Community Partner Orientation for Service Learning Courses

Service Learning Institute
COMMUNITY PARTNER ORIENTATION
for
SERVICE LEARNING COURSES

Created January 1996

Service Learning Institute

California State University, Monterey Bay
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Everyone can be great because everyone can serve. You don't have to have a college degree to serve. You don't have to make your subject and verb agree, You don't have to know about Plato and Aristotle to serve. . .you only need a heart full of grace. A soul generated by love. And you can be that servant.

Dr. Martin Luther King, Jr.

Timesheet Log

Blank Field Placement Timesheets follow. These are to be used to track students' hours at your site. They should remain in the binder, one for each student (in alphabetic order by student name), for easy access so that students' can log their hours after each visit to your site.

IT WILL BE UP TO THE STUDENT TO FILL IN HIS/HER HOURS EVERYDAY THAT HE/SHE WORKS.

Please sign off on the accuracy of the hours once a month. We will be checking with you monthly to make sure that students are fulfilling their obligations and report any problems to their course instructor.

At the end of the semester, you will be asked to complete the bottom portion of the Timesheet and return it to the Institute. We will forward the completed form to the course instructor.
CSUMB Service Learning Institute  
Field Placement Time Sheet: Spring 1996

STUDENT NAME: ________________________  
AGENCY NAME: ________________________  
AGENCY SUPERVISOR: ____________________  
STUDENT PHONE: ________________________  
SLI CONTACT/PHONE:__________________  
COURSE NUMBER: ________________________  

TO STUDENT: In the appropriate space provided, log the number of hours served each week. At the end of each month, enter the total number of hours worked and obtain your agency supervisor's signature. **It is your responsibility to have supervisor sign off on a monthly basis.** You will not receive credit for any unapproved hours.

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At the completion of your service assignment, enter the number of hours worked for the entire semester here: _____. Sign and date in the space below.

STUDENT SIGNATURE: ________________________  
DATE: ________________________  

Turn completed **Field Placement Time Sheet** into your agency supervisor. Time Sheet will be reviewed for accuracy, signed, and returned to the Service Learning Institute by the agency, along with the **Student Performance Evaluation**.

**TO AGENCY SUPERVISOR:** Did student fulfill the required hours as set forth in the **Service Learning Agreement**?  
YES  NO

AGENCY SUPERVISOR SIGNATURE: ________________________  
DATE: ________________________
CSUMB Service Learning Institute  
Field Placement Time Sheet: Spring 1996

STUDENT NAME: ________________________  
STUDENT PHONE: ________________________  
AGENCY NAME: ________________________  
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TO AGENCY SUPERVISOR: Did student fulfill the required hours as set forth in the Service Learning Agreement?  
YES __ NO __

AGENCY SUPERVISOR SIGNATURE: ________________________  
DATE: ________________________
PART I

INTRODUCTION
A special thanks to our
Service Learning Institute staff,
William Gelin, Carlos Gonzales, Carol Lasquade,
Mele Paracuelles-Block and Michelle Slade,
for their assistance in developing our
Community Partner Orientation Manual.

January, 1996
February 23, 1996

Dear Community Partner:

We have prepared this manual as a “work in progress” to help you think about the service learning process and practice. We are at a crucial stage in developing service learning infrastructure. We began our work this fall semester supporting 7 courses which involved 160 students in over 30 agency/sites in the Salinas-Seaside-Monterey area. This spring, 24 service learning courses/experiences are being offered as more faculty become involved with extending learning experiences into the community.

We offer you this manual to assist you and inform you of our plans for supporting, monitoring, and evaluating service learning experiences this spring. We welcome your feedback and suggestions as we move through the various steps of this process: locating sites, creating the faculty/community link, orienting students, monitoring student placements and attendance, and evaluating program and student performance. We want to design a program that works for you as you incorporate service learners into your agency.

As CSUMB grows and the number of service learning courses/experiences grows with it, we need to develop the Institute as an effective resource for teaching and learning around the service experience. Please be a participant in this process—advise us on what works and what doesn’t. Also, let us know what additional resources would be helpful to you and your agency.

The staff at the Service Learning Institute looks forward to an exciting partnership with you. Together we will expand opportunities for our students as we link learning and service to community issues and needs.

Sincerely,

Marian Penn, Director
Service Learning Institute
Service Learning Institute
California State University, Monterey Bay
100 Campus Center, Building 8
Seaside, CA 93955-8001

Contact Numbers

General Information ......................................................... 582-3644
Fax Number ........................................................................ 582-3568
Marian Penn, Director ....................................................... 582-3571
Carol Lasquade, Assistant Director .................................... 582-3633
Mele Paracuelles-Block, Program/Admin. Assistant .......... 582-3805
William Gelin, Environmental Programs Coordinator ........ 582-3637
Carlos Gonzales, Community Agencies Coordinator .......... 582-3795
Michelle Slade, Coord. for Student Volunteer Programs .... 582-3631
PART II

PHILOSOPHY
SERVICE LEARNING INSTITUTE

MISSION STATEMENT

The Service Learning Institute links community, faculty and students in developing opportunities for learning through service that meets community needs. The Institute provides program information, resources, training, and infrastructure support for active learning experiences that increase students' moral, cognitive and ethical understanding of social issues. The Institute connects university and community resources as it encourages implementation of service learning throughout the curriculum.

CRITERIA FOR SERVICE LEARNING DESIGNATION

The following are key descriptors of the service learning experience; these elements are applicable to coursework, independent study, assessed learning and provide the framework for the assignment of the (SL) designation to a listed course/experience at CSUMB:

- an unpaid activity (service) which meets a community need as defined by an external community
- learning occurs in a supervised and structured community setting
- learning is integrated with academic and personal development through reflection activities and assignments
- learning promotes understanding of the needs and perspectives of diverse communities.
What is Service Learning?

Service learning is a method through which citizenship, academic subjects, skills, and values are taught. It involves active learning - drawing lessons from the experience of performing service work.

There are three basic components to effective service learning:

1. The first is sufficient preparation which includes setting objectives for skills to be learned or issues to consider, and includes planning projects that contribute to learning while at the same time work gets done.

2. The second component is simply performing service.

3. Third, the participant attempts to analyze the experience and draw lessons, through such means as classroom discussion and reflection on the work.

Thinking about the service creates a greater understanding of the experience and the way service addresses the needs of the community. It promotes a concern about community issues and a commitment to being involved that mark an active citizen. At the same time the analysis and thought allow the participants to identify and absorb what they have learned.

Learning and practicing citizenship are life-long activities that extend far beyond the conclusion of formal education... service learning emphasizes the value of “giving back.”
ESSENTIAL ELEMENTS OF SERVICE LEARNING


An effective and sustained program:

- Engages people in responsible and challenging actions for the common good.
- Provides structured opportunities for people to reflect critically on their service experience.
- Articulates clear service and learning goals for everyone involved.
- Allows for those with needs to define those needs.
- Matches service providers and service needs through a process that recognizes changing circumstances.
- Expects genuine, active and sustained organizational commitment.
- Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
- Insures that the time commitment for service and learning is flexible, appropriate, and in the best interest of all involved.
- Is committed to program participation by and with diverse populations.
PART III

SERVICE LEARNING REQUIREMENTS, COURSE OFFERINGS, TIMELINES AND SUMMER LEADERSHIP ACADEMY
Requirements for students with less than 56 units entering in 1995-96

YOU MUST:

• complete Participation in Multicultural Communities
  LS -200 (SL)  
  AND

• complete one additional service learning course
  (designated SL) related to your program of study.

Requirements for transfer students with at least 56 units entering in 1995-96

YOU MUST:

• complete one service learning course (designated SL)
  which may also be a course in your major.

If you have any questions, please contact the Service Learning Institute at (408) 582-3644.

* Revised January 24, 1996
Service Learning Course Offerings Spring 1996

Service learning (SL) is a participatory approach to learning that places students in tasks, projects, and situations which meet community needs, as defined and determined by the community. The service learning experience will cover the ethics involved in working within diverse populations and in settings off campus. Students do not receive financial compensation from these placements. Students are encouraged to reflect on the connection between the community learning experience and the classroom learning. The primary goal of service learning is to augment students’ understanding of a subject and the community and to develop their potential to contribute to our civic culture.

Two service learning courses are required for graduation including one lower division and one in the major. The service learning experience requires a substantial time commitment in that students will spend 3-5 hours per week at their placement site. For this reason enrolling in more than one service learning course per semester is not encouraged. Permission of both service learning instructors is required for enrollment in concurrent service learning experiences.

