

1996

Community Service Leadership Conference

Bill Sigismond
Monroe Community College

Gary Thompson
Monroe Community College

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COMMUNITY SERVICE LEADERSHIP CONFERENCE
Saturday, February 3, 1996

TRACK B
ADDING LEARNING TO SERVICE
(for faculty)

Presented by Bill Sigismund and Gary Thompson, Monroe Community College

Workshops 9:30 am - 12 noon

1. Project management and organization
 - √ examples of successful programs
 - √ developing service partners
 - √ how to run the project
2. Integrate service learning into your curriculum and/or program
 - √ three models for service learning

Lunch 12 noon - 1:00 pm

Workshops 1:00 pm - 2:30 pm

3. Piedmont Community College Video
4. Monroe Community College PAC-TAC Video
5. Evaluation - did learning take place?
 - √ using reflection to insure quality
 - √ portfolios, journals and other methods of assessment
 - √ using results to find support

**COMMUNITY
SERVICE
LEADERSHIP
CONFERENCE**



Saturday, February 3, 1996

SATURDAY, FEBRUARY 3, 1996

**ALL TEACHERS, COLLEGE AND
HIGH SCHOOL STUDENTS,
COMMUNITY BASED
ORGANIZATIONS, AND
COMMUNITY-AT-LARGE**

Plan to attend United Way's Student Connection's

**COMMUNITY SERVICE
LEADERSHIP CONFERENCE**

An interactive and fun day of leadership development,
planning service projects and facilitator training

8:30 A.M. - 3:30 P.M.

**MCC DAMON CITY CAMPUS
228 E. MAIN STREET**

(free parking in Mortimer Street Garage)

\$5.00 PER PERSON

*Supported By:
Aquinas Institute, Monroe Community College,
Nazareth College, SUNY Brockport, The Center
for Youth Services, St. John Fisher College,
University of Rochester, Rochester Institute of
Technology, Rochester Monroe County Youth
Participation Project, Rochester City School
District*



REGISTRATION FORM

RETURN TO: RUTH SIEGEL, DIRECTOR
 VOLUNTEER RESOURCES DEPARTMENT
 UNITED WAY OF GREATER ROCHESTER
 ONE UNITED WAY
 ROCHESTER, NEW YORK 14604-1393

YES WE WANT TO BE PART OF THIS WONDERFUL CONFERENCE!

ENCLOSED IS A CHECK FOR \$ _____ (List of participants is attached)

NAME/TITLE: _____

ORGANIZATION/SCHOOL: _____

ADDRESS/ZIPCODE: _____

TELEPHONE NUMBER: _____

REGISTER FOR ONE: TRACK A _____ TRACK B _____

DAY'S SCHEDULE

8:30 A.M.

Registration and Continental Breakfast

9:00 A.M.

Keynote speaker

Jessica Ortiz, student, Marshall High School

9:30 - 12:00 noon

WORKSHOPS

TRACK A

BUILDING LEADERSHIP IN YOUR COMMUNITY

1. Team Building
 - Problem solving as a team
 - Identifying roles in teams
 - Identifying your talents
2. Not just a leader, but a team member
 - personal insights
 - reflections

TRACK B

ADDING LEARNING TO SERVICE

(for teachers & program leaders of all ages)

1. Project management & organization
 - examples of successful programs
 - developing service partners
 - how to run the project
2. Integrate service learning into your curriculum and/or program
 - three models for service learning

12:00 - 1:00 P.M.

LUNCH

1:00 - 2:30 P.M.

WORKSHOPS

3. Building Community Awareness
 - exploring your community needs
 - Identifying resources
4. Creating community projects
 - develop commercial

3. Evaluation - Did learning take place?
 - Using reflection to insure quality
 - Portfolios, journals & other methods of assessment
 - Using results to find support

2:30 - 2:45 P.M.

BREAK

2:45 - 3:30 P.M.

