg.cfm?subcat\\_id=109&page\\_id=108](http://www.misericordia.edu/misericordia_pg.cfm?subcat_id=109&page_id=108). 18 August 2006.
- <sup>xliiv</sup> [http://www.nepdec.org/profile/profile\\_mission.asp](http://www.nepdec.org/profile/profile_mission.asp). 18 August 2006.
- <sup>xlivi</sup> Email correspondence with Arthur Breese. 18 August 2006.
- <sup>xliivii</sup> Email correspondence with Carol Blundell. 22 August 2006.
- <sup>xliiviii</sup> Luzerne County Community College. Workforce Development.
- <http://www.luzerne.edu/workforce/main.asp>
- <sup>xlix</sup> Luzerne County Community College. Workforce Development.
- <http://www.luzerne.edu/workforce/main.asp>