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<td>Monterey Bay: A Case Study in Environmental Policy</td>
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SERVICE LEARNING TIMELINE SPRING 1996

CSUMB SPRING SERVICE LEARNING '96 CALENDAR

Please note that these timelines are offered as a general guide and can be adjusted in accordance to faculty preference.

- SLI Faculty Orientation ............................................ Tues. Jan. 16
- Spring Semester Begins ............................................. Mon. Jan. 22
- Spring Classes Begin ............................................... Wed. Jan. 24
- Site Coordinator Visits Classrooms ......................... Week of Feb. 5-9
- Agency Presentations in Classrooms ....................... Week of Feb. 5-9

- Twelve-Week Placements Begin ............................... Mon. Feb. 12
  On Site Orientation for Placements ......................... Week of Feb. 12-16
  Service Learning Agreement Completed ................ Fri. Feb. 16

- Community Partner Orientation ............................. Fri. Feb. 23

- Ten-Week Placements Begin .................................... Mon. Feb. 26
  On Site Orientation for Placements ......................... Week of Feb.26 - Mar.1
  Service Learning Agreement Completed ................ Fri. Mar. 1

  Spring Recess (no classes) .................................... Week of Mar. 25-29
  National Youth Service Day/Service Fest Week Kick-Off .... Week of Apr. 23-30
  Agencies Return Student Evaluations ................... Week of May 6 - 10

  Last Day of Instruction ......................................... Wed. May 15
  Final Examinations ............................................. May 17, 20-23
  Commencement .................................................. Sat. May 25
  Memorial Day Observed - Campus Closed ................ Mon. May 27
  Grades Due from Faculty - End of Academic Year ..... Wed. May 29

- Denotes Key Service Learning Dates and Events
Tell me and I will forget. Show me and I will remember. Involve me and I will understand.

Chinese Proverb

The following “basics” regarding the Summer Leadership Academy are offered to you as a preview of what the SLI is planning for the summer of 1996. Our Academy is designed as an experiential learning opportunity for fourteen experienced service learners which will train them to provide support to faculty, students and agencies during the upcoming academic year.

Service Learning credit will not be offered for the summer '96 Academy because CSUMB does not have a summer semester at this time.
THE SUMMER LEADERSHIP ACADEMY

BASICS:

* Purpose: train leaders for next fall to assist instructors, students, community partners

* Fourteen (14) students will be selected from competitive application process

* Program held for 4 weeks during the month of June 1996

* Will involve a commitment of 30 hours per week -
  15 hours spent in weekly service at selected sites
  15 hours spent in weekly seminar instruction focusing on leadership skills and community development principles

* Room and Board on campus will be paid by program for the 4 week session (if student lives off-campus adjustments will be negotiated)

* Stipend of approximately $5.00 per hour/30 hours per week
  - $150.00 per week

More specifics to come!

For further information, please contact the Service Learning Institute at (408) 582-3644.
PART IV
INFORMATION & PROCEDURES
Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has.”

Margaret Mead

We have enclosed the following series of "Student Forms" for you to gain a better understanding of the service learning process. Of these forms, the Guidelines for Service Learners, the Service Learning Agreement and the Field Placement Timesheet are the most relevant to you and will be explained in detail.
As long as there is poverty in the world I can never be rich, even if I have a billion dollars. As long as diseases are rampant and millions of people in this world cannot expect to live more than twenty-eight or thirty years, I can never be totally healthy even if I just got a good check-up at Mayo Clinic. I can never be what I ought to be until you are what you ought to be. This is the way our world is made. No individual or nation can stand out boasting of being independent. We are interdependent.

Dr. Martin Luther King, Jr.

The following Guidelines for Service Learners is required reading of all students and is acknowledged by the student through the Service Learning Agreement. The SLI staff or the course instructor will review these Guidelines with all students in class before placements begin.

Review of this form will insure that students:

- act as representatives of CSUMB, understanding how their behavior reflects on the university;

- have read, understood and agree to the Guidelines;

- strive to act in a professional manner at all times while at their placement sites.

Students will be asked that they keep their copy of the Guidelines for reference.
GUIDELINES FOR SERVICE LEARNERS

As you begin your service relationship with a Community Organization, you are probably eager to get involved and make a difference in the lives of people with whom you work and the agencies with which you serve. We expect that you will view yourself as a representative of CSUMB in the community and as such we ask that you carefully read through and abide by the following guidelines created to assist you in having the best and most productive experience possible:

1. **Ask for help when in doubt.**
   Your site supervisor understands the issues at your site and you are encouraged to approach him/her with problems or questions as they arise. They can assist you in determining the best way to respond in difficult or uncomfortable situations. Feel free to contact our Service Learning Institute staff at (408) 582-3644 with questions concerning your placement.

2. **Be punctual and responsible.**
   Although you are volunteering your time, you are participating in the organization as a reliable, trustworthy and contributing member of the team. Both the administrators and the persons whom you serve rely on your punctuality and commitment to completing your service hours over the entire course of the semester.

3. **Call if you anticipate lateness or absence.**
   Call your supervisor if you are unable to come in or if you anticipate being late. Again, the site will come to depend on your contributed services and will be at a loss if you fail to come in as scheduled. Be mindful of their needs.

4. **Respect the privacy of all clients.**
   If you are privy to confidential information with regard to the persons with whom you are working, i.e. organizational files, diagnostics, personal stories, etc., it is vital that you treat it as privileged information.

5. **Show respect for the agencies for whom you work.**
   Placement within community agencies is an educational opportunity and a privilege. Again, if you are privy to confidential information or records, it is imperative that you conduct yourself in a professional manner.

6. **Be appropriate.**
   You are in a work situation and are expected to treat your supervisor, co-worker and clients with courtesy and kindness. Dress comfortably, neatly, appropriately. Use formal names unless instructed otherwise. Set a positive standard for other interns to follow as part of CSUMB’s ongoing service learning program.

7. **Be flexible.**
   The level or intensity of activity at a service site is not always predictable. Your flexibility to changing situations can assist the operation to run smoothly and produce positive outcomes for everyone involved.

   **On the other hand...**

   NEVER report to your service site under the influence of drugs or alcohol.
   NEVER bank your hours. Your agency is counting on you to be there for the entire semester.
   NEVER give or loan a client money or other personal belongings.
   NEVER give a client your address or telephone number.
   NEVER make promises or commitments to a client you cannot keep.
   NEVER give a client or agency representative a ride in a personal vehicle or University vehicle unless the person is authorized for transport.
   NEVER tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or agency representative.

   Use common sense and conduct yourself in a professional manner at all times. Every site has its own rules, policies, procedures, protocol and expectations, for which you are responsible. Familiarize yourself with the workings of the agency. This will contribute to your success in service. **Please note:** In signing your Service Learning Agreement, you are agreeing to abide by the guidelines stated above.
It is not enough that you should understand about applied science in order that your work may increase man's blessings. Concern for man himself and his fate must always form the chief interest of all technical endeavors. . . in order that the creations of our mind shall be a blessing and not a curse to mankind. Never forget this in the midst of your diagrams and equations.

Albert Einstein

The Student Placement Preference Form is optional and can be used as a tool to get an idea of a student's top three placement preferences.

The form:

- would be completed after students have heard agency presentations;
- assists students by articulating and prioritizing their preferences;
- assists course instructors in matching the number of available service slots to the number of students interested in working at a particular (or popular) site.
STUDENT PLACEMENT PREFERENCE FORM

Name: ___________________________________ Phone: _________________________

Major: _________________________________ Semester/Year: ____________________

Please note the times you are available to fulfill your weekly hours of service:

Sunday: ______________________________ Thursday: _________________________

Monday: ______________________________ Friday: ____________________________

Tuesday: ______________________________ Saturday: ________________________

Wednesday: __________________________

Do you have your own means of transportation? _____Yes _____No

If yes, are you able to transport other students? _____Yes _____No

Please indicate, in order of preference, your top three choices of service learning assignments. Every effort will be made to accommodate your preferences; however, there are no guarantees!

1.) __________________________________

2.) __________________________________

3.) __________________________________

If you have any questions, please contact the Service Learning Institute at (408) 582-3644.
What we have done for ourselves alone dies with us; what we have done for others and world remains and is immortal.

Comments of an Unknown Philosopher

The Student Volunteer Placement Assignment that follows is an optional form that can be used to inform students of their placement site assignments.

The form:

• asks that they contact their Placement Site Supervisor;

• asks that they find other classmates who will be working at the same agency to set up carpooling if possible.

We have maps of surrounding areas at our office (SLI, Building 8) that can be given to students, along with the Assignment form if requested.
Date: ___________________________

Name: ___________________________ Phone: ___________________________

Course: ___________________________ Instructor: ___________________________

Congratulations! You have been assigned to ___________________________. Please plan to contact your site supervisor at the date and time listed below. The agency has been informed and eagerly awaits your participation. In some instances, several students have been assigned to the same agency. If this is the case, please get together with your other classmates, call your site supervisor, and coordinate your first day. The agency has certain expectations of you and if you have questions, ask. They are there to help.