COMBINED PROGRAM FOR TRACKS A AND B

Presentations by community leadership participants

COURSE INFORMATION SHEET

Co-Operative and Experiential Learning Office
Spring - 1996

CEL 100 Community Service

3 credits

Instructor: Lisa Taylor-Austin, MS Ed.
Office Phone: 292-2285 (voicemail 24 hours per day)
Secretary Phone: 292-3101 (for appointment)
Fax: 292-3848
Internet: ltaylor@eckert.acadcomp.monroecc.edu
Office: Brighton Campus, 1-231D
Office Hours: By appointment. Call Secretary.

Required Text: No required textbook. Reading will be articles presented by you and your classmates.

Course Description: This internship creates the opportunity for students to volunteer time within their own community in "not-for-profit" agencies to perform meaningful services based on the agencies needs, and then through a series of seminars to reflect on problems and issues that they are responding to with their volunteer efforts. In many cases the volunteer work is associated with the student's career interests. Students will be responsible for maintaining a volunteer placement that will involve a minimum of 135 hours. As part of the course requirement, the student will keep a journal reflecting on the volunteer experience with his or her community organization.

Prerequisite: Permission of the Office of Cooperative and Experiential Learning.

Course Requirements: Students must attend all class seminars, complete journal assignments, complete 135 hours of community service, participate in seminar discussions, present information assigned to classmates, follow instruction and direction of your site supervisor.

Attendance Policy: Because there are only eight (8) seminars for this course, attendance at all seminars is required. If you must be absent due to illness, jury duty, death in family, etc., the instructor must grant approval for your absence. In cases where approval is not granted, your absence will be unexcused and this could affect your final grade (see grading policy).

Special Needs: If you have any special needs that may result of a learning disability or physical condition, I will be happy to help you with the assistance of the Counseling Center.

College-Wide Drop Policy: You may drop this course by submitting an add/drop form to registration and records by the deadline. The last day to submit an individual course withdrawal form is 4/26/96. A withdrawal requires my signature and places a permanent "W" on your transcript. If you are receiving financial aid, speak to a financial aid specialist before withdrawing from any course.

Emergencies: In case of bad weather or other emergency, listen to major radio stations for school closings and call my voicemail to hear any class cancellation announcement.

Grading: Your grade will be based on:

1. 135 hours of community service
50% of grade - based on site supervisor evaluation (based on a scale of 1-10):
1 = D-, 2 = D, 3 = C-, 4 = C, 5 = C+, 6 = B-, 7 = B, 8 = A-,
9 & 10 = A.
2. Journal Keeping - 25% of grade
3. Seminar Attendance and Participation - 25% of grade
 1. Verbally participates in class sessions.
 2. Participates actively in activities.
 3. Presents article to class.
 4. Discusses site experience and offers feedback to classmates.

Tentative Syllabus

Jan 24	Topic: What is Community Service? Course introduction, student introduction, overview of policies and procedures. Site placement completed.
Jan 31	Topic: Communication (verbal/nonverbal, gender differences). Video. Activity, roundtable discussion, student article presentation.
Feb 7	Topic: Cross-cultural Communication. Game, roundtable discussion, student article presentation, student site presentation.

- Feb 14 Topic: Needs of the site. Client Needs.
Video: Resolving Conflicts in the Workplace
Activity, roundtable discussion, student article
presentation , student site presentation.
JOURNALS COLLECTED.
- Feb 21 vacation - no class
- Feb 28 Topic: Values. First Impressions. Remaining neutral
 working with clients.
Activity, roundtable discussion, student article
presentation, student site presentation.
- Mar 6 Topic: Leadership. Role of the client.
Activity, roundtable, student article presentation,
student site presentation.
- Mar 13 Topic: Goal setting and reflection.
Activity. Wrap up. (last class)
JOURNALS COLLECTED FOR GRADING.

Continue at the assigned site completing your 135 work hour commitment throughout the semester. I will arrange a site visit with your site supervisor.

