



Center for Public Service

TULANE UNIVERSITY

Community Partnership Handbook

Center for Public Service
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Tulane University
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New Orleans, LA 70118

<http://tulane.edu/cps/community/index.cfm>

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What is Public Service at Tulane?

What is Public Service and Service Learning?

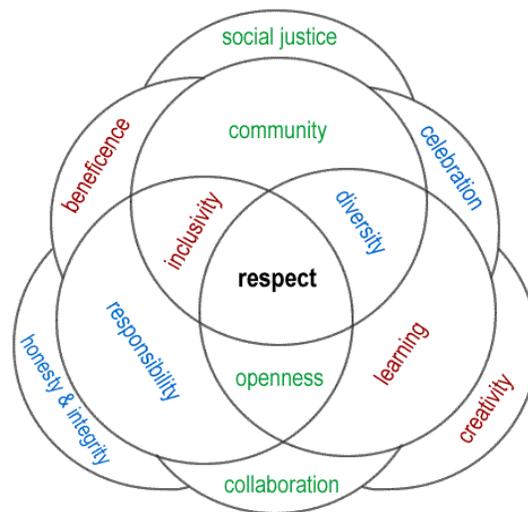
Public service is an informed, consensual and mutually interactive engagement with people, institutions and the environment, for the purpose of the progressive achievement of civic virtue and the promotion of the public good.

Service learning is one type of public service that is the crux of the academic programming at the Center for Public Service. Academic Service Learning is an educational experience based upon a collaborative partnership between the university and the community. “Learning by doing” enables students to apply academic knowledge and critical thinking skills to meet genuine community needs. Through reflection and assessment, students gain deeper understanding of course content and the importance of civic engagement.

History of Public Service at Tulane University

In 2006, Tulane's Renewal Plan set out to achieve two major goals for the university at a pivotal moment in its history: strengthening its commitment to building a world-class educational and research institution, and implementing measures to ensure the university's financial stability. The plan offered an opportunity to coalesce campus resources and founded the Center for Public Service (CPS). CPS is dedicated to supporting the university's diverse community-based research and service activities as well as serving as an intellectual and physical space for sustained university/community partnerships.

Center for Public Service Values



Tulane's Center for Public Service Mission Statement

In support of Tulane University's mission, the Center for Public Service engages the Tulane and broader communities by facilitating mutually-beneficial relationships and transformative teaching, learning, and research to address social challenges and foster responsible citizenship.

Tulane's Public Service Graduation Requirement

The Center for Public Service administers the undergraduate Public Service requirement. The guiding principle of the Center includes the belief that public service, rooted in an academic context yet growing into other areas of service, contributes to the development of student civic engagement.

The undergraduate Public Service graduation requirement is grounded in a sustained sequence of learning articulated by the Center's mission. Instituting a cumulative and reflective graduation requirement makes explicit the ideal that education uniting public service and scholarship can be a transformative experience.

To complete the Public Service graduation requirements students must:

- Successfully complete one service learning course at the 1000-, 2000-, or 3000-level before the end of their sophomore year or fourth semester on campus.
- During their junior or senior year (after four semesters of coursework), participation in one of the following

Center for Public Service approved programs (at the 3000-level or above):

- Service learning course
- Academic service learning internship
- Faculty-sponsored public service research project
- Public service honors thesis project
- Public service-based international study abroad program
- Capstone experience with public service component

Center for Public Service Programs

Academic Service Learning (SL) <http://tulane.edu/cps/students/service-learning-courses.cfm>

Academic Service Learning is an educational experience based upon a collaborative partnership between the university and the community. "Learning by doing" enables students to apply academic knowledge and critical thinking skills to meet genuine community needs. Through reflection and assessment, students gain deeper understanding of course content and the importance of civic engagement. Community partner agencies are encouraged to develop job descriptions and project proposals which are considered by faculty members teaching Service Learning courses. Service descriptions and agency missions should illustrate a connection with academic concepts. Students serve between 20-60 hours per semester and may complete direct service or service projects. Partners carry out an orientation, maintain communication and supervision, complete mid-semester and final assessments and participate in a culminating event. Proposed partnerships that involve 10-30 service-learning students per semester are preferred.

Public Service Internship (<http://tulane.edu/cps/students/internships-and-independent-studies.cfm>)

CPS internships build on students' public service experience by providing an opportunity to participate in an intensive service project with a community-focused agency. Approved CPS internships will promote practical knowledge within a student's major, foster professional development and encourage civic engagement. Community partner agencies are encouraged to submit job descriptions and project proposals to be considered by students seeking internships. Service descriptions and agency missions should illustrate a connection with interns' academic disciplines and practical experience for relevant careers. Students serve between 60-70 hours per semester and may complete direct service or service projects. Partners interview interns, complete memoranda of understanding, maintain communication and supervision, complete mid-semester and final assessments and participate in a culminating event. For their academic requirements, the students complete a final project that may take on many different forms. It is up to the student to create a project which reflects his/her particular internship experience. Projects should ideally be of use to a partner agency and students consult their instructor for input as well. In the past, interns have: developed resource directories, teaching manuals, press packages, databases, newspaper articles, after school programming and outreach brochures. In addition, depending on the depth of the final project, students may be asked to submit an additional paper to supplement their work.

Faculty-Sponsored Research Project

Agencies are encouraged to describe research needs in the CPS Information System (CPSIS). In a faculty sponsored research project, students collaborate closely with faculty to address a specific issue of inquiry and learn research methodologies while working for the benefit of an

identified community need. CPS staff or faculty members will contact CPS community partners to develop a working partnership.

Public Service Honors Thesis (HT)

Students complete research that addresses a community need along with a faculty member. Honors Thesis students will refer to the CPS Information System (CPSIS) to identify community based research they are interested in pursuing. CPS will facilitate connections between students and community partners.

Community Service Program <http://tulane.edu/cps/students/get-involved.cfm>

The goals of community service at Tulane are to engage students through reflection and learning and to inspire them to respond with creative problem solving, compassionate concern and a strong sense of social and civic responsibility for the long-term health of the community in which they live. These goals are accomplished in collaboration with our consortium institutions both locally and nationally, and our community partners through various volunteer programs. **Students do not earn academic credit by engaging in community service as a volunteer.** Community partners may submit volunteer requests via CPSIS or by contacting, Avery Brewton the Program Manager for Community Service (504) 862-3354 or (504) 314-2115 abrewton@tulane.edu

AmeriCorps*VISTA <http://tulane.edu/cps/community/vista/index.cfm>

CPS collaborates with the AmeriCorps*VISTA program to sponsor and place 25 full-time members with community partners to assist in their efforts to serve New Orleans. The AmeriCorps*VISTA members will aid these agencies by determining how CPS can best assist them in building their volunteer management capacity, developing roles for Tulane students and faculty, and other capacity building needs within their organization. The VISTA members will work with community agencies by assisting in program development, providing supportive services and organization for Tulane students coming to work in their programs. Please contact Michael Pizzolatto, Program Manager, regarding AmeriCorps* VISTA at mpizzola@tulane.edu (504) 862-3347.

HelpNOLA - <http://tulane.edu/cps/community/helpnola.cfm>

The HelpNOLA program assists national and local universities, organizations, and individuals with their efforts to effectively volunteer in New Orleans. This is achieved by matching interested parties with local service organizations, locating housing and transportation options and coordination panels to discuss life and community service in New Orleans. In this fashion, HelpNOLA acts as a third party to ensure a meaningful experience for those groups that have come to help the New Orleans community. The HelpNOLA resource guide also provides information and contacts on housing, transportation, and the different service opportunities available. If your organization is interested in either participating in or hosting a service project in New Orleans.

Being a CPS Community Partner

Process of Partnering with Tulane & the Center for Public Service

Anyone can initiate a partnership!

- Community partners may initiate a partnership with the CPS
- Tulane faculty may initiate a partnership with Community Partners
- Tulane students may initiate a partnership with Community Partners
- CPS may initiate a partnership with organizations in anticipation of university interest

Partnerships with the university and other local institutions can become overwhelming. CPS is positioned to help facilitate a successful experience for your agency. Below, we have outlined a step-by-step process for participating in Public Service programs at Tulane. No matter who initiates the Campus-Community Partnership, Community Partner agencies are required to:

1. Review Community Partnership Handbook

2. Sign a Center for Public Service Experiential Education Agreement

CPS community partners are encouraged to submit requests for changes to the agreement as early as possible. All contracts must be signed before students may attend orientation. Please note that partners must provide proof of liability and workman's compensation insurance. If a potential partner does not carry insurance, the partnership must be approved by the CPS Partnership Committee. (see appendix)

3. Complete the Center for Public Service On-Line (CPS On-line) <https://cpsis.tulane.edu/>

The on-line partner database will publicize your agency and Public Service requests to the Tulane and greater community. CPS representatives, Tulane faculty, and students use this system to connect student and faculty skills, interests and experience with your needs. By completing a profile and Public Service Activity (PSA)- like a job description for students- for your agency, you are allowing CPS to display the information on-line. **Review Guidelines for Vetting Community Partner Process on page 19** as part of CPS On-line or with CPS staff and/or faculty members at an in-person meeting.