Date: ___________________________ Time: ___________________________

Location: ___________________________ Phone: ___________________________

(see enclosed map)

Placement Supervisor: ___________________________

Title: ___________________________

from the Service Learning Institute has been coordinating the placement effort and is your link between the agency, the Institute and yourself. Should you have any questions or problems, or wish to share your experience, call him/her at (408) 582-3644. Or if you prefer, drop by the SLI, Building 8, Main Campus.

Please review your Guidelines for Service Learners prior to your site arrival.

Take your Service Learning Agreement with you to complete with assistance from your Placement Site Supervisor. Return the completed Agreement (all copies) to your instructor during your next class meeting.

Make the most of your experience and remember that you are a representative of CSUMB!

AND REMEMBER, HAVE FUN, TOO!
Make a career of humanity . . . and you will make a greater person of yourself, a greater nation of your country, and a finer world to live in.

Anonymous

The following Service Learning Agreement is required and must be completed by all students in conjunction with you and the course instructor. The form is distributed by the instructor in class at the time the site assignments are made.

This form:

- will be copied on four-part NCR paper to enable all parties (student, faculty, agency, SLI) to keep a copy once it has been approved by the course instructor;

Course Instructor:

- walks students through the Agreement before they bring it to their agency supervisor to insure that their individual Learning Plans will match course objectives and goals;

- instructs students that all copies are to come back to the instructor for approval before the Agreement can be finalized;

- instructs students to give their community partner the pink copy after it has been approved and signed.

Agency Supervisor:

- sits down with student and assists student in articulating his/her specific Learning Plan in accordance with course goals and objectives;

- clarifies activities and work expectations in relation to course goals and objectives.
SERVICE LEARNING AGREEMENT

Please complete form in black ink, pressing firmly.

Student Name: ___________________________________________ Telephone: ____________________________

Course Title: ___________________________ Course Number: ___________________________

Faculty Supervisor: ___________________________ Telephone: ____________________________

Volunteer Supervisor: ___________________________ Telephone: ____________________________

SL Site Coordinator: ___________________________ Telephone: ____________________________

LEARNING PLAN (to be completed by Volunteer Supervisor and student):

Volunteer Supervisor and student should meet and discuss this portion of the Agreement. Upon completion of the plan, student must return all copies of the Agreement to his/her faculty supervisor for approval before placement is finalized. If there are any questions, please contact the Service Learning Institute at (408) 582-3644.

Describe the activities and work expectations of this placement:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

The learning objectives connected to this placement are: (Example - increase understanding of diverse cultures by tutoring youth)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

STUDENT:

I agree to devote _____ hours per week for a total of _____ hours effective from __________ to __________ in order to fulfill the services activities and objectives described above. I agree to complete all timesheets, forms, and evaluations for this program. I have also reviewed and agree to adhere to the CSUMB Guidelines for Service Learners.

__________________________________________________________________________

Student Signature Date

VOLUNTEER SUPERVISOR:

As on-site supervisor of the above student, I hereby agree to guide this student’s work and to submit a brief final evaluation of his/her achievement upon request. I also certify that this student is receiving no compensation from this agency during this service placement.

__________________________________________________________________________

Volunteer Supervisor Signature Date

FACULTY SUPERVISOR:

(Please keep canary copy for your records. Give student goldenrod and pink copies. Return white copy to the SLI.)

I have examined and approved ___________________________’s learning plan.

__________________________________________________________________________

Faculty Supervisor Signature Date

Copy Distribution: White - SLI, Canary - Faculty, Pink - Agency, Goldenrod - Student
Everyone can be great because everyone can serve. You don’t have to have a college degree to serve. You don’t have to make your subject and verb agree, You don’t have to know about Plato and Aristotle to serve. ...you only need a heart full of grace. A soul generated by love. And you can be that servant.

Dr. Martin Luther King, Jr.

The Field Placement Timesheet that follows is used to track students’ hours at your site. These Timesheets can be found in the front of your Community Partner Orientation Manual. They should remain in the binder, one for each student (in alphabetic order by student name), for easy access so that students’ can log their hours after each visit to your site.

IT WILL BE UP TO THE STUDENT TO FILL IN HIS/HER HOURS EVERYDAY THAT HE/SHE WORKS.

Please sign off on the accuracy of the hours once a month. We will be checking with you monthly to make sure that students are fulfilling their obligations and report any problems to their course instructor.

At the end of the semester, you will be asked to complete the bottom portion of the Timesheet and return it to the Institute. We will forward the completed form to the course instructor.
CSUMB Service Learning Institute
Field Placement Time Sheet: Spring 1996

**STUDENT NAME:** ______________________

**AGENCY NAME:** ______________________

**STUDENT PHONE:** ______________________

**AGENCY SUPERVISOR:** ______________________

**COURSE NUMBER:** ______________________

**SLI CONTACT/ PHONE:** ______________________

**TO STUDENT:** In the appropriate space provided, log the number of hours served each week. At the end of each month, enter the total number of hours worked and obtain your agency supervisor's signature. It is your responsibility to have supervisor sign off on a monthly basis. You will not receive credit for any unapproved hours.

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</tbody>
</table>

**SUPERVISOR SIGNATURE:**

**TOTAL MAY HRS:**

At the completion of your service assignment, enter the number of hours worked for the entire semester here: ______. Sign and date in the space below.

**STUDENT SIGNATURE:** ______________________

**DATE:** ______________________

Turn completed *Field Placement Time Sheet* into your agency supervisor. Time Sheet will be reviewed for accuracy, signed, and returned to the Service Learning Institute by the agency, along with the *Student Performance Evaluation*.

**TO AGENCY SUPERVISOR:** Did student fulfill the required hours as set forth in the *Service Learning Agreement?*  YES  NO

**AGENCY SUPERVISOR SIGNATURE:** ______________________

**DATE:** ______________________
You gain strength, experience and confidence by every experience where you really stop to look fear in the face...You must do the thing you cannot do.

Eleanor Roosevelt

Agency Information/Forms

The next section describes in detail the following three forms:

Agency Checklist
Student Performance Evaluation by Agency
Evaluation of Service Learning Process
If you want my loyalty, interests and best efforts, remember that ...

1. I need a sense of belonging, a feeling that I am honestly needed for my total self, not just for my hands, not because I take orders well.
2. I need to feel that what I’m doing has real purpose or contributes to human welfare - that it’s value extends even beyond my personal gain or hours.

J. Donald Hillsdale

The Agency Checklist that follows was designed to assist you in determining if placements are appropriate for your organization. This form should have been sent to you along with other information in the initial stages of the process.
Agency Checklist for Service Learning Partnerships

We are glad you are considering becoming a learning site for CSUMB students involved in service learning courses. This checklist will help you determine if these placements are appropriate for your organization. Please review and discuss the following criteria with a member of the Service Learning staff or a CSUMB faculty member. We welcome your questions and comments.

Getting Started -- The Basic Requirements:

- Your agency carries a general liability insurance policy and your workplace is handicap accessible.
- You have an understanding of the goals of the service learning program and can provide a structured and supervised service experience for our students.
- You can define meaningful work for students which is useful to your organization and the community and offers students service experience relevant to their education.

Orientation -- The Community Teacher's Role:

- Set aside staff time during the first week of placement to orient students to your agency, discuss its mission, program, and services in the context of the community served.
- Assist each student during the orientation week to fill out a CSUMB Service Learning Agreement which defines their service activities, time commitment, and learning goals.
- Set specified hours for your student and forward that information to the Service Learning Institute for monitoring purposes.

The Service Relationship -- Supervision and Feedback Requirements:

- Designate a person within your agency who will supervise students and respond to their questions throughout the placement.
- Do not permit students to provide services at your agency without a responsible staff person on premises.
- Communicate student absences and tardiness to the Service Learning Institute site liaison staff.
- Meet with students frequently to reflect upon and enhance their community learning experience.
- Complete brief program and volunteer evaluation forms at the end of the student's service placement.

Thank you for your serious review of these requirements. We want the service experience to be useful and meaningful for both agency staff and CSUMB students. Should you decide to participate in our service learning program, a CSUMB site liaison person will be assigned to you to ensure that this experience is a good one for your organization and our students.
Keep in mind always the present you are constructing. It should be the future you want.