- May 17 **Deadline.** All course work completed. All work hours
completed. All paperwork in to course instructor.
(This can be completed prior to May 17).

memorandum

January 30, 1996

TO: Charlotte Downing
Director, Academic Services, Damon City Campus

FROM: Douglas J. Brown *DJB*
Associate Director, Student Center

RE: **Community Service Internship Program - CEL 100**

Attached is the information you requested about the MCC Community Service Internship program that is being offered beginning Fall semester 1996. The CEL 100 course will be offered to students through the History and Political Science Department in cooperation with the Cooperative Education office and the Student Center office.

Once certified by the Curriculum Committee, the CEL 100 course will meet the social science elective credit requirements necessary for students to complete their degree. Currently, one section is being planned for implementation beginning Fall semester 1996 and will be offered at the Brighton Campus. Also, under consideration is the possibility of offering a CEL 100 section at the Damon City Campus. I will serve as the primary instructor for the CEL 100 course. In turn, Pam Weidel, Assistant Director, Student Activities, will assist me in instructing the Damon City Campus if this section becomes a reality.

The Community Service Internship program will provide students with an opportunity to work as volunteers at local, community-based, service organizations and receive three credit hours for their work in the field. This program should be of assistance to your Damon City Campus Saturday Family College program. Students involved in the CEL 100 course could be assigned to work with the Saturday Family College day program and assist with the development and implementation of the children's activities while their parents attend classes. I am confident that we will have no problem in finding students to assist with your program.

Charlotte Downing
January 30, 1996
Page 2

If you would like more information regarding the CEL 100 course or you would like to discuss its merits in relation to the Damon City Campus Saturday Family College program, please call me at Ext. 2531.

DB:jb

Enclosures

c: R. Ryther
C. Salamone
W. Sigismond
P. Weidel

COMBINING SERVICE AND LEARNING

Objective:

To show how community service experiences can be infused into the curriculum at Monroe Community College.

Results:

The results will be that students:

- **Earn** elective credit in their major field of study.
- **Gain** valuable experience related to their future career plans.
- **Perform** meaningful services in their own community.
- **Link** their education to social responsibility.

WHAT DO WE MEAN BY COMMUNITY SERVICE EXPERIENCE?

Any experience in which a person volunteers time with a community agency to perform planned, supervised, meaningful service.

WHAT IMPACT WILL COMMUNITY SERVICE HAVE ON STUDENTS AS LEARNERS?

1. Students will select agencies that provide experience related to their future career plans.
2. Students will meet weekly for one semester with an instructor in a classroom setting (eight seminars). A planned curriculum will be followed. The curriculum will place emphasis on student reflection about their volunteer experience.
3. Students will keep a reflective journal of their experiences.
4. Students will set goals to be accomplished at their volunteer site.

5. Students will be evaluated on their performance at the volunteer site.
6. Students will be evaluated on their classroom performance. The reflective journal will count as part of the classroom evaluation.
7. Students will be required to work a certain number of hours (135 hours).
8. Student will receive elective credit (3 credits) for "Service Learning."
9. In essence, a student who elects to participate will be doing an internship.

COMMUNITY SERVICE COURSE OUTLINE (By Week)

Seminar Structure:

- Eight Seminars
- Fifteen hours of instruction as follows:
 - ◊ two-hour opening seminar
 - ◊ one-hour closing seminar
 - ◊ six two-hour “working seminars”

Seminar:

- 1 **Opening Seminar**
 - Introductions
 - Objectives and requirements of course
 - Seminar format
 - Agency placements
 - Service-learning internship responsibilities and considerations
 - Discussion: Why community service?

- 2 **Topic: The Imperative for Service**
 - The individual and society:
 - ⇒ What in American history and culture sets the context for individual choices about social needs?
 - ⇒ Are there differences in social, political, psychological, and religious approaches to commitment to the common good?
 - The individual and service:
 - ⇒ What motivates someone to decide to serve the community (consider spiritual, humanistic, and other philosophical viewpoints regarding service)?
 - ⇒ Is serving the same as volunteering?
 - ⇒ Does making service mandatory change the nature of the service?
 - ⇒ Reexamination of the individual student’s own philosophy of service