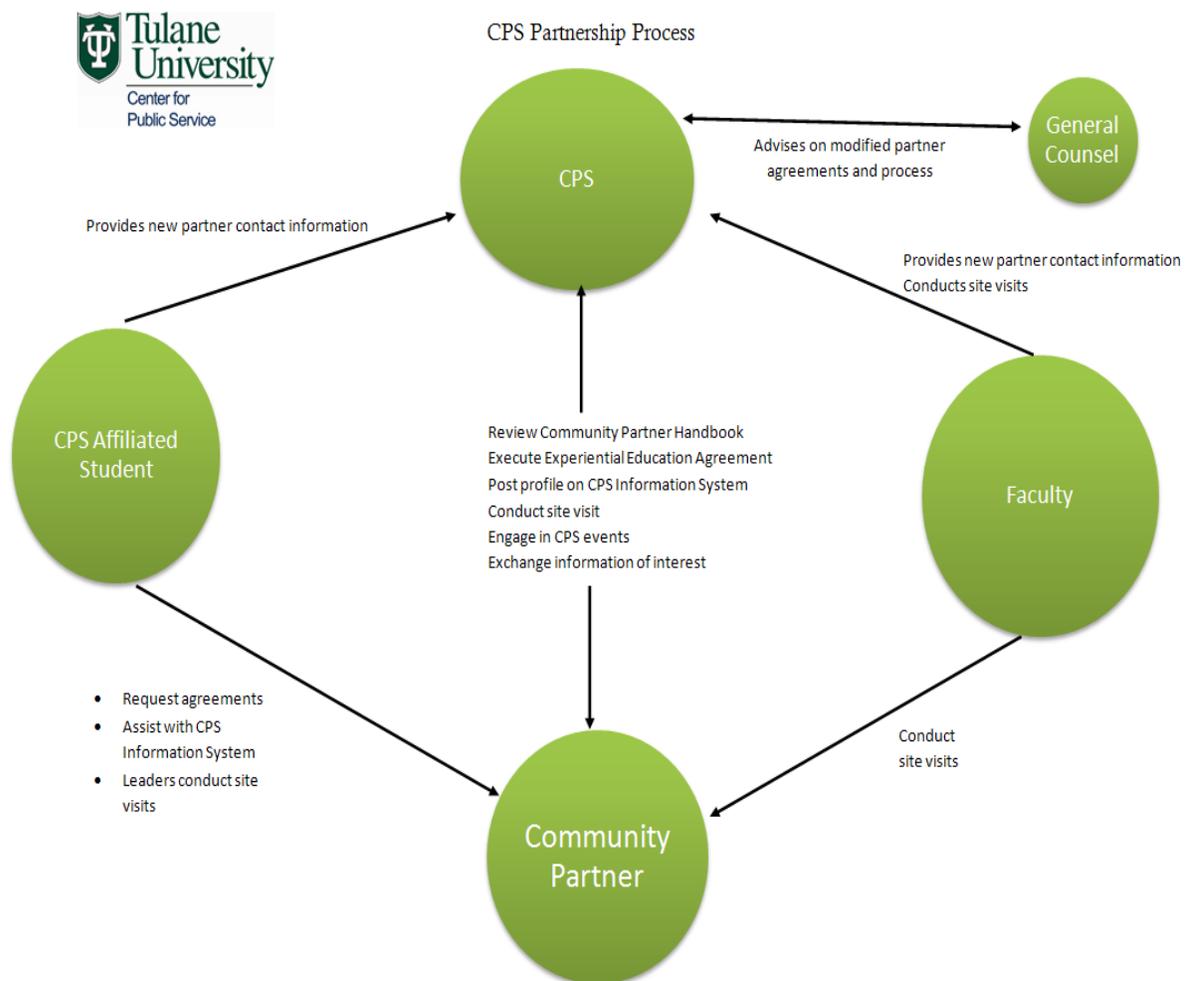
Characteristics of a Quality Partnership

The following characteristics are representative of our strongest partnerships and what CPS strives to achieve in all its partnerships:

- A spirit of innovation
- Well facilitated/ productive meetings
- Commitment to collaborative-education
- An effort to understand each others' cultures, short term and long term needs/goals, time restraints/calendars

- Enticing and accurate activity description and instructions
- Direct, timely, open communication between faculty/intern and partner. Eliminate redundant communication.
- Well-managed projects (timeline, defined goals)
- minimal inconveniences
- Publicity highlighting interesting quality projects (CP award winner)

CPS Support for Community Partners



Contact for your Agency A staff member from the Center for Public Service will be in contact with your agency throughout the semester, including a brief mid-semester and final assessment. The service learning staff will make visits to the site, answer questions about public service programming, offer suggestions and serve as a liaison between students, faculty and community partners as needed.

CPS On-Line Community Partner On-line Agency Profile and Job Descriptions

<http://cpsis.tulane.edu/index.cfm> The Center for Public Service maintains an up-to-date campus-community partner database and publicizes our partners' needs throughout the Tulane community. CPS staff members are available to help partners update their profile bi-annually.

Faculty Contact Assistance CPS staff members are available to facilitate initial contact between the faculty member and the community site representative and encourage maintained communication between the professor and the site.

Semester Programming Pre- and Mid-Semester Meetings Community partner representatives, faculty members, student leaders and CPS staff are encouraged to meet for planning, relationship building, troubleshooting and announcements of interest to current CPS semester-long partnerships.

Coffee On Us CPS provides a \$10 gift card toward a mid-semester meeting between individual Service Learning instructors and their community partners. Simply getting together to discuss successes, challenges and to review plans toward the successful completion of a semester-long service learning partnership often improves outcomes.

CPS Culminating/Appreciation Event CPS hosts an annual event at the end of each academic year to reflect upon and celebrate the culminating semester of service. Tulane University members and community partners are invited and .entertainment, food and refreshments are provided.

Outreach Events: CPS hosts bi-annual and annual outreach events such as Internship Fairs, Make-A-Difference Fair and other similar events where partnering organizations may receive widespread visibility, disseminate information to the public, and benefit from networking opportunities with other community and Tulane University members. This is an important occasion for all CPS participants as it builds community and furthers learning toward the mission of Tulane's Center for Public Service

Workshops CPS staff offer workshops throughout the year focused on issues and themes identified by community partners. Please check our website for upcoming workshops.

Toolkit Workshops: In June 2010, CPS implemented a workshop series based on the needs and wants expressed by Community Partners. Hosting one free workshop approximately each month for Community Partners, CPS works towards providing helpful presentations and dialogue about the common interests and questions posed by our partners. Please see below for the current schedule of the Tools for Nonprofit Management Workshop Series.

Co-Educator Workshops: Experienced CPS community partners will share their best practices and innovative ideas for working with Tulane Public Service Students and Faculty. Breakfast will be served. Location to be announced.

Nonprofit Strategy Institute: The Nonprofit Strategy Institute for CPS Community partners is designed as an 8 session sequence of topics relevant to strategic leadership of today's nonprofit organizations. To register or, for more information, please contact abuberg@tulane.edu.

Community Partner Reflections (Mid- and End-of-Semester)

CPS staff are available to facilitate mid-semester and final reflections in order to assess the quality and satisfaction of your partnership with faculty members, student service learners, Public Service interns and CPS staff.

Outstanding Public Service Award Nominations

Service Learning site supervisors can be awarded or nominate a student for an Outstanding Public Service Award. Nominations are based on criteria including commitment, compassion, cooperativeness, leadership, initiative, professionalism, communication skills, understanding of community needs and the ability to get the job done.. Award nominations are found on the CPS webpage during each semester.

What is a Public Service Activity?

A Public Service Activity (PSA) is an activity in which service rendered to non-Tulane members (the public) is the primary goal for both the student and the sponsoring organization. All Public Service Activity descriptions are reviewed by a Partnership Committee. If members of the Committee are unsure whether a proposed activity is public service, Public Service Internship students or Service Learning faculty members will be asked to answer the following questions and send responses to ccp@tulane.edu within 48 hours so that the Committee may reconsider approval:

- What is the specific nature of the activity to be performed?
- What is the primary goal for the student performing the activity?
- What is the primary goal for the organization sponsoring the activity?
- What are secondary benefits / outcomes of this activity?

Where can I find a list of Public Service Activities? A list of Partners' current Public Service Activity descriptions may be found at <http://tulane.edu/cps/serviceactivities.cfm>

Public Service Activity (PSA) Vetting and Student Placement Process



Emergencies

Students should follow emergency procedures outlined in the Student Handbook with regards to emergencies occurring during their placement. In most instances, this includes following community agency's emergency procedures. Students are encouraged to report any incident to their CPS assigned contacts.

Staff Member Responsibilities

All staff members are expected to inform their immediate supervisor of any emergencies that may have occurred during a sanctioned university event (s-l course, internship, CPS activity, community service project, day of service, VISTA service, etc.). An emergency is defined as a natural or man-made disturbance that could result in injury of students, staff, faculty, community partners, or community partner clients. These may include but are not limited to violent acts, medical emergencies, civil disturbances, hazardous material release, building or structural collapse, or threats (bomb, violence).

In reporting any incident, the following information should be provided:

- Status and Number (quantity) of all Tulane-affiliated personnel and students

- Current location of all Tulane personnel and students
- Detailed Incident Report (within an hour of the incident)
- Police/Emergency Personnel Contact.
 - *If participants are transported to the hospital, find out to which hospital they are being transported.*
- Community Partner Site Status
 - Were steps taken by the partner to ensure safety?
 - Recommendation on continuation of placement for immediate future

If staff members are present during the incident, staff members should first ensure, to the best of their ability, their safety and that of any students/personnel on-site. If university constituents are:

- on community partner property (in the building or on the grounds), they should follow the community partner's emergency procedures;
- out in the community, they should find a safe place to stay.

Staff members should alert the community representative or the appropriate authorities (i.e. 911). Once they feel safe, staff members need to report the incident directly with their most immediate supervisor **and** the Center's Departmental Administrator.