Ola

The Student Performance Evaluation by Agency follows and is to be completed by you at the end of each semester. This evaluation is very important in determining each student's overall grade in the course. These evaluations must be completed and returned promptly within the first two weeks of May. Instructors may choose to hand-out blank evaluations to their students in class (students will then bring them to you on site to complete) or instructors may ask site coordinators to send them to you.
STUDENT PERFORMANCE EVALUATION BY AGENCY

Student Name: ____________________ Date of Evaluation: ___________
Agency: __________________________ Volunteer Supervisor: ___________
Evaluation Period: ________________ Approximate # of Hours Worked: ___________
Course Name: ______________________ Instructor Name: ________________

1. Quality of work in relation to Learning Agreement..............1 2 3 4 5
2. Maturity/professionalism in relation to staff and clients...........1 2 3 4 5
3. Punctuality.................................................................1 2 3 4 5
4. Performance of assigned duties........................................1 2 3 4 5
5. Initiative.................................................................1 2 3 4 5
6. Flexibility.................................................................1 2 3 4 5
7. Sensitive to confidentiality issues....................................1 2 3 4 5
8. Awareness of agency mission & role in the community........1 2 3 4 5
9. Motivation and interest in assigned responsibilities...........1 2 3 4 5

OVERALL ASSESSMENTS:
1. Student's performance..................................................1 2 3 4 5
2. Benefit of service provided to agency..............................1 2 3 4 5

COMMENTS:
Please use the space provided to add any comments that may assist us in evaluating the student's ability to meet service and academic goals. We welcome your assistance in identifying outstanding students for recruitment to leadership positions. Feel free to continue comments on other side of form. Thank you!

Please complete and return this evaluation, along with the students' completed Field Placement Timesheet, to the Service Learning Institute, 100 Campus Center, Seaside, CA 93955-8001. If you have any questions, contact us at (408) 582-3644.

Volunteer Supervisor Signature ____________________ Date ____________________
Do what you can with what you have, where you are.

T. Roosevelt

The Evaluation of Service Learning Process by Agency that follows is sent directly to you by the SLI at the end of the semester. Please take time to complete this evaluation. We really need to know what is working and what isn’t! This feedback is vital to our Institute’s success in fulfilling our mission.
# Evaluation of Service Learning Process by Agency

The following evaluation provides community partners an opportunity to offer feedback to us. Please be as frank and as specific as possible. Feel free to attach additional sheets of paper if necessary. Please complete and return this evaluation to the Service Learning Institute, 100 Campus Center, Building 8, Seaside, CA 93955-8001. Many thanks for taking the time to assist us in this effort.

| Name: ____________________ | Position: ____________________ |
| Agency: ____________________ | Date: ____________________ |
| Address: ____________________ |

1. Please comment on the adequacy of student preparation for service at your site.

   ____________________________________________________________  ____________________________________________________________
   ____________________________________________________________  ____________________________________________________________
   ____________________________________________________________  ____________________________________________________________

2. Please comment on the effectiveness of the Institute's support for your agency.

   ____________________________________________________________  ____________________________________________________________
   ____________________________________________________________  ____________________________________________________________
   ____________________________________________________________  ____________________________________________________________

3. Please make any recommendation which you feel would improve our program.

   ____________________________________________________________  ____________________________________________________________
   ____________________________________________________________  ____________________________________________________________
   ____________________________________________________________  ____________________________________________________________

4. Please indicate if you are interested in continuing as a placement site?  ____Yes  ____No
   If not, why?

   ____________________________________________________________  ____________________________________________________________
   ____________________________________________________________  ____________________________________________________________
   ____________________________________________________________  ____________________________________________________________
   ____________________________________________________________  ____________________________________________________________
   ____________________________________________________________  ____________________________________________________________
   ____________________________________________________________  ____________________________________________________________
   ____________________________________________________________  ____________________________________________________________
PART V

RESOURCES
Life is a song - sing it.
Life is a game - play it.
Life is a challenge - meet it.
Life is a dream - realize it.
Life is a sacrifice - offer it.
Life is love - enjoy it.

Sai Baba

Resources

Service Learning Institute Resources
Community Partnership Project
On-Line Resources
SERVICE LEARNING INSTITUTE RESOURCES

- **Service Opportunities Database**
The Service Opportunities Database contains service learning and volunteer information on over 300 human service agencies, environmental organizations, arts groups, and schools in the tri-county area (Monterey, Santa Cruz, and San Benito County). A current listing of the agencies included in the Service Opportunities Database is enclosed. Following the listing is an actual printout from a search on the database. If you need help in conducting a specific search (for example, all agencies in Seaside which have research opportunities for students as a service learning project), Michelle Slade is available to assist you.

- **Service Opportunities Resource Files**
Additional information such as brochures, newsletters, applications, etc. about the agencies listed in the Service Opportunities Database can be found in these files to supplement the information in the Service Opportunities Database.

- **Resource Library**
Books, journals, directories and magazines directly related to service learning and volunteerism are housed in the Service Learning Institute’s Resource Library. The collection is quickly growing as new additions arrive daily. Some of the current titles in the Resource Library include:

  - *The Call of Service: A Witness to Idealism*, by Robert Coles
  - *Praxis I: A Faculty Casebook on Community Service Learning* edited by Jeffrey Howard.
  - *Developing Reflective Judgement* by Patricia M. King and Karen Strohm Kitchener.

- **FirstClass Conferences**
The Service Learning Institute moderates two conferences, the *Volunteer Opportunities Conference* and the *Service Learning Conference*, on the FirstClass system. Postings regarding upcoming volunteer events are listed in the Volunteer Opportunities. Important service learning course updates and messages are posted on the Service Learning Conference. The Service Learning Institute encourages students (and faculty) to use these two conferences to share comments and suggestions on the Service Learning Institute’s program, service learning, and volunteerism.

- **Service Learning List-Serv on the Internet**
Communications for a Sustainable Future at the University of Colorado at Boulder maintains an active list-serv specific to service learning and higher education. Faculty, staff, students, and administrators are encouraged to use the discussion group to communicate with one another, compare successful course syllabi and program models, discuss implementation strategies, and put students in touch with service learning and volunteer opportunities. Instructions on how to subscribe to the service learning list-serv follows. (You can sample the service learning list and other service learning resources on the Internet by using Netscape.)

For more information on any of these resources, please contact Michelle Slade, Coordinator for Student Volunteer Programs at 582-3631.
We are prone to judge success by the index of our salaries or the size of our automobiles, rather than by the quality of our service and relationship to humanity.

Anonymous

Community Partnership Project
The Service Learning Institute at California State University Monterey Bay (CSUMB) has been established to promote service learning throughout the curriculum and to develop mutually beneficial connections with community based organizations in our region. So that we can begin to work together, we are asking for your participation in The Community Partnership Project. With your help we can identify placement opportunities for students enrolled in service learning courses, publicize the need for volunteers in your agencies, and start the process of building community advisory boards for The Service Learning Institute.

Service learning is an integral part of the academic experience at CSUMB. It is a participatory approach to learning that places students as volunteers in activities that meet community needs. The students are expected to work in multicultural environments and perform tasks which can be directly linked to their formal coursework. The Service Learning Institute will provide logistical support to the students, faculty, and agencies involved in this learning partnership and will ask the organizations to provide feedback and evaluation of the students' efforts.

Community based organizations play an important role in making service learning a success at CSUMB. Attached is The Community Partnership Project Survey which will enable us to learn more about your organization, its volunteer needs, and possibilities for service learning projects. The information from this survey will be compiled in a database accessible to CSUMB students, faculty, and individuals from the community.

To have your organization included in The Service Learning Institute's database, please take a few minutes to complete our survey and return it at your earliest convenience in the enclosed envelope. Feel free to make additional copies of the survey if needed. If you have any questions or comments, contact The Service Learning Institute at (408) 393-3644.

Thank you for your time and interest in The Community Partnership Project. We look forward to working with you!

Marian Penn, Director
The Service Learning Institute
The Community Partnership Project Survey  
The Service Learning Institute  
California State University Monterey Bay

<table>
<thead>
<tr>
<th>Organization</th>
<th>Year Established</th>
<th>Today's Date</th>
<th>Address (Main Office)</th>
<th>Phone</th>
<th>Email</th>
<th>Type of Organization</th>
<th>Addresses of Additional Branch Offices</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Exec Director</th>
<th>Contact Person for Volunteer Placements</th>
<th>Title</th>
<th>Purpose of Organization</th>
<th>Demographics of population served (by % of total)</th>
<th># served annually</th>
<th>Liability insurance for volunteers?</th>
<th>Wheelchair accessible?</th>
</tr>
</thead>
</table>

| Ethnicity: | % Afro-American | % Asian American | % Caucasian | % Latino | % Native American | % Other | Age: | % 0-6 years | % 6-12 years | % over 18 years | % over 60 years | Gender: | % Female | % Male | Current # of volunteers | Maximum # of volunteers needed | Circle times volunteers are needed | Hours per week each volunteer is needed | Term(s) needed | Ongoing | Fall | Spring | Summer |
|-------------|-----------------|------------------|-------------|----------|------------------|---------|------|----------|-----------|-----------------|-----------------|---------|--------|-----------------|-------------------------------|---------------------|------------------------|-----------------|-------------|--------|--------|--------|

Check special qualifications needed by students before placement. Please specify any qualifications needed that aren't listed.