- 3** **Topic: The Imperative for Service (Continued)**
- Society and service:
 - ⇒ Who decides what social needs are and how they are to be met?
 - ⇒ What is the role of the public and private sectors in defining and meeting social needs?
 - ⇒ Is there a difference between the community of need and the community of response?
- 4** **Topic: Global and Minority Issues**
- Minority service needs and programs
 - International needs and programs
 - ⇒ How does the “big” picture of the planet as a whole relate to your “little” picture of yourself in your internship?
 - ⇒ Journals collected for review by instructor
- 5** **Topic: Service Through Leadership**
- Developing leadership skills and implementing them effectively in a service environment
 - Leadership at your internship site
- 6** **Topic: The Role of the Served**
- Empowering those who are served
 - What are the responsibilities of those “served?”
 - Who, ultimately, gains more from service: Those who serve or those who are served?
- 7** **Topic: The Future of Service-Learning**
- What is the future of service in America?
 - Should service be mandatory?
 - What is the role of service-learning at MCC?
 - How do we develop, determine, and insure quality programs?
- 8** **Closing Seminar**
- Reflection on volunteer experiences
 - Reflection on seminar topics
 - How has this experience furthered your career plans?
 - Journals collected

NOTE:

During the course of the semester internship, the faculty instructor will track students at their volunteer sites (on-site visitations are encouraged). The instructor is expected to spend 1 1/2 hours tracking each student for a total of 30 hours. This tracking is in addition to the 15 hours of seminar instruction. Students are expected to spend a total of 135 hours during the course of the semester at their volunteer site. In addition to the above-planned curriculum, part of each "working seminar" will consist of a discussion of the problems and issues at student volunteer sites.

2/95

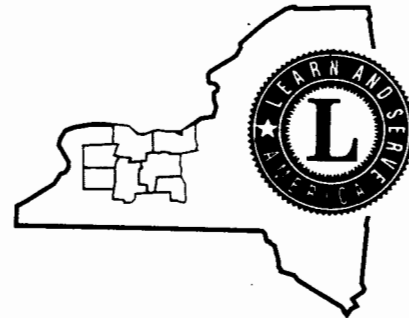
FINGER LAKES REGIONAL NETWORK
K-12 School Based Program

P.O. Box 92334

Rochester, New York 14692

Phone: 716-385-6750 Ext.: 390

Fax: 716-385-2369



January 8, 1996

Dear Finger Lakes Regional Network Member:

The goal of the FRN is to enhance, expand and advocate for K-12 Service Learning in the Finger Lakes region through cooperative partnerships with educational institutions and community organizations or programs.

We are pleased to send you the enclosed FRN Directory as one effort to assist you with your service-learning programs. Thank you to each of you who sent us the information that made this possible. Please forward suggestions, additions or changes to our Post office box for next year's directory, due out in the late fall of 1997.

The directory contains information about FRN members (K-12, higher education, community organizations), consultants in our region, descriptions of service-learning and community service programs, educational and funding resources, lists of grant recipients, state coordinators, results of our questionnaire to you, etc..

You may duplicate this directory for others. We would appreciate it if you would let us know how you have used this directory and if it has been useful to you.

Sincerely,

Kathy Heffron
Kathy Heffron, Co-Chair

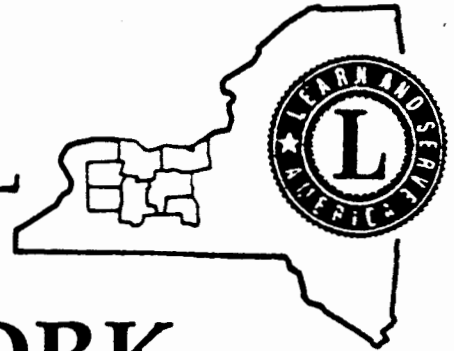
S. MacClurg Vivian
S. MacClurg Vivian, Co-Chair

enc.
SMV/dp

FINGER LAKES

REGIONAL

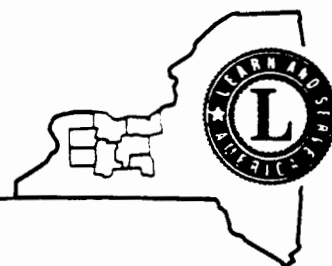
NETWORK



1995-1996 DIRECTORY



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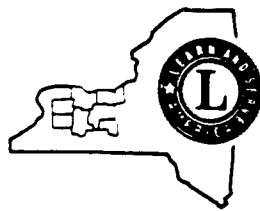
FORWARD