Supervisor Responsibilities

The Departmental Administrator and Assistant Directors will make the determination whether the Executive Director should be informed of the incident. The Executive Director must be immediately contacted if 911 is contacted or if the incident resulted in student injury. The Executive Director will then make the final determination when it is necessary to inform Tulane Emergency Management and the Provost.

After the Incident

After any reported incident, staff members are required to prepare a written summation of the incident to provide to the Executive Director. This written report should include the information stated above and should be submitted as soon as possible. If staff were not present at the incident, he/she should provide a written summation of how the incident was reported to them. Contact information for the student/faculty/staff member who reported the incident should also be provided, if available.

Partnership Implications

After a thorough investigation has been conducted, the Executive Director in consultation with Risk Management, General Counsel, and Emergency Management will determine what action needs to be taken to ensure Tulane student/constituent safety. This investigation should include talking with those affected by the incident (students, staff, faculty, etc.) and the community partner and a review of the community partners' compliance of their emergency procedures. A discussion of how the incident can be avoided in the future or how to reduce risk in future activities should be undertaken

Process for Terminating a Partnership

Tulane's Center for Public Service (CPS) strives to maintain mutually beneficial relationships with our Community Partners. However, when a complaint is filed to the CPS Partnership Committee, the following protocol for terminating a partnership will be carried out. CPS staff may determine if immediate suspension of current public service activities is necessary until the Partnership Committee reports a decision (as soon as possible and within 10 working days) about whether to continue or terminate the partnership in question. Decisions regarding partnership termination will be reached before the close of the semester when the complaint is filed.

Grounds for terminating a partnership:

- Breach of Experiential Educational Agreement
- Egregious complaints based on individual memoranda of understanding/ agreements

Process for terminating a partnership:

- Breach/Complaint is recorded (CPS staff would make an initial determination to suspend the activity until the Committee reviews)
- CPS surveys all current participants and activities with the partner in question
- CPS calls a meeting between the person reporting the breach/grievance, participating faculty member, student representative and community partner representative. The meeting may be facilitated by a CPS staff member or an outside trained mediator upon request.
- CPS Partnership Committee reviews survey results and outcome of meeting and determines if the partnership should be terminated.

Mediation (involving Community Partner, students, staff, faculty) before terminating a partnership:

- A representative from each CPS constituency Community Partner, Students, Faculty, Staff, and individual who filed the grievance/ complaint will meet to discuss partnership status before termination.

Parking on Campus

If you are coming to campus for a meeting or an event, between the hours of 8am-5pm Monday-Friday, all vehicles must have a parking pass unless parked and paid at a metered spot. CPS provides parking permits upon request.

If you are given a parking pass, it is important that you follow the directions on the permit. You must scratch off the date (day, month and year) and place on rearview mirror facing out. The permit can only be used once. Permit does not authorize parking in Fire Lanes, meters, roadways, loading zones, special needs (handicapped) parking spaces, or spots marked "reserved all hours". For a campus map of available parking, please see:

<http://tulane.edu/about/visiting/uptown-campus-map.cfm>

For more information, please see: http://tulane.edu/police/uptown/parking/traffic_office.cfm

Student Training for Public Service

Proper orientation and training are essential for a quality Campus-Community partnership. We will work with your agency to offer the following training sessions and orientations for faculty and students:

Center for Public Service Orientation

Preceding or during an on-site orientation, a Center for Public Service representative will provide a general orientation for all participating students. At this orientation, students learn about Center for Public Service programs, discuss guidelines that all they should follow during Public Service (dress code, time keeping procedures, the importance of scheduling, etc.) and receive CPS assessment forms. Service learning requirements for the course, transportation scheduling and an introduction to the site are discussed. The CPS representative will provide your agency with a copy of CPS student orientation materials so to avoid unnecessary duplication.

On-Site Orientation

Generally, CPS students are undergraduates with limited workplace experience. Therefore, it is helpful to educate students about all essential work-related protocol. Community Partners are asked to provide students with an agency overview, to explain their job description and semester-long plans, to describe policies and procedures (including safety), to confirm scheduling and to set a communication plan. Tulane Students, Staff, Faculty and VISTAs must adhere to each specific community partner's policies when on-site in regards to Fire, Violent Activity, and Severe Weather. Students should review the plan in detail and point out any conflicts they may have (heavy work loads that may impede the completion of desired work). Community partners are asked to collect the names and schedules of all participating students on a sign-in sheet. Service-learning interns will complete Memorandum of Understanding. A CPS representative will attend and support Community Partners during orientations. Please see "Orientation Checklist," "Student Orientation Template," "On-site Orientation Sign-in Form" and "Student Sign-in Sheet" in the appendix. Please keep a copy in your CPS Partnership Binder.

Public Service in New Orleans Orientation

This session is designed for many students engaging in public service through Tulane. Offered at the beginning of each semester, it includes information about demographics of the New Orleans community and an explanation of charity versus service activities. The orientation is not intended to provide students with tangible skills to implement on site; rather its main purpose is to provide context for service in New Orleans and to offer an initial exploration of how issues related to poverty, race and the environment have impacted the residents of the city. Community partners are invited to help facilitate or present at this training. Please let your CPS staff contact know about your interest, relevant experience and availability.

Project-Specific Training

Specific training sessions may be organized to support Campus-Community partnership programming. Examples include: Oral history, website development and tutoring training.

Trainings may be organized for students, agency staff and community members to benefit from together. Please let a CPS staff member know of any specific training needs.

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ACE – Academic Community Engagement: This unit's objective is to support academically-based activities of the Center. This includes public service offerings, faculty education, or collaboration with our community partners.

Service Learning: Academic Service Learning is an educational experience based upon a collaborative partnership between the university and the community. “Learning by doing” enables students to apply academic knowledge and critical thinking skills to meet genuine community needs. Through reflection and assessment, students gain deeper understanding of course content and the importance of civic engagement. Bridget Smith, Ben Brubaker

Public Service Internship: The Tulane Center for Public Service Internship program provides students the opportunity to bridge academic learning with service in the community. Our internships foster professional development, promote practical application of knowledge acquired in the classroom and encourage civic engagement. Myriam Huet, James Garrett, Alexa Schwartz

Independent Studies/Honor Thesis: Public service independent studies are educational experiences based upon a collaborative partnership between the university and the community. In their independent study program, students must apply academic knowledge and critical thinking skills to meet genuine community needs. *CPS also has limited funding to support student public service research through research grants.* Myriam Huet

International Public Service: Public service programs located outside of the United States provide a unique opportunity for students to explore different cultures and communities while doing public service. The incorporation of public service into study abroad programs creates a bridge to different cultures. This bridge facilitates the development of meaningful relationships and allows students to expand their skill sets while contributing to the communities that have welcomed them to their country. Myriam Huet

Faculty Seminar: Each semester, CPS offers a limited number of stipends to faculty interested in participating in a 10-week seminar on service-learning pedagogy and course construction. The seminar serves as an excellent introduction course for faculty who wish to incorporate public service into their courses. Agnieszka Nance

Faculty Workshops: The Center for Public Service is charged to assist faculty in the development, implementation, and improvement of service learning classes; as well as, consult with faculty, provide resources for course development, and promote the scholarship of engagement. Towards those goals, CPS offers faculty development workshops throughout the academic year. Agnieszka Nance

PSF-Public Service Fellows: The Public Service Fellows program offers students the opportunity to develop a personal philosophy on civic engagement while acquiring leadership skills that will positively affect future academic and professional choices. Students assist faculty members in coordinating service-learning activity. The Fellows program is a credited program and fulfills the second tier of the graduation requirement. Bridget Smith

SLA-Service-Learning Assistants: The Service Learning Assistant program is a paid position within the Center that allows students who are work-study eligible to assist faculty with the coordination of service-learning projects. Unlike the Fellows program, the SLAs do not earn credit for their participation. Ben Brubaker

Faculty Awards and Grants: CPS offers an assortment of grants to support course activities and course development to faculty's community engagement scholarship. Opportunities include: Course activity funds, course development grants, public service Public Service Faculty Scholars Program, CBR and CBPR. Various

Partnerships: This unit develops partnerships with and supports organizations that are interested in engaging in academic public service with Tulane students, faculty and staff.

Partnership Workshops: Community partners, faculty and student leaders who are actively engaged in public service partnerships are invited to these workshops to hear presentations by veteran practitioners, and participate in roundtable discussion and networking. Amanda Buberger

Toolkit Series: CPS implemented a workshop series based on the needs and wants expressed by Community Partners. Hosting one free workshop approximately each month for Community Partners, CPS works towards providing helpful presentations and dialogue about the common interests and questions posed by our partners. Amanda Buberger

Nonprofit Strategy Institute: The series is designed as an eight-session sequence of topics relevant to strategic leadership of today's nonprofit organizations. Sessions include a brief presentation introducing each topic, followed by discussions focusing on examples from the participants' own organizations. Amanda Buberger

Partnership Process: CPS has over 400 formal partnerships with schools, hospitals, nonprofits, businesses, governmental agencies and neighborhood associations. Partners enter into a legal contract that describes roles and responsibilities and create an on-line or off-line profile describing their organization and their public service needs. CPS staff support partners in their effort to provide meaningful academic public service opportunities, visit our partner sites, make referrals, assist with outreach and with securing resources to build capacity. Amanda Buberger, Amanda Buberger

Asset and Needs Mapping: CPS is identifying existing community-based and issue-focused activities conducted by the university community and mapping the information in order to more innovatively and intentionally address social challenges through civic engagement. Amanda Buberger

CBR – Community Based Research: CPS defines community-based research as collaborative, change-oriented research that engages faculty members, students, and community members in projects that address community needs. Amanda Buberger

CBPR – Community Based Participatory Research: CPS defines Community-Based Participatory Research (CBPR) as a collaborative approach to research that promotes positive change with and within the community. It involves an equitable relationship between community organizations and university researchers that is reflected in all levels of project design and dissemination. Amanda Buberger

CPS Online: CPS Online is an interactive web-based system that allows community partners to post public service activity descriptions, faculty to create and submit service-learning courses, and student to apply for internships. Amanda Buberger

HelpNOLA: CPS assists national and local universities, organizations, and individuals with their efforts to effectively volunteer in New Orleans by matching interested parties with local service organizations, locating housing and transportation options and coordination panels to discuss life and community service in New Orleans. Amanda Buberger

Dialogue Collaborative: A representative from CPS, CELT, Stone Center for Latin American Studies, School of Social Work and the Communication Department work together to support dialogue among faculty, staff, students and partners. Amanda Buberger

OLD – Outreach and Leadership Development: This unit is charged with creating and managing development opportunities for students that encourage growth and further commitment to community engagement. The OLD staff manages leadership programming, advises community service student organizations and plan programs that support both service-learning and community service students.