- CPR
- U.S. Citizenship

- California Driver's License
- Bilingual (specify languages):

- Computer Literacy

- Pre-Placement Training
- Other:

Circle areas in which volunteers can be placed. Please specify other areas in space provided, if applicable.

- After-School Programs  
  - Crafts  
  - Computers  
  - Homework  
  - Recreation  
  - Other: ________

- Arts/Cultural Services  
  - Dance  
  - Drama  
  - Fine Arts  
  - Historic Preservation  
  - Museums  
  - Other: ________

- Education  
  - Adult Education  
  - Literacy Projects  
  - Mentoring  
  - Tutoring  
  - Youth Education  
  - Other: ________

- Emergency Assistance  
  - Crisis Line  
  - Disaster Services  
  - Food & Shelter  
  - Information & Referral  
  - Other: ________

- Ecology/Environment  
  - Astronomy  
  - Conservation  
  - Energy  
  - Marine Biology  
  - Nature Study  
  - Plant Preservation  
  - River Preservation  
  - Wildlife Conservation  
  - Other: ________

- Family (continued)  
  - Domestic Violence  
  - Family Planning  
  - Support Services - Men  
  - Support Services - Women  
  - Other: ________

- Government  
  - Federal  
  - Local  
  - State  
  - Other: ________

- Health & Human Services (continued)  
  - Fitness & Nutrition  
  - Home Health Care  
  - Homeless & Housing  
  - Hospice  
  - Prevention Programs  
  - Sports & Recreation  
  - Veterans  
  - Youth & Teen Services  
  - Other: ________

- Legal Services  
  - Advocacy  
  - Criminal Justice  
  - Legal Issues  
  - Juvenile Justice  
  - Other: ________

- OTHER: ________
Circle positions in which volunteers can serve your organization. Please specify opportunities not listed.

Accountant  Coach  Facilitator  Photographer  Special Events Coordinator
Adult Education  Computer Aide  Health Educator  Program Planner  Coordinator
Coordinator  Conservationist  Health Fair Worker  Program Presenter  Statistics Compiler
Bookkeeper  Court Escort  Helpline Worker  Public Speaker  Teaching Assistant
Budgeting Assistant  Data Entry Clerk  Instructor  Publications Assistant  Technical Writer
Camp Counselor  Educational Outreach  Legal Advocate  Recreation Aid  Tutor
Conservationist  Aide  Marketing Assistant  Researcher  Other:
Adult Education  Family Advocate  Mentor  Research Assistant
Computer Aide  Health Fair Worker  Patient Advocate  Speakers' Bureau
Conservationist  Helpline Worker  Peer Counselor

If any of the volunteer opportunities you circled above are available to high school students, please write them in the following space and provide the minimum age required for each position.

Describe training/orientation your organization will provide for student volunteers.

Describe supervision volunteer will receive and by whom (if known).

Describe specific projects you would like to develop using student volunteer assistance.

Describe opportunities for faculty and student research available through your organization.

What projects or initiatives is your organization engaged in that would be considered "collaborative" in nature? Please include name of project(s), funding source(s), collaborative partners, and other relevant information.

Would your organization be interested in having a representative serve on a community/university program planning group? □ YES □ NO
If yes, please list the name(s) of possible representative(s).

Comments and/or suggestions (if additional space is needed, please feel free to include a separate sheet).

Thank you for taking the time to answer our survey! 😊
People won't care how much you know, until they know how much you care.

Anonymous

Service Opportunities Database
Main Searching Menu

To Search by Organization Name
Click on this box

To Search by Area of Interest, Location
or other items Click on this box

To Exit Main Searching Menu
Click on this box

Admin
Organization Name
Boys & Girls Club of the Monterey Peninsula

Date Printed
January 16, 1996

Organization Type
[ ] Arts
[ ] Environmental
[ ] Human Services
[ ] School
[ ] Individual

City (Main Office)
Seaside

Zip Code (Main Office)
93955

Wheelchair accessible?
[ ] Yes
[ ] No

Purpose of Organization
Guide youths into becoming responsible and productive adults.

Times Needed
[ ] Monday-Friday a.m.
[ ] Monday-Friday p.m.
[ ] Weekends a.m.
[ ] Weekends p.m.
[ ] Other...

Areas in which volunteers can be placed.

After School Programs
- Crafts
- Computers
- Homework
- Recreation
- Other...

Arts
- Dance
- Drama
- Fine Arts
- Historic Preservation
- Museums
- Other...

Environment
- Astronomy
- Conservation
- Energy
- Marine Biology
- Nature Study
- Plant Preservation
- River Preservation
- Wildlife Conservation
- Other...

Education
- Adult Education
- Literacy
- Mentoring
- Tutoring
- Youth Education
- Other...

Family
- Adolescents
- Child Abuse
- Child Care
- Domestic Violence
- Family Planning
- Support Services - Men
- Support Services - Women
- Other...

Health
- AIDS
- Alcohol Abuse
- Blood Bank
- Community Health
- Disability Services
- Drug Abuse
- Elderly
- Employment Training
- Fitness & Nutrition
- Home Health Care
- Homeless & Housing
- Hospice
- Prevention Programs
- Sports & Recreation
- Veterans
- Youth & Teen Services
- Other...

Languages Needed
- Spanish
- Vietnamese
- Italian
- Cambodian
- Portuguese
- Japanese
- French
- Tagalog
- Russian
- Chinese
- Other...

Special Needs
- CPR
- California Driver's License
- Computer Literacy
- Pre-Placement Training
- U.S. Citizenship
- Other...

Term Needed
[ ] Ongoing
[ ] Fall
[ ] Spring
[ ] Summer

Legal Services
- Advocacy
- Criminal Justice
- Legal Issues
- Juvenile Justice
- Other...

Other Areas
- Advocacy
- Criminal Justice
- Legal Issues
- Juvenile Justice
- Other...

Languages Needed
- Spanish
- Vietnamese
- Italian
- Cambodian
- Portuguese
- Japanese
- French
- Tagalog
- Russian
- Chinese
- Other...
Positions in which volunteers can serve the organization.

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<tr>
<th>Accountant</th>
<th>Family Advocate</th>
<th>Program Presenter</th>
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<tr>
<td>Adult Education Coordinator</td>
<td>Food Server</td>
<td>Public Speaker</td>
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<tr>
<td>Bookkeeper</td>
<td>Fund Raiser</td>
<td>Publications Assistant</td>
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<td>Budgeting Assistant</td>
<td>Facilitator</td>
<td>Receptionist</td>
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<td>Camp Counselor</td>
<td>Health Educator</td>
<td>Recreation Aide</td>
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<td>Campaign Assistant</td>
<td>Health Fair Worker</td>
<td>Researcher</td>
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<tr>
<td>Case Management Aide</td>
<td>Helpline Worker</td>
<td>Research Assistant</td>
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<td>Child Advocate</td>
<td>Helpline Worker</td>
<td>Special Events Coordinator</td>
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<td>Child Care Worker</td>
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<td>Patient Advocate</td>
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<td>Data Entry Person</td>
<td>Peer Counselor</td>
<td>Other...</td>
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<td>Photographer</td>
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<td>Program Planner</td>
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</table>
Agencies Listed in Service Opportunities Database

1. AARP Senior Community Service Employment Project
2. All Saints Episcopal Church
3. Alliance for the Mentally Ill of Monterey County
4. Alzheimer's Association, Monterey County Chapel
5. Alzheimer's Day Care Resource Center (ADCRC)
6. American Diabetes Association
7. American Global Studies Institute
8. American Lung Association of Santa Clara-San Benito Counties
9. American Lung Association of the Central Coast
10. American Red Cross Blood Services in Watsonville
11. American Red Cross Carmel Chapter
12. Aquarius Dive Shops
13. Area Agency on Aging
14. Aromas-San Juan Unified School District
15. Art Museum of Santa Cruz County
16. Beach Garden Project,
17. Beacon House