QUESTIONNAIRE RESULTS

ACKNOWLEDGEMENTS

INTRODUCTION TO DIRECTORY

SECTION I	Members Steering Committee Members by County
SECTION II	Consultants/Peer Consultants
SECTION III	Programs K-12 Service Learning Programs Higher Education Service Learning Programs K-12 Community Service Programs
SECTION IV	Educational Resources Organizations/Publications Videos Internet
SECTION V	Appendix Funding Organizational Structure/Map NYS Regional Network Leaders Learn & Serve Grantees Kellogg Peer Consultants State Education Department Contacts by Grant Tips on Developing Networks



FORWARD

Purpose of the Fingerlakes Regional Network. To enhance and expand **School-based Service Learning** programs in the Fingerlakes Region.

It is another effort to connect people with one another. Though our focus is K-12, our network includes higher education, agencies, and businesses, etc. as they are important partners to our programs. And collaboration is essential to everyone's success. We have also included community service programs and their practitioners with the understanding they would like to transition to the service learning model.

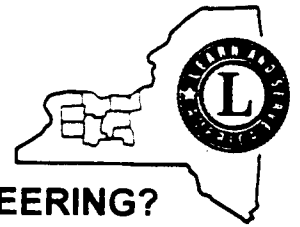
Mission Statement. To develop and maintain a Regional Network for K-12 and higher education Service Learning practitioners (i.e. teachers, student leaders, administrators, community partners, consultants) in the seven county Fingerlakes region; and to encourage the development of Service Learning programs throughout the region.

Goal Statement. To enhance, expand and advocate for K-12 Service Learning in the Fingerlakes Region through cooperative partnerships with educational institutions and community organizations or programs.

Objectives.

- 1) To create a network for all practitioners of service learning to share information and expertise
- 2) To provide training to Network members
- 3) To sponsor activities or events that support the purpose of the Network
- 4) To assist in the development of resources for service learning
- 5) To represent the Fingerlakes Region at the state, regional and national levels

Geographic Area. The Fingerlakes Regional Network covers a seven county area: Monroe, Genesee, Livingston, Ontario, Wayne, Wyoming and Yates. The acronym "Monroe-Glowwy" may help you remember.



HOW IS SERVICE LEARNING DIFFERENT FROM VOLUNTEERING?

With the help of the National Youth Leadership Council, here are some familiar terms and definitions that may help to clarify what we mean by Service Learning and how it differs from other forms of community learning or helping people.

Volunteering. This is typically used to refer to people who of their own free will and without pay, perform some service or good work (e.g. hospital aids, scouting, 4-H, church, etc.).

Community Service. Strictly defined it means volunteering done in the community. However many community service projects that youth are engaged in occur within the school community (peer tutoring, buddy to freshman, club projects, etc.).

Community-based Learning. This is a term for any learning experience which occurs in the community and may or may not involve service. Common forms are internships and apprenticeships which offer important experiences for students to master skills within a real life setting.

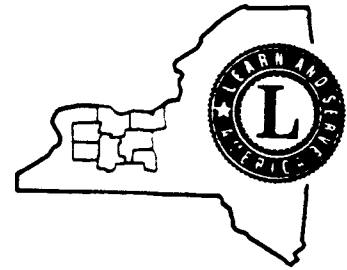
Service-learning. This is a method under which students learn and develop through active participation in thoughtfully-organized service experiences that:

- meet actual community needs and are coordinated in collaboration with the school and community partners;
- are integrated into the students' academic curricula, and provides structured time for student reflection: to think, talk, or write about what the student did and saw during the actual service activity;
- provide students with opportunities to use newly-acquired skills and knowledge in real-life situations in their own communities;
- enhance what is taught in schools by extending student learning beyond the classroom and into the community; and,
- help to foster the development of a sense of caring for others.