Student Programming: CPS sponsors various activities (speakers, panels, discussion sessions, etc.) throughout the year that support students’ community interests and their service work.
Katie Houck

SAB- Student Advisory Board: The Student Advisory Board is comprised of Tulane students who have participated in public service activities and have indicated a commitment to assisting in the development and implementation of improved CPS programs. The Committee also selects recipients for student-designated CPS grants, assists with producing campus-wide panels and programs, and plays an essential role in determining how the Center can best support students as they participate in public service. Katie Houck

CEA-Community Engagement Advocates: A group of student leaders trained to facilitate diversity and inclusion dialogues with service-learning courses or community service student organizations. Michael Pizzolatto

VISTA – AmeriCorps VISTA: VISTA members organize the activities of Tulane service learning students and public service interns placed at their partner sites. The infrastructure and capacity created by Tulane's VISTA program will allow organizations and communities to utilize the services provided by public service students and the university more effectively and creatively. VISTA members serve as liaisons between Tulane and the partner agencies, helping to create job descriptions, prepare training sessions and orientations, organize public service students in activities designed to reduce poverty, enhance civic engagement, and encourage economic sustainability. Michael Pizzolatto

WaveCorps: WaveCorps is a new summer service program offered by the Center for Public Service and funded in part by the Corporation for National and Community Service and AmeriCorps*VISTA. Volunteers participating in WaveCorps support organizations in New Orleans that are preventing summer learning loss in K-12 students through entertaining camps that bridge the time between the school year. Michael Pizzolatto

CS-Community Service Student Organization Advising: Community Service activities envelop all of the service activities that take place on a volunteer basis, outside of the public service graduation requirement. CPS advises over 30 student service projects and organizations including CACTUS. Katie Houck

Days of Service: To celebrate our campus-community partnerships with our New Orleans neighbors, The Community Action Council of Tulane University Students (CACTUS), the Center for Public Service and the Division of Student Affairs hosts two annual one-day volunteer events for incoming and returning students, as well as faculty, staff, alumni and their families.

Through these events, we seek to build a stronger community by working together to provide needed assistance to local non-profit and community-based organizations. Katie Houck

CSS-Community Service Scholars: The Community Service Scholars Program recognizes incoming students who demonstrated exceptional community service and leadership during their high school career. Through regular contact with a Community Service mentor, participants receive support and a sense of community while developing their project management and leadership abilities. Katie Houck

CACTUS-Community Action Council of Tulane University Students: CACTUS is one of the oldest continuously run, student-led service organizations in the country. CACTUS aims to help bridge the gap between Tulane University students and New Orleans community. As the umbrella organization for all community service based organizations on campus, CACTUS provides valuable resources to the community agencies while helping students develop leadership skills and a commitment to civic engagement, ranging from environmental activism to children in schools to housing initiatives. Katie Houck

FTC For The Children: *For The Children* (FTC) has provided academic assistance to hundreds of students in low-performing Uptown New Orleans public schools. Volunteers come to one of our two school sites (Sophie B. Wright and Benjamin Banneker) to work with students during the school day as reading buddies, academic tutors, and classroom assistants. Devon Ponoroff

Awards and Scholarships: The Center for Public Service manages several award, scholarship and grant programs to help support students in their service interests. The scholarship programs are offered to students in recognition of their dedication to service as well as to support their service efforts during their Tulane career. Grants are available to for student-initiated academic and extracurricular programs. Katie Houck

EXPERIENTIAL EDUCATION AGREEMENT

BETWEEN

THE ADMINISTRATORS OF THE TULANE EDUCATIONAL FUND,

THROUGH ITS CENTER FOR PUBLIC SERVICE

AND

THIS EXPERIENTIAL EDUCATION AGREEMENT (“Agreement”) is made by and between **The Administrators of the Tulane Educational Fund**, a Louisiana nonprofit corporation and 501(c)(3) tax-exempt organization, through its Center for Public Service (“Tulane”) and _____ an _____ organization (“Site”) (collectively the “Parties”).

RECITALS

WHEREAS, Tulane desires to provide its undergraduate students (“Students”) with educational, learning and experiential opportunities through off-campus and on-campus experiences, including service learning and internships (“Program”);

WHEREAS, the Site recognizes the contribution of experiential education programs to the community. Site is capable of meeting the obligations herein and wishes to participate in the Program; and

WHEREAS, “Activities” and “Restricted Activities” are defined in Attachment “A”, as periodically updated to reflect new learning objectives to be furnished under this Program. Activities contemplated by this Agreement are of mutual interest and benefit to Tulane and Site.

NOW, THEREFORE, The parties hereby agree as follows:

1. Term.

a) This Agreement shall have a 36 month term (“Term”) that commences on the _____ day of _____, 20____ and ends on the _____ day of _____, 20____. Renewal of the Term shall not be automatic. Instead, the Parties must expressly agree in writing to renewal.

b) Any Activities provided by Students participating in this Program beyond the Term or any extended Term will not be considered part of this Agreement.

2. Termination.

a) ***Without Cause Termination.*** Either party may terminate this Agreement by giving 30 days written notice. In the event of termination of this Agreement or an Activity described in Attachment “A” (either with or without cause), Students currently enrolled shall not be prejudiced by such termination and shall be permitted to complete the Program under the conditions as set forth in this Agreement.

Termination shall not relieve either party of obligations arising under this Agreement in connection with activities performed prior to termination.

b) ***For Cause Termination.*** Either Party may terminate this Agreement, upon written notice, for cause in the event of a material breach by either Party of the terms and conditions hereof. Upon receipt of such notice, if the breaching party is unable to cure such breach within fifteen (15) days, then the Agreement shall be deemed to terminate at the end of the curative period.

3. Nature & Scope of Student Activities. The nature and scope of Activities to be furnished by Students under the Program is defined and described in Attachment “A” (as updated semester-by-semester to reflect additional Learning Objectives). Attachment “A” is intended to: (a) document the maximum number of Students who may participate in the Project; (b) summarize the Project’s goals and objectives; (b) identify point persons of Tulane and Site for coordination and liaison purposes; (c) describe deliverables and the project period.

4. Tulane agrees to:

a) ***Student Selection & Assignment.*** The assignment of Students is exclusively Tulane’s responsibility, with the understanding that the concurrence of the Site is required to ensure adequate levels of supervision.

b) ***Point of Contact.*** Designate a Tulane representative who shall coordinate the educational objectives of the Program with the Site’s point of contact.

c) ***Tulane Program Orientation.*** Advise Students of the objectives of the Program, the nature of the Program and what activities are approved for Student participation. This includes requiring all Students to attend a Program specific orientation prior to beginning the Program.

d) ***Records.*** Maintain records and reports concerning the Program within the academic year the activities are performed

e) ***Compliance.*** Provide guidance to Students and take administrative action in accordance with Tulane policies and Code of Student Conduct with regard to matters pertaining to Student academic performance or personal conduct while participating in the Program.

f) ***Supervision.*** When Students are providing Activities on Tulane’s campus, Tulane shall retain responsibility for all Tulane areas of operations where Students are assigned. This shall include furnishing sufficient Tulane personnel to supervise Students consistent with applicable law and Tulane’s policies, procedures and Code of Student Conduct.

5. Site agrees to:

a) ***Point of Contact.*** Designate an individual to coordinate with Tulane’s representative the objectives of the Program and the activities approved for Student participation. Inform the Site staff of the learning objectives, which are detailed in Attachment “A,” so that staff may support the intent of the Program.

b) ***Compliance.*** Review and abide by Tulane’s Community Partner Handbook and complete any necessary background or criminal investigations as required by law.

c) ***Facilities, Supplies & Equipment.*** Make all necessary and available facilities, classrooms,

library, conference rooms, and cafeteria otherwise available to Site personnel available to Students. Site further agrees that it will assess no fees to Tulane or to Students for use of Site resources, supplies, materials and/or facilities under this Agreement. Site shall provide a safe environment (including furnishing without charge necessary personal protective equipment and safety instructions) in compliance with all state, federal and local laws, and take precautions to provide for the safety of the Student participants including notification to Students and the Tulane representative concerning potential hazards or circumstances which may create unsafe conditions. Site will provide a list of addresses where Students will be asked to conduct Activities. Site agrees to vet all locations where Activities will take place for safety purposes and agrees to maintain supervision as defined in this Agreement.

d) ***Orientation.*** Provide Tulane representative and Student participants with orientation to the Site including a complete tour of the Site, information about the general operation, rules, policies, procedures and any other matters that may be specifically applicable to the Program and the Site and Student activities, and information about emergency procedures. Promptly notify Tulane and Student participants of any material changes therein.

e) ***Supervision.*** When Students are providing Activities at Site, Site shall retain responsibility for all Site areas of operations where Students are assigned. This shall include furnishing Site personnel responsible for supervising Students consistent with applicable law and Site policies and procedures. Site shall designate a qualified site supervisor to supervise Students. Site represents that Students will not be left unsupervised. If Site anticipates that students will be on Site without the physical presence of a Site supervisor, Site will notify Tulane's point of contact prior to the start of the semester for Tulane review and approval, given the nature of Activities. Such approval by Tulane does not relieve Site of its Student supervision requirements. Site also agrees to promptly notify Tulane of any Student performance issues or concerns, including but not limited to notice of any unsatisfactory performance or misconduct by a Student and provide documentation thereof. Site agrees to meet with student and Tulane represents in an attempt to mediate the issue before terminating the student.

f) ***Confidentiality.*** Treat confidentially any Student records, assessments, attendance reports and the like. Such records shall not be disclosed except to Tulane and the Site representative.

g) ***Evaluation.*** Participate in Student evaluation aimed at assessing Student performance and the Program.