18. Big Brothers/Big Sisters of Monterey County
19. Big Sur Health Center
20. Big Sur Land Trust, Henry Miller Library
22. Boy Scouts of America, Monterey Bay Area Council
23. Boys & Girls Club of the Monterey Peninsula
24. Boys & Girls Clubs of the Salinas Valley
25. Brazilian Center for Cultural Exchange
26. Buddy Program of the Monterey Peninsula
27. Bulkhead Consortium
28. Cabrillo Distinguished Artists's Concert & Lecture Series
29. California Association of Nonprofits
30. California Department of Fish & Game
   Central California Mar. Sport Fish Survey-Reserve Study
31. California Grey Bears, Inc.
32. California Rural Legal Assistance
33. Camerata Singers of Monterey County
34. Carl Cherry Center for the Arts
35. Carmel Bach Festival

updated 1/12/96
<p>| 36 | Carmel Valley Community Youth Center |
| 37 | Center for Community Advocacy (CCA) |
| 38 | Central California Council of Diving Clubs, Inc. |
| 39 | Central Coast Small Business Development Center |
| 40 | Central Coast Support Services |
| 41 | Central Coast Visiting Nurse Association |
| 42 | Chartwell School |
| 43 | Child Abuse Prevention Council of Santa Cruz County |
| 44 | Child Development Resource Center |
| 45 | Child Health &amp; Disability Prevention Program |
| 46 | Children's Discovery Museum |
| 47 | CHISPA |
| 48 | Citizens Committee for the Homeless |
| 49 | City of Monterey-Recreation &amp; Community Services Dept. |
| 50 | City of Salinas Rec Park Firehouse Rec |
| 51 | City of Salinas Recreation-Park Department |
| 52 | City of Santa Cruz Commission for the Prevention of Violence Against Women |
| 53 | City of Seaside-Community Service Department |
| 54 | City of Watsonville, Parks &amp; Recreation |
| 55 | Clark-Ovitt Foundation |
| 56 | Coast Weekly |
| 57 | Community Action Board of Santa Cruz County, Inc. |
| 58 | Community Education-Hartnell College |
| 59 | Community Hospital of the Monterey Peninsula |
| 60 | Community Human Services |
| 61 | Community Human Services Counseling Center |
| 62 | Commute Solutions |
| 63 | Conflict Resolution Program |
| 64 | Contemporary Carmel Theatre Festival |
| 65 | COPE Centro Familiar |
| 66 | County Mental Health |
| 67 | County of Santa Cruz Human Resources Agency |
| 68 | County Veterans Service |
| 69 | Court Appointed Special Advocates of Santa Cruz Co. |
| 70 | Crestwood Convalescent Hospital |
| 71 | CYFC |</p>
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<th>Agencies Listed in Service Opportunities Database Continued</th>
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<td>Defensa De Mujeres</td>
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<td>73</td>
<td>Discover Alternatives</td>
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<td>74</td>
<td>Div. of Env. Health Monterey Co. Health Dept.</td>
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<td>75</td>
<td>Dominican Santa Cruz Hospital</td>
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<td>76</td>
<td>Door To Hope</td>
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<td>El Andar</td>
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<td>El Andar Foundation</td>
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<td>Elysium Counseling Center</td>
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<td>Employment Development Department</td>
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<td>Family Health &amp; Education Center</td>
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<td>Family Resource Center</td>
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<td>Family Service Association of Pajaro Valley</td>
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<td>Family Service Association of Santa Cruz</td>
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<td>86</td>
<td>Fenix Services, Inc.</td>
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<td>First Night Monterey, Inc.</td>
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<td>First Night Santa Cruz</td>
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<td>First Presbyterian Church</td>
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<td>90</td>
<td>Food Bank for Monterey County</td>
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<td>91</td>
<td>Franciscan Workers of Junipero Serra</td>
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<td>92</td>
<td>Freedom Healthy Start</td>
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<td>93</td>
<td>Fremont Peak State Park</td>
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<td>94</td>
<td>Friends of Fitzgerald Marine Life Refuge</td>
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<td>95</td>
<td>Friends Outside in Monterey County</td>
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<td>96</td>
<td>GAIN Program-Monterey County Department of Social Services</td>
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<td>97</td>
<td>Gavilan View Middle School</td>
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<td>98</td>
<td>Girl Scouts of Monterey Bay</td>
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<td>Golden Age Nutrition Program</td>
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<td>Greenfield Union School District</td>
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<td>Growth and Opportunity</td>
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163 Shoreline Occupational Services a division of Goodwill Industries of Santa Cruz, Monterey & San Luis Obispo Counties, Inc.
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<td>The Western Stage</td>
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<td>Transportation Agency for Monterey County (TAMC)</td>
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<td>U.S. Probation/Parole Office-U.S. District Court</td>
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<td>Vincent's Heroes Foundation, Inc.</td>
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<td>Welfare Parents Support Group Inc.</td>
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<td>Western Services Workers Association</td>
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*updated 1/12/96*
(Agencies Listed in Service Opportunities Database Continued)

231 Women In Community Service (WIC/Job Corps)

233 Women's Programs/Women's Studies Re-entry and Multicultural Resource Center at Monterey Peninsula College

234 WomenCARE

235 Worldwide Educational Services

236 Youth Alternative to Violence (Y.A.T.V.)

237 Youth Services
Do what you can with what you have, where you are.

T. Roosevelt

On-Line Resources

Service Learning List-Serve on the Internet
How to Learn More About Service-Learning:  
The Service-Learning Discussion Group and Archives

Service-Learning List Editor and Archives Owner:  
Robin Crews  
crews@csf.colorado.edu  
(303) 492-7718

The Service-Learning (SL) Archive and Discussion Group (or "List") are devoted to service-learning education and research. They exist to assist in the development of service-learning courses and programs in colleges and universities as well as in K-12. Together, the SL Archive and List provide those interested in service-learning with the opportunity to access and contribute to the literature, read current work in the field, and discuss them with colleagues and friends. The archive is the depository for the literatures and current work, and the list exists to facilitate discussions, and announcements among users.

Anyone interested in service-learning is invited to subscribe to the list and access/contribute to the archive: faculty, staff, students and administrators are encouraged to use the list and archive to communicate with one another, compare successful course syllabi, bibliographies, and program models, discuss implementation strategies, and put themselves in touch with service-learning opportunities.

The Service-Learning Archive is designed to include: bibliographies, syllabi, book and article reviews, publishers and new publications, dissertations and theses, journals, lectures, papers, and syllabi, a calendar of service-learning conferences and events, a list of employment opportunities, archives of all discussions on the SL List, and information on service-learning programs in higher education and K-12, organizations (including Campus Compact, the Corporation for National & Community Service, NSEE, CAEL, ICEL, and COOL). The archive will also house the first refereed, Electronic Service-Learning Journal (ESLJ).

The Service-Learning Archive and List are hosted by CSF (Communications for a Sustainable Future) at the University of Colorado at Boulder. The SL Archive is accessible by web browsers and servers (mosaic, netscape, lynx, etc.), gopher, ftp and email.

How To Subscribe to the Service-Learning Discussion Group:  
Send the four-word message: sub service-learning Yourfirstname Yourlastname  
to: listproc@csf.colorado.edu

How to Access CSF on the Internet:  
CSF's gopher address: csf.colorado.edu  
CSF's web address (or URL): http://csf.colorado.edu

Direct Gopher and Web Addresses for the Service-Learning Archive:  
Gopher Address: -p 1/sl csf.colorado.edu  
Web Address: http://csf.colorado.edu/sl

How To Contribute to the Service-Learning Archive via Email:  
Send your (email) file to: crews@csf.colorado.edu
Light tomorrow with today!

Elizabeth B. Browning

Additional Science Resources

Service Learning Reflection Questions - Science & Serve
ESSP Student Performance Evaluation by Agency
ESSP Course Evaluation by Student
SERVICE LEARNING REFLECTION QUESTIONS

Science and Service

SELF

- Describe what you are doing/did (over the past week or event or project).
- Who did you work with?
- What did you do?
- How well did the team work together?
- What did you need to know and what skills did you use?
- Explain how/if your work was of value.

COMMUNITY - Think about your activities in the context of this community.

- Who benefited?
- Who might oppose such a project?
- How is this work supported?
- Who noticed?
- Explain to what extent you consider your work of service to the community.

PUBLIC EDUCATION

- What are you learning from this project that you think the average citizen should know?
- If you were given the task of raising public awareness about this project, what methods would you use?