Youth Service. This is the umbrella or general title for most of the above programs. It refers to all approaches which utilize youth as resources.

All of the above can be converted to Service Learning by adding either a service or curriculum component.

ACKNOWLEDGEMENTS



This Directory was made possible with the help of a number of wonderful people.

Stan Hansen, Mark Williams and Fran Hollan from State Education Department, Bureau of College, School and Community Collaboration for their enthusiastic and speedy support.

Bill Sigismund, Monroe Community College, and Elaine MacDonald, W. Irondequoit Schools, for the design and tabulation of the questionnaires which were sent out to gather data for this directory.

Dianne Poole for organization and evaluation of data.

Laura Schauman Frey and MacClurg Vivian for the first Network Newsletter.

Kathy Heffron and the Pittsford School District for administrative and clerical support for all phases of this project.

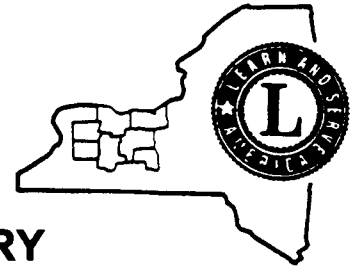
Celeste Blair, Blair Design Studio for the graphic designs.

And to Network Steering Team members who also helped design the Directory: Ginny Ciccone (RSVP), Rob DiCarlo (SUNY Brockport), Barbara Smith Williams (Brighton Central Schools).

Thank you to everyone! MacClurg Vivian and Kathy Heffron

MacClurg Vivian

Kathy Heffron



INTRODUCTION TO DIRECTORY

THE DIRECTORY. THIS DIRECTORY HAS BEEN DEVELOPED FOR YOU AS A RESOURCE TO SERVICE LEARNING PROGRAMS.

The **Member Section** contains the names of folks doing either Service Learning, or Community Service with a desire to do Service Learning. They are practitioners, administrators, and consultants.

We have purposefully decided to invite and include higher education and community organizations as members, recognizing that these community partners are critical to K-12 Service Learning; and that they too can strengthen their service learning programs in this partnership.

The **Consultant/Peer Consultant Section** lists individuals living within the Fingerlakes Regional Network who have experience with developing either Service Learning or Community Service programs.

The **Program Section** contains descriptions of Service Learning and Community Service programs. Use them as a resource for your school or classroom. The project must have a community partner and a service and curriculum component to be a school-based service learning program.

The **Educational Resources Section** contains a list of organizations actively supporting Service Learning, and lists of select publications, videotapes and internet services. There are hundreds of educational resources, these are a few. If you have discovered outstanding resources, please let us know for the next edition of the directory.

The **Appendix** contains information about funding, organizational structures, tips on establishing service learning networks, NYSED service learning grant recipients, NYS Regional Network leaders, and the FRN questionnaire results.

HIGHER EDUCATION SERVICE LEARNING PROGRAMS

SCHOOL: MONROE COMMUNITY COLLEGE

CONTACT: William Sigismond

PHONE: 292-3220

GRADE: College

ACADEMIC FOCUS: Yes

BENEFICIARIES: Varied

PROGRAM: COMMUNITY SERVICE LEARNING INTERNSHIP

There are separate internships, some volunteer and some as part of a class. Volunteerism is infused into departmental curriculum.

SCHOOL: SUNY BROCKPORT

CONTACT: Robert DiCarlo

PHONE: 395-5422

GRADE: College

ACADEMIC FOCUS: Yes, varied

BENEFICIARIES: Varied: at risk youth, community wide, differently abled, economically disadvantaged, educationally disadvantaged, homeless, migrant workers, out of school youth, environmental, patients in nursing homes, senior citizens, students K-12, pre-school children, substance dependent, unemployed, young adults.

PROGRAM: SERVICE LEARNING AND COMMUNITY SERVICE

Integration of service learning into a variety of credit and experiential programs.