6. Relationship of Parties.

a) ***Status of Tulane and Site.*** Tulane and Site shall at all times be considered by each other to be independent entities entering into this Agreement solely for the purpose of carrying out the provisions of this Agreement. Neither party shall have, nor exercise any control or direction over, the methods by which the other party, its employees, agents and/or representatives performs their work and functions as to any particular activity, the Program or the Activities to be furnished hereunder. Neither party shall be entitled to receive any employee benefits of the other party, including but not limited to health insurance, life insurance, disability insurance, retirement benefits, vacation or sick leave pay and other customary employee benefits.

b) ***Status of Students.*** Each party agrees that the Students will be in an unpaid learning situation and that the primary purpose of the Program is for the Students' education. Students shall not replace or substitute for any of Site's employees. Students shall not perform any of the duties normally performed by an employee of the facility except such duties as are a part of the Program and are performed under the

direct supervision of Site supervisor. Students shall be deemed independent contractors and are not entitled to receive compensation for Activities performed hereunder. Students shall not be entitled to receive any employee benefits, including but not limited to health insurance, life insurance, disability insurance, retirement benefits, vacation or sick leave pay and other customary employee benefits.

7. Compliance with Laws, Regulations and Policies. Both Tulane and Site shall comply with all federal, state and local laws including such laws regarding equal employment opportunity and non discrimination, and safety. Site shall also comply with Tulane's Harassment Policy, a copy of which can be found at www.institutionalequity.tulane.edu .

8. Indemnification by Tulane. Tulane hereby agrees to defend, indemnify and hold harmless Site, its directors, officers and employees (Tulane Indemnified Party/Parties), from and against all claims, demands, damages, liabilities (including negligence), causes of action, costs and expenses , including reasonable attorneys' fees incurred by each and any Tulane Indemnified Party for damages, including without limitation, bodily injury, personal injury, death or other claims brought by Tulane's employees in the performance of this Agreement.

9. Indemnification by Site. Site hereby agrees to defend, indemnify and hold harmless Tulane, its, directors, officers, administrators, trustees, employees, students, agents, successors and assigns (Site Indemnified Party/Parties) from and against all claims, demands, damages, liabilities (including negligence), causes of action, costs and expenses, including attorneys' fees incurred by each and any Site Indemnified Party for damages, including without limitation, bodily injury, personal injury, death or other claims brought by any person arising out of the negligent or intentional act or omission of Site, its employees, volunteers, subcontractors or agents. Site agrees to maintain insurance to cover its indemnification obligation including but not limited to general liability insurance coverage and Workers' Compensation coverage in amounts acceptable to Tulane or in a minimum amount required by law. Site shall provide Tulane with a Certificate of Insurance. The scope of this indemnification obligation shall not be limited by available insurance. This indemnification obligation shall survive the expiration of this Agreement.

10. Publication: Tulane and Students will be free to include references to the Program in class assignments and other educationally-related matters (including any theses or papers). In order to avoid inadvertent disclosure of Site's Confidential Information, Tulane shall submit any such document to Site for review at least thirty (30) days prior to planned submission for publication or disclosure. Site shall notify Tulane within thirty (30) days of receipt whether such materials contain Confidential Information of Site. Tulane shall, at Site's written request, delete Site's Confidential Information from the intended publication or presentation and in such case, Site can request a delay in publication or presentation, but in no event shall the delay in publication exceed thirty (30) days.

11. Inventions: Tulane and Site acknowledge that commercially valuable intellectual property may be generated by Student(s) and/or Tulane faculty supervisors as a direct result of involvement in the Program. Tulane and Site agree that inventorship of such intellectual property will be determined in accordance with U.S. patent law and that ownership will follow inventorship. In the event of intellectual property which arises from the Program and which is wholly owned by Tulane or is jointly owned by Tulane and Site, Tulane hereby grants to Site, subject to the rights of the U.S. Government as set forth in 35 USC and 37 CFR Part 401, an exclusive option to negotiate an exclusive, worldwide license to make,

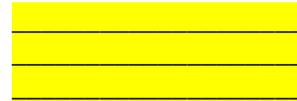
have made, use, and sell patent rights for any commercial indication or purpose, under commercially feasible terms including but not limited to performance milestones, milestone payments and royalties within the industry norm, and including the right to grant sublicenses. Notwithstanding the grant of license to Site, Tulane retains the right to use patent rights and inventions for educational and research purposes.

12. Warranties: With regard to Activities performed and/or deliverables created or furnished under this Agreement, TULANE MAKES NO WARRANTY OR REPRESENTATION, EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION THAT ANY DELIVERABLES WILL BE FURNISHED HEREUNDER OR THE IMPLIED WARRANTY OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. IN NO EVENT SHALL TULANE OR STUDENTS BE LIABLE FOR ANY LOST OR ANTICIPATED PROFITS OR ANY INCIDENTAL, EXEMPLARY OR SPECIAL DAMAGES.

13. Notice. Any notice required by this Agreement shall be in writing and deemed given at the time it is deposited in the U.S. Mail, proper postage prepaid:

If to Tulane: Center for Public Service
6823 St. Charles Ave.
Alcee Fortier Hall
New Orleans, LA 70118

If to Site:



With a copy to:

Tulane's Office of General Counsel
6823 St. Charles Avenue
New Orleans, LA 70118

14. Governing Law. This Agreement shall be deemed to be executed, delivered and performed in New Orleans Louisiana and all disputes arising out of this Agreement, past, present or future, shall be governed by and construed in accordance with the laws of the State of Louisiana, without regard to its conflict of law provisions.

15. Amendment. This Agreement may be amended solely by mutual written consent of duly authorized representatives of Tulane and Site. No provision may be waived except by mutual written consent.

16. Entire Agreement. Both signatories hereby warrant they have been and are duly authorized to execute this Agreement and any amendments hereof. This Agreement constitutes the entire Agreement between the parties concerning the matters contained herein and supercedes all other Agreements between the parties concerning such matters.

17. Assignment. Neither party may assign this Agreement, which consent can be unreasonably withheld.

18. Use of Name. Neither Party shall use the name, logo, trademark or other indicia of the other Party in any public announcement without the prior written approval of that Party, provided, however, that parties may use each others' names in public announcements to describe activities permitted under this Agreement.

“Tulane”

“Site”

The Administrators of the Tulane Educational Fund d/b/a Tulane University through its Center for Public Service

[Redacted]

By:

By:

[Redacted]

Name: Dr. Agnieszka Nance

Name: [Redacted]

Title: Executive Director

Title: [Redacted]

Date:

Date: [Redacted]

Attachment “A”

Activities & Objectives

for Experiential Education Agreement

1. **Scope of Activities:** Site should electronically complete the Center for Public Service On-Line with an agency profile and public service activity details (located at http://cpsis.tulane.edu/pub/request_partnership.cfm) which shall describe activities and requirements to be provided to Site under this Agreement (“Activities”). Print out a paper copy of the completed CPS On-line form and attach it to this Attachment “A”.
2. **Restricted / Sensitive activities:** Some activities are closely monitored and in some cases students are told they may not participate in activities toward public service credit. (See appendix, Experiential Education Agreement, Attachment “A”)
 - a. Human subjects research, including but not limited to surveys involving human subjects research, unless prior approval is obtained from Tulane’s Institutional Review Board; students are advised to carry informational cards with researcher contact information which may be handed out to residents who have questions the student might be unprepared to answer
 - b. Restricted physical activities that include climbing ladders, climbing on rooftops, lifting more than 60 pounds, structural work, and/or live electrical work; safety instructions must be documented and delivered to students, protective gear hard hats and steal-toe shoes are recommended
 - c. Students may not assign Site’s service recipients into a certain level of programming based on Student-conducted assessments (e.g., placement of students in appropriate English as a Second Language class)
 - d. Political Campaigning: Voter education programs and activities are acceptable as long as they are without editorial opinion or political skew. Activities must be aimed at educating students with respect to the political process. Students can participate in campaign work, but it must be in a campaign of their choice without the university influencing which campaigns are chosen.
 - e. Students may not