PROFESSIONAL REFLECTION

- What do you think is the role of the scientist in addressing community problems?
- What recommendations or ideas do you have regarding future science projects in community service?
Student Performance Evaluation
ESSP 211SL
Fall 1995

Date:

Student:

Number of Credits:

Evaluator:

I. Individual Performance: (Please rank using a scale of 1 to 5, with 1 being unsatisfactory and 5 being excellent)

1. Quality of work:
2. Dependability:
3. Initiative:
4. Motivation and interest in assigned responsibilities:
5. Performance of assignments:
6. Awareness of agency mission & role in the community:
7. Maturity and professionalism:

Please use this space for additional comments on individual performance:
II. Performance in Community Events (trainings and RON events) (Please rank using a scale of 1 to 5, with 1 being unsatisfactory and 5 being excellent)

1. Quality of work:
2. Dependability:
3. Initiative:
4. Motivation and interest in assigned responsibilities:
5. Performance of assignments:
6. Awareness of agency mission & role in the community:
7. Maturity and professionalism:

Please use this space for additional comments on individual performance:

III. Project (Please rank using a scale of 1 to 5, with 1 being unsatisfactory and 5 being excellent)

1. Quality of presentation:
2. Quality of report:

Please use this space for additional comments on individual performance:
Overall Assessment: (Please rank using a scale of 1 to 5, with 1 being unsatisfactory and 5 being excellent)

1. Student's overall performance:

2. Benefit of service to the community:

3. Recommend Pass ____? Not Pass____? Incomplete____?

4. If you were to assign a grade what would you give? ____

Please use this space for additional comments on individual performance:

Signed:

Evaluator ___________________________ Date ___________________________
Course Evaluation
ESSP 211SL
Fall 1995

Mentor: ____________________________

Your candid and thoughtful responses to the questions below will help improve the quality of learning experiences at CSUMB.

I. Value of the Learning Experience

A. How valuable did you find the overall Service Learning experience?

1. not valuable 2. somewhat valuable 3. valuable 4. very valuable 5. extremely valuable

B. What are your reasons for this rating?

C. What features of the experience did you find most valuable? Please explain (with as much specificity as possible)
D. What features of the experience did you find least valuable? Please explain (with as much specificity as possible)

E. What improvements would you suggest to make the experience more valuable?

F. One thing I learned about science and social problems is.......
G. As a result of this service learning class, I will......

II. Performance

A. How would you rate the overall performance of your Mentor?

1 poor  2 fair  3 average  4 good  5 excellent

What are your reasons for this rating?
I have the audacity to believe that people everywhere can have three meals a day for their bodies, education for their minds, and dignity, equality, and freedom for their spirits. I believe that what self-centered men have torn down, other-centered men (and women) can build up.

Dr. Martin Luther King, Jr.

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**Article on Service Learning and Reflection**


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Introduction
In this workshop, we wanted to convey the importance of tying critical reflection activities to the learning objectives of the service experience and/or course. We started by asking participants to define critical reflection and then to list some common learning objectives associated with service-learning courses and co-curricular service. Finally, participants described many of the activities they use with their participants and students. The result is a thorough list of activities that service-learning practitioners find effective in achieving their course objectives.

What is Critical Reflection?
At the beginning of the workshop, we recognized that there are as many definitions for reflection as there are for service learning. We also understood that some in the field distinguish between "plain, brown wrapper reflection" and "critical reflection." This distinction is apparent in the participants’ answers to the question: What is critical reflection? Here were some of the more insightful contributions to the discussion of that question.

- cognitive and effective learning
- analyzing and synthesizing life experiences and values
- a guided process that leads to analysis and interpretation
- the integration of theory and context
- putting experience in a larger context; understanding themes or trends in policy, literature, etc.
- an opportunity to develop concrete skills and knowledge
- an opportunity to explore and question policies, laws, trends, theories, etc.
- transform a single activity into further civic involvement and/or broader issue awareness
- an opportunity to develop own definitions of themes or objectives
- reexamining actual service activities with partners
- connecting service experience with specific objectives
- a time for challenging attitudes and/or beliefs (although not necessarily to change them)
- a tool for empowerment (e.g., build self-esteem, produce better teachers)
- a time to look at what you’re doing, where you’ve been, where you’re going
- a time for students/participants to take ownership of their experiences
- a time to encourage observation and further inquiry
Learning Objectives

Before you can talk about successful strategies and techniques for critical reflection, you have to think critically about what the learning objectives you have for service participants, in any program, curricular or co-curricular. Reflection cannot be approached in a vacuum, and the techniques on uses must be related to the learning objective one has. For example, if a learning objective for a service-learning course or program is to build community, then a structured writing assignment like a journal, undertaken by each participant as an individual with no dialogue or sharing, may not be the best technique to use to accomplish the objective.

Participants were asked to identify some common learning objectives of service-learning courses and service programs. Individual service-learning programs will also have more specific objectives depending on the service activity or the course for which critical reflection activities should be designed. Workshop participants identified the following objectives:

- present challenges to participants beliefs
- examine why and how to bring about social-change
- relate actions to “bigger picture”
- understand socioeconomic structure that puts students in position of “server”
- closely examine the difference between generosity v. justice
- to examine why there is a need for this particular service?
- team building
- community (re)building
- program improvement
- identify cultural assumptions, learn about different cultures, communities
- question the traditional textbook
- Build specific skills (e.g., communication skills, problem solving skills, oral presentations skills)
- envision larger possibilities
- self-efficacy
- learn how to move from individual interests to community interests (or, learn how the two relate to one another)
- learn social responsibility and civic responsibility
- build an ethic of service
- gain knowledge of community resources and institutions and how to work effectively with them
- insight into specific community issues (e.g., privacy of HIV test results)
- work effectively with a diverse team
- break down stereotypes and barriers between people

Examples of More Specific Learning Objectives

- learn the law and how to teach law to lay people
- convey the benefits of service-learning to future k-12 educators
- Specific career skills (e.g., health-care delivery, teacher education)
Critical Reflection Techniques/Activities

The following critical reflection techniques/activities were offered by many experienced service-learning practitioners. During the workshop, even as these were being listed other participants spoke of drawbacks associated with certain activities. Before using any of the following, it is important to think of how students or community partners will respond to the activity.

General, classroom/discussion
- involve community partners and/or other community members to reflect with students (drawbacks: need for criticism of service provider/agency or service partner's time constraints, etc.)
- discuss topics and broader issues, put service experience in context of literary or historical themes
- use readings as preparation for service activity
- students develop their own objectives and activities
- research an issue or policy and share with the community, possibly implement
- students provide their own definitions for terms or issues associated with course or service and make short presentations
- holding class on site (with or without community agency representatives present)
- Other things to keep in mind:
  * present many options that address different learning styles
  * critical reflection can take place in as many areas within the program as possible
  * the setting or environment should be appropriate
  * do not allow themes to become too value laden
  * talk with students/participants about their typical expectations for an academic course as compared with the service-learning course

Writing/reading
- journals (structured with guidelines and questions)
  - document pre and post-experience attitudes
  - use as an program evaluation tool
- written critical incidence/students take notes on a daily basis
- free-write
- dialogue journals (other students, instructor, or community member respond to entries)
- anonymous notecards with answers to questions are distributed in class
- policy papers
- newsletters
- share writing, journals, or research papers in the form of class presentations or small group work
- provide relevant readings that present themes or provide context
- use other reading tools (e.g. a critical letter from a community partner)
Audio visual (art, portfolios)
- class presentations (group or individual)
- team and individual portfolios
- videos/ portfolios
  - include structured reflective assignments
  - students add own projects
  - present portfolio to class
  - relate activities to other life interests
  - make activities relevant to gaining career skills
- Role playing
- Art
  - Drawing positive/negative experiences then discuss
  - photography
  - documentary
  - political cartoons
  - music
- Theater (students attend or produce their own shows)
- Mapping
  - power mapping (listing “players” in community)
  - geographic and demographic map of community
- Show films with discussion

Techniques to use with co-curricular service activities
- team leaders/other students develop and lead critical reflection activities
- host issue-focus groups (with pizza party or other incentives)
- show films with discussion
- role playing
- hold reflection session in a classroom to provide “learning” environment
- newsletters
- involve community partners and/or other community members in reflection activities
- hold sessions on site (with or without community agency representatives present)
- journal writing (dialogue journals)
Resources

Books

Lasting Lessons
Clifford Knapp
(ERIC Learning House)

Education for Democracy
Benjamin Barber and Richard Battistoni
(Kendall-Hunt, 1993)

Combining Service with Learning,
Volumes I, II, & III
National Society for Experiential Learning
(1990)

Call to Service
Robert Coles
(Houghton Mifflin, 1993)

Roles for Higher Education
Corporation for National Service
(1994)

Writing for Change: A Community Reader
Ann Waters/ Marjorie Ford
(McGraw Hill, 1994)
• comes with teacher’s guide

Building Communities from the Inside Out
John McKnight and John Kretzman
(Northwestern University Press)

Quickening of America
Francis Moore Lappé and Paul Dubois
(Josey Bass, 1994)

A How to Guide to Reflection
Harry Silcox
(Brighton Press, 1993)

Organizations

Campus Compact
Box 1975
Brown University
Providence, RI 02912
(401) 863-1119
Rethinking Tradition and Redesigning Curricula:
Models of Service Learning
(also see complete publication list)

National Youth Leadership Council
1910 W. County Road B
St. Paul, MN 55013
(612) 631-3672
(mainly for K-12; also see complete publication list)

Maryland Student Service Alliance
200 W. Baltimore St.
Baltimore, MD 21201
(410) 333-2427
(mainly for K-12; also see complete publication list)

The Doris Marshall Institute
64 Charles Street E.
Toronto, Ontario, CANADA M4Y 1T1
415-964-8500

Other

Syllabi used in conjunction with service-learning courses
I don't know what your destiny will be, but I do know the only ones among you who will be truly happy will be those who have sought and found a way to serve.