SCHOOL: SUNY GENESEO

CONTACT: Kathy Giordano

PHONE: 245-5893

GRADE: College

ACADEMIC FOCUS: Educ., Psy., Soc.

BENEFICIARIES: Youth, poor, patients, adults, students, etc.

PROGRAM: VOLUNTEER CENTER

The Volunteer Center puts on two Volunteer Fairs per year and students meet Agency representatives to discuss volunteer opportunities. We also act as a clearinghouse for information and over see specific programs such as, Homework Assistance, Soup Kitchen/Shelter.

Name Belinda Colon
11-25-05

Date	Time		Activity	Hours
	In	Out		
1/28	12	4	Presently there are 22 clients enrolled in the Day Reporting Center. Almost all of the clients are very inconsistent on their attendance. For example, three clients are back in jail, three are absent, seven are present which isn't many, and the other clients are out doing something (like court, appointments, inpatient treatment). I haven't seen a day when most of the clients are present and ready to participate. There was a staff meeting today. The days and hours are going to expand in the Day Reporting Center. Starting in March 1996 they will be open on weekends for DWI. Instead of being in jail they'll be here just during the day.	4

Total Hours 4

Name Benjmin Olson
12/5/95

Date	Time		Activity	Hours
	In	Out		
12/5	11	4	I'm writing progress notes on a female client who just started last week and is already in an inpatient facility. Usually clients aren't placed so quickly because they maybe in extreme denial. But this particular client called the Facility in Niagara Falls, they interviewed her over the phone, and told her to come in as soon as possible. She left here, went home to pick up clothes, and then was off to Niagara Falls. Once she reaches her destination she must call to the Day Reporting Center and speak to her counsler. Made phone calls to court clerks to find out court dates for	5

Total Hours 5

Name Belinda Colon

Date	Time		Activity	Hours
	In	Out		
			certain clients.	
12/7	11	4	The female client I wrote about 12/5 reached Niagara Falls and never reported in. She just sat in the waiting room until a security guard noticed she'd been there a while and asked her where she supposed to be. She answered that she had to go to the Detox Unit. This client was very high on heroin all this time. They (the Detox Unit) was to perform a search on her and it was never done. All along she still has this heroin on her person. Finally the Detox unit just places her in her room. She obviously did even more heroin in the room	5

Total Hours 5

Name Belinda Colon

Date	Time		Activity	Hours
	In	Out		
			and almost overdosed. The paramedics was even called to her room. The employees from this Detox Unit can be in big trouble because every client that comes in for the first time must be stripped searched and in this case it didn't happen. I made many phone calls and wrote progress notes on four clients. One of the clients was in inpatient treatment and he's already coming out this month. Once he comes out he is going directly into outpatient treatment. I am very happy he completed the program because at one point a bench warrant was going to be put	

Total Hours _____

Name Belinda Colon

Date	Time		Activity	Hours
	In	Out		
			out on him. He literally did a 360° turn and g. + treatment.	
12/12	12	4	Today is my last day. Everyone keeps asking me if I can come back next semester. I was even offered a job part or full time in March or April. I may take the offer depending on my workload in school next semester. I made a few phone calls today for clients pertaining to green cards and transferring from one high school to another. One client lost his green card during his arrest. I called the property clerk from jail to see if they'd found a green card but obviously they didn't. So this client must reapply.	4

Total Hours 4

Name Belinda Cajon

Date	Time		Activity	Hours
	In	Out		
12/12	12	4	for another green card, which is a long process. The other client is a 14 year old who is in Josh Lauffon High School but presently he has a tutor coming to the Day Reporting Center. He wants to transfer to another high school. He was just placed into that school when he came up here from the South and he hopes if I can't believe today is my last. The 90 hours flew by quickly, maybe because I enjoyed working there. The staff made me feel like a part of their team. They told me the doors will always be opened for me. I also enjoyed working with the counselor assigned to me. She taught me a great deal.	2

She is really good at her job. She definitely is very highly educated.

Total Hours 4