Photograph crime scenes
Write actual investigative reports
Serve subpoenas

- f. Perform background checks (unless the CPS Partnership Committee receives more information and approves this activity based on the additional information provided)
- g. Testify in court (unless a valid subpoena has been issued)
- h. Public Service credit is not issued to Tulane students for serving other members of the Tulane community (students, instructors, staff) for their or for Tulane's benefit. Public Service benefits members of the non-Tulane community.
- i. For student work within **private homes or other one-time service sites** (example: Green Light New Orleans), the CPS Partnership Committee reviews partners' location vetting procedures based on the following questions:
 1. Explain how your agency screens homes before students conduct service there.
 2. Who is liable and what students should do if they are accused of stealing or something breaks?
 3. Explain level of supervision. Will an agency staff person/representative be present while students serve in private homes? If not, what procedure should students take for reporting problems? Explain how many students should be present when serving in private homes. CPS Partnership Committee advises that students work in pairs or larger groups.
- j. Neighborhood-based outreach/Canvassing: Students should be advised to familiarize themselves with Tulane University's general safety guidelines. Partners are encouraged to notify neighborhood-based police officers, to inform students about the area in which they are working including "safe spots" (i.e. stores, etc.) where they may go if they are feeling uncomfortable, to provide students with informational cards including the sponsoring organization's contact information and to involve neighborhood residents when engaging students in neighborhood outreach activities. (CPS retains additional guidelines for these activities)
- k. Group Counseling and Counseling Related Guidelines
 - o Those involved are in compliance with licensing laws of their discipline as it relates to student learning and engagement with clients, especially clients in the mental health system.
 - o Clients can refuse to participate in public service activities without penalties.
 - o Encourage therapists to discuss the student's involvement with the group prior to the student attending group so that clients could air their concerns.
 - o Students should participate in structured, pre-determined ways for which they are trained ahead of time.
 - o Undergraduate students' contributions should be limited to observing groups and assisting the staff facilitator in material preparation, or in carrying out a specific group activity that they have been instructed on before a group session (example, helping clients generate a list of their known triggers for relapse).
 - o Unless the student has specific training in whatever treatment is being offered, undergraduates should not "co-facilitate" a group.



Center for Public Service

TULANE UNIVERSITY

Partner Self-Reporting <http://cpsis.tulane.edu/>

Agency Profile Summary

<p><i>Agency Basic Information</i></p> <ul style="list-style-type: none"> Agency Name: Email: Website: Address: Phone: Fax: Type: Hours: Partnership begin date: <p><i>Primary Contact</i></p> <ul style="list-style-type: none"> Name Email Address Phone Prefers <p><i>Agency Details</i></p> <ul style="list-style-type: none"> Insurance carried: Agency has a need for additional volunteers. Yes/ No 	<p><i>Mission and Values</i></p> <ul style="list-style-type: none"> Agency Mission Value statement Quotations <p><i>Service Activity Related Details</i></p> <ul style="list-style-type: none"> Populations Served Topics of Interest Academic Disciplines Products of Partnership Agency Needs Resource Needs Services Provided
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Public Service Activity Detail

I. Basic Information

<p>Contact Semester Calendar year PSA Title Description What are the final work products expected? Please enter keywords that faculty and students may use to locate this public service activity:</p>	<p>Please enter a special instruction including expected deliverables</p> <p>Service Learning Students Yes No Public Service Interns Yes No Volunteers Yes No</p>
--	--

II. Requirements

- *Are fingerprints required for this Activity?
- *Is background checking required?
- *Are immunizations required?
- *Is blood work required?
- *Is certification required?
- *Any other requirement?
- *Will students be asked to bring any materials with them?
- *Will students be asked to buy anything (Reproduction costs, office supplies, safety equipment/gear, etc.)If so, will they be reimbursed?
- *Will the community partner request emergency contact information?

- *Will evaluations/surveys be requested by community partner to be completed by students?
- *Are students allowed to take pictures or video?
- *Are there any specific policies (Emergency) that apply to the clients served that students should be aware of?
 - A. fire B. severe weather C. violent activity

III. **Dress Code** Select one or more of these standard dress code rules, if necessary

- | | | |
|--|--|-------------------------------------|
| <input type="checkbox"/> casual | <input type="checkbox"/> n95 respirator | <input type="checkbox"/> workscrubs |
| <input type="checkbox"/> casual professional | <input type="checkbox"/> special safety gear | <input type="checkbox"/> goggles |
| <input type="checkbox"/> closed-toe shoes | <input type="checkbox"/> steel-toed shoes | <input type="checkbox"/> other |

IV. **Availability**

- Availability Requirements (In order to participate students/volunteers must be available during the following times)
- This activity requires a minimum of this many service hours per month
- This activity requires a minimum of this many public service students
- This activity may engage a maximum number of this many public service students

V. **Location and Travel**

- *Where will the students work (at agency, at Tulane, off-site)?
- Are there concerns with the site's physical location; such as physical, environmental, or inherent hazards that are not addressed adequately by training and security measures? (poor lighting, non-working fire doors, blockages to exits and hallways, hazardous material, heavy equipment & machinery)?
- *How will they get there:

<input type="checkbox"/> 15-20 minute bicycle ride from Tulane	<input type="checkbox"/> Public Transportation less than 45 ride from Tulane
<input type="checkbox"/> Compensation Available	<input type="checkbox"/> Walking distance to Tulane
<input type="checkbox"/> Tulane Shuttle	<input type="checkbox"/> Other
<input type="checkbox"/> Good to have vehicle	
- Are there any concerns with how students will travel to, during and/or following service?
- Will the students be asked to travel alone?
- Will the students be asked to travel night?

VI. **Supervision and Risk**

- What will students need to do to check-in at the site?
- How will students track their hours at the site?
- *Will the student be driving a community partner vehicle?
- *Will the students be working with vulnerable populations (intellectually/behaviorally challenged, individuals with criminal backgrounds and/or history of violent behavior)?

- *Will the students be working with individuals with a criminal background or history of violent behavior?
- *Are there any risks affiliated with the activity?
- Will agency provide a safety orientation?
- *Have you reviewed university policies like [EEO and workplace harassment and discrimination?](#)

VII. Semester-long Activity Syllabus

VIII. Closure Events

**TULANE UNIVERSITY'S CENTER FOR PUBLIC SERVICE (CPS) GUIDELINES FOR VETTING
COMMUNITY PARTNERS**

DATE:

<input type="checkbox"/> Arrange an In-Person Site Visit	CPS and Faculty
<input type="checkbox"/> Discuss the Public Service objectives of this placement <input type="checkbox"/> Review documents regarding objectives, including course syllabus	CPS and Faculty
<input type="checkbox"/> Talk about the mission of the Community Partner (CP) and share the University and Public Service mission <input type="checkbox"/> Review the Community Partner Handbook	CPS
<input type="checkbox"/> Discuss the nature of the Public Service placement <input type="checkbox"/> How many students will be placed? <input type="checkbox"/> How will their schedule be determined? <input type="checkbox"/> How will their work fit in with their academic objectives? What will students learn that they can apply to their academic discipline? <input type="checkbox"/> What role should CPS play in student orientation before being placed? What orientation does the CP provide? Review the orientation guidelines developed by CPS. <input type="checkbox"/> Who will supervise students? How can this person be contacted? Is there a back-up supervisor? Who should students call if they will be absent or late? <input type="checkbox"/> Do students need fingerprinting, background checks, immunization, blood work? HIPAA, OSHA, Or any certification? Who will pay for this? <input type="checkbox"/> Verify that students will not be assigned tasks beyond their capabilities as volunteers or beyond the scope of the public service placement	Conversation between CPS, faculty member and CP. Ideally, the executive director as well as anyone who will supervise students should participate in this meeting.
<input type="checkbox"/> Logistics <input type="checkbox"/> What will students need to do to check-in at the site? <input type="checkbox"/> How will students track their hours at the site? Recommend using the "standard" form developed by CPS to track hours and provide a copy to CPS. <input type="checkbox"/> What type of clothing should students wear (i.e., closed-toe shoes, professional dress, casual dress) <input type="checkbox"/> Where should students park? Where is the closest bus or train stops? <input type="checkbox"/> What hours of the day can students volunteer? <input type="checkbox"/> What training will the CP provide? Where? When? <input type="checkbox"/> What training would the CP like the students to have prior to being placed? Can the CPS provide this? <input type="checkbox"/> Should students meet with site supervisor prior to their first service day? <input type="checkbox"/> Where will the students work? Are they provided with computers or other materials they will need? Will students be asked to bring any materials with them? <input type="checkbox"/> Will students be asked to buy anything? Will they be reimbursed? <input type="checkbox"/> Will the student be driving a CP vehicle? Verify insurance coverage and get a copy for your file.	CPS should obtain all the information it needs in order to provide a comprehensive training/orientation for students. The CP should also require that the students go through training on-site, or have a specific training prior to their service.
<input type="checkbox"/> Who should the university contact at the CP in case of an emergency? Who should they recommend the CP contact at the university? <input type="checkbox"/>	