Albert Schweitzer

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Fall 1995 Placement Descriptions

Course: Participating in Multicultural Communities (PMC)

- Alisal Community School Extended Day Program
- Franciscan Workers of Junipero Serra
- Mobile Outreach Services Team (MOST)
ALISAL COMMUNITY SCHOOL EXTENDED DAY PROGRAM
(a Juvenile Delinquency Prevention Program funded in part by the Office of Criminal Justice to the Alisal Union School District)

Alisal Community School
1437 Del Monte Avenue
Salinas, CA 93905

Devora Duncan, Director tel: 753-5296
Dr. Kelo Salazar, Program Manager tel: 753-5700

AGENCY DESCRIPTION: An afterschool program which targets students who have been identified as being “at risk” for gang and/or drug involvement. Involves students in the 4th, 5th, and 6th grades and their siblings. It also provides student and family support, information and service referrals. Students are identified as “at risk” by classroom teachers and peers. The program offers services to parents and families as well.

Families who enroll their child (children) in the extended day program may choose one or more of the following services: HEALTHY START PROGRAM, assists families with filling out forms, transportation, childcare, public assistance, job training, counseling; ADULT READING PROGRAM, for adults who want to learn to read and write in English or improve their skills, and/or who wish to help their children with their school work; SUPERKIDS, a Family Resource Center provides group or individual counseling to students; PARENTS IN CONTROL, offers families an effective method of parenting; SUNRISE HOUSE, counseling for individuals, couples and families related to substance abuse; SALINAS ADULT SCHOOL, ESL classes; HOUSING AUTHORITY, SELF SUFFICIENCY PROGRAM, families who may receive assistance will learn to become financially independent. The Probation Department assists with outreach and attendance enhancement.

Permission to participate must be given by parent(s). The program has a maximum ratio of 15 students to each adult. Efforts are focused on bonding with individual students. The program activities includes computer lab, sport league teams, mural painting, dance, and arts and crafts.

Requirements for volunteers: fingerprinting and record check. This is a requirement of the Office of Criminal Justice. This information should be made to the student prior to their selection. Devora Duncan can make arrangements to have them completed when the students have been assigned at no cost.

Service hours: Monday, 2:00 - 5:00 PM; Wednesday, 1:40 - 5:00PM; Friday, 2:00 - 5:00PM. No program on Tuesday nor Thursday.

Locations: Alisal Community School
Sanborn Elementary
Frank Paul Elementary
Devora Duncan will assign volunteers based on their interest and talents, elementary student’s needs, and availability of site.
FRANCISCAN WORKERS OF JUNIPERO SERRA
Main office:
715 Jefferson Street
Salinas, CA 93905
757-3838

DOROTHY’ KITCHEN
45 Soledad Street
Salinas, CA 93901
424-1102

Robert Smith, Director and Founder

AGENCY DESCRIPTION: The mission of the Franciscan Workers is to be of service to the poor and the disadvantaged. Their main office is located in the east side of Salinas in a low income neighborhood. Dorothy’s Kitchen is their main effort located where the homeless congregate and are provided services. As the name implies, hot lunches are provided daily - seven days a week. Even though the organization (Franciscan Workers) has a religious background, it does not function that way. No effort is made to proselytize or to preach or to require any guest to attend any service. This is handled by the Victory Rescue Mission next door to the kitchen. Dorothy’s Kitchen feeds the hungry. All helpers are volunteers as all food is donated.

The second major function, the Building Bridges Project, provides food, clothing and services, including health education and clinics, tutoring and recreation to residents of farmworker camps in Monterey County. Twice a week, Robert Smith and any other volunteers he can find, will drive a commuter passenger van to the camps.

SERVICE HOURS: Dorothy’s Kitchen

Daily, 9:30 am - begin food preparation
1:00 pm - begin food service
3:00 pm - terminate food serving; complete cleanup

Building Bridges Project

twice a week - leave at 3:30 pm return by 6:30 pm

VOLUNTEER OPPORTUNITIES: Prepare food, serve or cleanup.
Serve as tutors, mentors; play games of interest; conduct learning activities; lead recreation activities.
MOBILE OUTREACH SERVICES TEAM (MOST)
FOR THE HOMELESS

Monterey County Department of Social Services
Office for Aging and Community Services,
Homeless Services
1000 S Main St. Suite 202
Salinas, CA 93901

Carmen Domingo, Supervisor
755 8490  647-7889
Fax 755-8476

AGENCY DESCRIPTION: The U.S. Department of Housing and Urban Development through the Supportive Housing Program (SHP), awarded a three year grant to the Department of Social Services (DSS), with the United Way of Monterey County as the fiscal agent. The purpose is to provide outreach, assessment and referral services to homeless throughout Monterey County using a multidisciplinary team in a case management model.

The team is composed of a Social Work Supervisor, Public Health Nurse and an Alcohol and Drug Counselor. The Team will ride together in a retrofitted van, and will be in the field each day Monday through Friday, visiting the 19 designated locations where homeless congregate and provide services on a managed timetable based on needs of the homeless.

The services to be provided include nursing care and referral to medical services; substance abuse counseling/referral to recovery programs; mental health counseling/referral to crisis/transitional/permanent housing/treatment programs; referral to emergency shelters/transitional housing; public benefits assistance/advocacy

REQUIREMENT FOR VOLUNTEERS: client confidentiality is a requirement (law) and must be maintained at all times.

SERVICE HOURS: Can be arranged with Carmen Domingo. However, if more than one volunteer, all must agree to participate at the same time. The students would join the team at predetermined sites on specific days and times

VOLUNTEER OPPORTUNITIES: Field observation of homelessness and the service delivery system; assisting in the development of field materials such as informational flyers, forms, and other related matter; working on a research project related to enhancing the service delivery system: updating a previous needs assessment study: conducting interviews with homeless providers as well as the homeless themselves.
Life's persistent and most urgent question is, "What are you doing for others?"

Dr. Martin Luther King, Jr.

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Fall 1995 Placement Descriptions

Course: Earth Systems, Science and Policy (ESSP)

California Department of Fish & Game (CFG)
Friends of the Sea Otter (FSO)
ESSP 211 SL Applied Watershed Restoration (Fall'95)
California Department of Fish and Game (CDFG):

20 Lower Ragsdale Drive, Suite 100
Monterey, Ca 93940
Larry Espinoza, Supervisor
649-2888 (fax) 649-2894

AGENCY DESCRIPTION:
The mission of the CDFG is to manage California's diverse fish, wildlife, and plant resources, and the habitats upon which they depend, for their ecological values and for their use and enjoyment by the public.

VOLUNTEER OPPORTUNITIES:
* Help track fish populations by collecting samples from local fishing fleets. Translate the effectiveness of regulations based on the data compiled.
* Study and work with members of the Wildlife Protection Division in their efforts to enforce laws and regulations that relate to ocean activities.
* Analyze the impact of oil spills on the marine environment with members of the Oil Spill, Prevention, and Response Unit. Determine whether current regulations governing the transportation of oil are satisfactory and make recommendations.
Friends of the Sea Otter (FSO):

2150 Garden Road
Monterey, Ca 93940

Susan Brown, Director
373-2747 (fax) 373-2749

AGENCY DESCRIPTION:
FSO was founded in 1968 to protect the southern sea otter in its struggle against the threat of extinction. Through research, scientific and educational programs, FSO looks for ways to identify threats that put sea otters at risk, resolve these potential problems, and inspire the public at large about the otter's unique behavior and habitat.

VOLUNTEER OPPORTUNITIES:
* Otter spotting: observe sea otter behavior to determine how marine wildlife is affected by recreational activities. Analyze and interpret data to determine if current policy and regulations are sufficient.
* Collect and analyze reports regarding the effectiveness of current regulations. Help to facilitate policy changes pertinent to the sea otter by making recommendations and by raising public awareness in the face of congressional challenges to the Endangered Species Act.
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