<p><input type="checkbox"/> Risk Identification</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does the CP provide a safety orientation? Review the orientation guidelines prepared by CPS. <input type="checkbox"/> Will students ever work unsupervised with clients? Emphasize CPS' preference that the students not work unsupervised. <input type="checkbox"/> Will the CP request emergency contact information? How will it be used? If requested, CPS should have a copy. If the CP is not collecting the information, the University should. <input type="checkbox"/> Will the CP cover liability insurance? Workers' Compensation Insurance? Does the CP have any other types of insurance for volunteers? How will the students be covered? CPS should retain copies of insurance certificates <input type="checkbox"/> Outline the specific risks involved in this placement. Are there any risks in the community? Who could be harmed? What property could be damaged and how severely? What is the maximum likely loss for each activity? Are there any environmental hazards? Are crowds or bystanders likely to be involved? Will inherently dangerous activities be involved? Will physical labor be involved? <input type="checkbox"/> Review University policies like EEO and workplace harassment and discrimination. 	<p>Once the nature of the placement is clear, the Risks of these placements should be specifically taken into consideration.</p> <p>CPS should collect any forms or information that the CP will be giving students. Keep all documents on file at the University.</p>
<p><input type="checkbox"/> Tour of Site</p> <ul style="list-style-type: none"> <input type="checkbox"/> CP should give the university staff and/or faculty a tour of any facilities or sites in which Public Service students will be working. <input type="checkbox"/> CP should introduce CPS to any staff that will supervise students, or work directly with students. <input type="checkbox"/> CPS should be looking for any potentially risky situations and CP should bring any risk factors to the attention of CPS. <input type="checkbox"/> Students should also tour the site during orientation and be made aware of emergency exits and procedures. 	<p>This is an important step so that the CPS and faculty can see the situation their students will be working in, and ask any questions that may come up as CPS observes the facilities.</p>
<p><input type="checkbox"/> Evaluations</p> <ul style="list-style-type: none"> <input type="checkbox"/> What evaluations/surveys will be requested? By whom? Filled out by whom? <input type="checkbox"/> At what times throughout the service experience will surveys/evaluations be requested? <input type="checkbox"/> How will the information from the surveys be used in the future? 	<p>CPS and faculty member should explain why they are collecting evaluations, and ask if there are any that the CP would like to have completed.</p>
<p><input type="checkbox"/> Privacy Rights</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are students allowed to take pictures or video? <input type="checkbox"/> What specific policies apply to the clients served? 	<p>Faculty should inform CPS of any research or writing that students will be asked to do that pertains to the clients.</p>
<p>Preparing All Signed Forms and Agreements The CPS should format the EEA and have an authorized signatory sign off, and then discuss the EEA with CP. If aspects of the EEA need to be renegotiated, try to include all parties. Renegotiation is always possible. Try to find the best way to allow the placement to occur while also managing as much risk as possible.</p>	

PUBLIC SERVICE INTERNSHIP MEMORANDUM OF UNDERSTANDING

Student Name: _____ **Student ID#:** _____

Address: _____

Phone #: _____ **Email:** _____

Department Awarding Credit: _____ **Semester:** _____

Internship Agency/Site Name: _____

Address: _____

Internship Site Supervisor Name: _____

Phone #: _____ **Email:** _____

Start Date: _____ **End Date:** _____ **Hours to be completed:** _____

Internship Job Description: With your supervisor, please review the duties and responsibilities outlined in the job description created by the internship site. Attach a separate sheet if more space is necessary.

Service - Learning Objectives: What do you hope to learn from this service-learning experience-about the agency, about the challenges and assets of the population with whom you will be working, about yourself, about your community,-and how does this connect to your course work and your career goals? Attach a separate sheet if more space is necessary.

Strategies to Achieve Above Goals: Please discuss learning strategies and activities with your supervisor and describe them below. Attach a separate sheet if necessary.

Internship Contribution: The Internship Contribution is aimed at benefitting the partner organization with which students are interning by leaving a tangible trace of their work, even if they contribute to a long-term undertaking that is not completed by the time their internship ends. Internship Contributions can take on many different forms. It is up to the Site Supervisor and the intern to discuss and identify a need that can be addressed through the creation of a tangible product. In the past, interns have developed resource directories, teaching manuals, press packages, databases, newspaper articles, after-school programming and outreach brochures. It could even be a report on the work that interns accomplish during their internship. Please discuss an appropriate, tangible internship contribution with your supervisor and describe it below. Attach a separate sheet if necessary.

Internship Supervisor and Tulane Intern acknowledge that they have read and agree to abide by the following restricted / sensitive activities:

Some activities are closely monitored and, in some cases, students are told they may not participate in activities toward public service credit.

- a. Human subjects research, including but not limited to surveys involving human subjects research, unless prior approval is obtained from Tulane's Institutional Review Board;
 - i. Students are advised to carry informational cards with researcher contact information which may be handed out to residents who have questions the student might be unprepared to answer
- b. Restricted physical activities that include climbing ladders, climbing on rooftops, lifting more than 60 pounds, structural work, and/or live electrical work; safety instructions must be documented and delivered to students, protective gear hard hats and steel-toe shoes are recommended
- c. Students may not assign Site's service recipients into a certain level of programming based on Student-conducted assessments (e.g., placement of students in appropriate English as a Second Language class)
- d. Political Campaigning: Voter education programs and activities are acceptable as long as they are without editorial opinion or political skew. Activities must be aimed at educating students with respect to the political process. Students can participate in campaign work, but it must be in a campaign of their choice without the university influencing which campaigns are chosen.
- e. Students may not
 - i. Photograph crime scenes
 - ii. Write actual investigative reports
 - iii. Perform background checks (unless the CPS Partnership Committee receives more information and approves this activity based on the additional information provided)
 - iv. Testify in court (unless a valid subpoena has been issued)
- f. Public Service credit is not issued to Tulane students for serving other members of the Tulane community (students, instructors, staff) for their or for Tulane's benefit. Public Service benefits members of the non-Tulane community.
- g. For student work within **private homes or other one-time service sites** (example: Green Light New Orleans), the CPS Partnership Committee reviews partners' location vetting procedures based on the following questions:
 - i. Explain how your agency screens locations before students conduct service there.
 - ii. Who is liable and what students should do if they are accused of stealing or something breaks?
 - iii. Explain level of supervision. Will an agency staff person/representative be present while students serve in private homes or remote locations? If not, what procedure should students take for reporting problems? Explain how many students should be present when serving in private homes. CPS Partnership Committee advises that students work in pairs or larger groups.
- h. Neighborhood-based outreach/Canvassing: Students should be advised to familiarize themselves with Tulane University's general safety guidelines. Partners are encouraged to notify neighborhood-based police officers, to inform students about the area in which they are working including "safe spots" (i.e. stores, etc.) where they may go if they are feeling uncomfortable, to provide students with informational cards including the sponsoring organization's contact information and to involve neighborhood residents when engaging students in neighborhood outreach activities. (CPS retains additional guidelines for these activities)
- i. Group Counseling and Counseling Related Guidelines
 - Those involved are in compliance with licensing law of their discipline as it relates to student learning and engagement with clients, especially clients in the mental health system.
 - Clients can refuse to participate in public service activities without penalties.
 - Encourage therapists to discuss the student's involvement with the group prior to the student attending group so that clients could air their concerns.
 - Students should participate in structured, predetermined ways for which they are trained ahead of time.
 - Undergraduate students' contributions should be limited to observing groups and assisting the staff facilitator in material preparation, or in carrying out a specific group activity that they have been instructed on before a group session (example, helping clients generate a list of their known triggers for relapse).

Unless the student has specific training in whatever treatment is being offered, undergraduates should not "co-facilitate" a group.

MEMORANDUM OF UNDERSTANDING

Internship Supervisor:

Agrees to complete a full orientation with the intern, which should include: a tour of the office; an introduction to fellow workers, colleagues, upper-level management, outside contacts (anyone who you interact with daily); an explanation of the organization's and/or department goals, functions, services, and procedures.

Agrees to clarify the expectations and role of the intern.

Agrees to discuss, with the intern, safety risks associated with the internship position.

Agrees to discuss the intern's service-learning objectives and to help identify and describe the processes that will help him/her achieve those goals.

Agrees to discuss and help define what Internship Contribution the intern should complete by the end of the semester, which would be of importance to the organization and reflective of the internship.

Agrees to determine the intern's work schedule and to be mindful of times where the student may need to focus on exams.

Agrees to guide this intern's work and to submit a final evaluation of his/her performance upon request.

Agrees to immediately discuss any concerns about the intern's performance with him/her directly and with the Center for Public Service Internship Coordinator/ Internship Instructor, if necessary.

Internship Supervisor Printed Name: _____

Internship Supervisor Signature: _____

Date: _____

MEMORANDUM OF UNDERSTANDING

Student Guidelines and Limitations:

Guidelines –

- **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. He/she can assist you in determining the best way to respond to difficult or uncomfortable situations. Feel free to contact the Center for Public Service with questions concerning your placement.

- **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 person whom

you serve rely on your punctuality and commitment to completing your service hours/project throughout your partnership.

- **Call if you anticipate lateness or absence.** Call the Site Supervisor if you are unable to come in or if you anticipate being late. Be mindful of your commitment, people are counting on you.
- **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. You should use pseudonyms in your course assignments if you are referring to clients or the people you work with at the service site.
- **Show respect for the community-based organization.** Placement within community programs is an educational opportunity and a privilege. Keep in mind, not only are you serving the community, but the community is serving you by investing valuable resources in your learning and professional development.
- **Be appropriate.** You are in a professional situation and are expected to treat your supervisor and others with courtesy, kindness and respect. Dress neatly and appropriately. Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of Tulane's Center for Public Service.
- **Be flexible.** The level or intensity of an internship, service or otherwise, is not always predictable. Your flexibility to changing situations can assist the internship in working smoothly and producing positive outcomes for everyone involved.

Limitations –

- **DO NOT** report to your service site under the influence of drugs or alcohol.
- **DO NOT** give or loan a client, money or other personal belongings.
- **DO NOT** make promises or commitments to a client you cannot keep.
- **DO NOT** give a client or agency representative a ride in a personal vehicle.
- **DO NOT** tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
- **DO NOT** tolerate verbal exchange or engage in behavior that might be perceived as offensive and/or inappropriate against an individual on the basis of their race, religion, age, gender, national origin, color, disability, or military or veteran status.
- **DO NOT** engage in any type of business with clients during the term of your service.
- **DO NOT** enter into personal relationships with a client or community partner representative during the term of your service.

*** If you feel that your rights have been or may be violated, or that any of the above stated limitations have been violated please contact your Center for Public Service Internship Coordinator immediately.**

Intern:

Agrees to act in a responsible manner while representing Tulane University at the internship placement site, and abide by all rules and regulations that govern the site in which he/she has been placed.

Agrees to participate in an orientation given by the internship site.

Agrees to the above stated guidelines and limitations.

Agrees to discuss his/her role as a service-learning intern working with the community partner.

Agrees to discuss and acknowledge the following risks (please elaborate below) involved with this service placement, and enters into this internship placement fully informed and aware.

Risks

- 1.
- 2.
- 3.

Etc...

Agrees to devote _____ hours per week for a total of _____ hours, effective from _____ to _____ in order to fulfill the service objectives described above.

Agrees to complete any forms, evaluations or other paperwork required by either the Center for Public Service or the internship supervisor.

Student Printed Name: _____

Student Signature: _____

Date: _____

MEMORANDUM OF UNDERSTANDING

Center for Public Service Internship Coordinator/ Internship Seminar Instructor

I have examined and approved _____'s Memorandum of Understanding.

CPS Coordinator/ Seminar Instructor Printed Name: _____

CPS Coordinator/ Seminar Instructor Signature: _____

Date: _____

Student Orientation Agenda

Partner Agency Name:

Service Location:

Contact Name and Contact Information:

Number of participants: students____ community partner staff____ faculty____

Materials needed for activity:

Equipment needed for activity:

Public Service Objectives of this Placement

- Review how this placement and activity(ies) related to course learning objectives.

Community Partner Overview

- Mission of the Community Partner (CP)? Who does the CP serve? What programs/services does the CP offer? What policies apply to people served by this agency? Tour site.

Public Service Activity Overview

- Discuss expectations of students, provide a job description detailing the work students will do, outline the scope of work, final product expected.
- Discuss beginning and end of service.
- Talk about service schedule (total number of hours, days and times of the week, start date, and deadlines)
- Explain the types of activities that are “outside” the scope of work.

Logistics

- Where do students check in at the site? How are students’ service hours recorded? (For their course and the CP).
- Who do students call if they cannot make their scheduled service, or will be late?
- How will students be evaluated by community partner?
- How will students be supervised? By whom?
- Schedule CPS shuttle transportation. Review CPS transportation pick up location and policies.
- Give location of site and directions via personal car or public transportation. Where will students park if they drive?

Specific policies and procedures related to the service placement

- Discuss appropriate attire when providing service.
- Review any proof of eligibility that is needed (fingerprinting, background check). Who will cover the cost of this? Where should students go to have this done?
- Sign all forms and agreements required by community partner.
- Review confidentiality rules for the site. Are pictures, cameras or video allowed?
- Review the risks associated with this placement. Conduct safety orientation.
- Review emergency plan.
- Explain what students should do immediately if inappropriate conduct occurs such as workplace discrimination, harassment, etc. occurs. Whom do they contact?
- Who can the students contact with questions or concerns about their placement (CP contact, and campus contact)?

- What surveys/ evaluations will community partner ask students to complete? How will they be used? Students sign agreement as necessary.

On-Site Emergency Protocol

- Tulane Students, Staff, Faculty and VISTAs must adhere to each specific community partner's policies when on-site in regards to
 1. Fire
 2. Violent Activity
 3. Severe Weather

Training

- Provide specific training or skills required for the service project.
- Is there a CP training? Where? When? How long?

Next Steps

- Review next steps with students. Ensure they are clear on when, where and who they are to report to next.

Common Public Service Products & Services

- Website development and management
- Database development and management
- Surveying /Inventorying
- Mapping
- On-Site Administrative assistance
- On-site physical assistance
- Publicity Material development (brochure, flyer, article, press release)
- Training Resource Development (safety, human resource materials)
- Business/ Strategic Planning
- Fundraising
- Outreach Material Distribution
- Outreach event organizing and facilitating
- Client Services
- Client Interaction
- Case Management
- Oral Histories
- Educational
- Tutor (one-on-one, small group, topic, age group)
- Mentoring (topic, age group)
- Instruction (topic, age group)
- Test Administration (topic, age group)
- Curriculum Development (topic, age group)
- Engaged Research (topic, subject)
- Management
- Best Practices Research (enter / check topic)
- Comparative Research (enter / check topic)
- Data collection (enter / check topic)

Coffee on us

At mid-semester, community partners are encouraged to meet and discuss their partnership with Service Learning faculty members, interns, student leaders and/or CPS staff.



I'm partnering a service learning course, how can I meet with the faculty member and have CPS pay for coffee?

- ❖ Arrange a meeting time and place.
- ❖ E-mail ccp@tulane.edu with your request for a gift card. Please include meeting date, location, and name of Tulane faculty member name, your name and mailing address if the card is to be mailed.
- ❖ You will be notified when your request has been accepted and you can then pick up a \$10 gift card at CPS (Alcee Fortier Hall) or a card will be mailed to you.

Discussion points for your consideration:

- ❖ Current service learning activities
- ❖ Orientation and training reflection
- ❖ Learning objectives
- ❖ Meeting community need
- ❖ Unexpected challenges
- ❖ Successes
- ❖ Reflection sessions, assignment
- ❖ Policy on make-up hours, reporting hours, final products of work
- ❖ Evaluation
- ❖ Closure and appreciation
- ❖ Future partnership



Center for Public Service

TULANE UNIVERSITY

**Community Partner
Mid-Semester Reflection**

Date:

Community Partner Agency:

Community Partner Contact:

Type of Partnership with CPS (Service Learning Course/ Internship):

Participating Faculty Members and Students:

General/ Specific Problems:

General/ Specific Successes:

Plans for improvement:

Description of follow-up communication necessary:

**Tulane University Undergraduate Internship
Mid-Semester Evaluation
Site Supervisor Feedback**

Student's Name: _____ **Site:** _____

Site Supervisor: _____ **Phone Number:** _____

Rating System: 1 2 3 4 5
 Failing Poor Fair Good Excellent

- | | | | | | | | | |
|----|--|---|---|---|---|---|----|----|
| 1. | Positive Behavior
(Punctual, responsible, congenial, appropriate appearance) | 1 | 2 | 3 | 4 | 5 | NA | |
| | Comments: _____ | | | | | | | |
| | _____ | | | | | | | |
| | _____ | | | | | | | |
| 2. | Positive Attitude
(Willing to work, cooperative, takes advice, aware of own strengths and weaknesses) | | 1 | 2 | 3 | 4 | 5 | NA |
| | Comments: _____ | | | | | | | |
| | _____ | | | | | | | |
| | _____ | | | | | | | |
| 3. | Goes Beyond Required Duties
(Works independently, handles problems well) | | 1 | 2 | 3 | 4 | 5 | NA |
| | Comments: _____ | | | | | | | |
| | _____ | | | | | | | |
| | _____ | | | | | | | |
| 4. | Makes effort to learn about the agency | | 1 | 2 | 3 | 4 | 5 | NA |
| | Comments: _____ | | | | | | | |
| | _____ | | | | | | | |
| | _____ | | | | | | | |
| 5. | Student's overall performance | | 1 | 2 | 3 | 4 | 5 | NA |
| | Comments: _____ | | | | | | | |
| | _____ | | | | | | | |
| | _____ | | | | | | | |

Site Supervisor's Signature

Date

Thanks for your assistance



Center for Public Service

TULANE UNIVERSITY

Service Learning Student and Work Product Evaluation

CPS requests that community partner representatives complete an evaluation of students' work (for Public Service Interns and Public Service Honors Thesis). When the nature of the partnership does not allow for individual student evaluations, community partners are asked to evaluate the quality and usefulness of work completed.

Student Name: _____ Site: _____

Site Supervisor: _____ Phone Number: _____

Faculty Member Partner: _____ Final Product: _____

Service Learning Final Student Evaluation	Rating System: (0) Failing - (4) Excellent
Professionalism (Punctual, responsible, congenial, appropriate appearance)	
COMMENTS:	
Positive Attitude (Willing to work, cooperative, takes advice, aware of own strengths and weaknesses)	
COMMENTS:	
Goes Beyond Required Duties	
COMMENTS:	
Makes effort to learn about Agency & Community	
COMMENTS:	
Students overall performance	
COMMENTS:	
Usefulness of the students' work to your organization	
COMMENTS:	
Evaluation of Public Service Delivered	Rating System: (0) Failing - (4) Excellent
Quality of Service/ Final Product	
Usefulness of Service / Final Product	
Value of involvement in process of Public Service Partnership	



Center for Public Service

TULANE UNIVERSITY

Final Reflection

Reflect on work with Tulane University through the Center for Public Service after each semester-long partnership in order to recognize best practices and need for critical change.

Agency:

Contact Person:

Interviewer:

Explain your involvement in the development and implementation of the public service activity. Would you like to be more/less involved in the future?

What service did students' provide/ final outcome/product? Describe its value and your level of satisfaction with number of students, number of hours and overall outcome.

Agency staff role: Describe/ How could this be improved?

- orientation/ training
- supervision provided
- interaction with agency staff/agency's clients
- communication with service learning students/faculty members
- other:

What were the negative/positive aspects of the experience for you/other staff members at your agency/clients? How can we make sure to capitalize on and repeat the positive aspects?

Describe how the public service activity was organized /supported at your agency (weekly direct service, bi-monthly meetings, students worked independently, other) What were the downfalls/benefits to the way it was organized/supported? How could the organization /support of the activity be improved?

Faculty members' roles: Describe/ How could this be improved?

- orientation/ training
- supervision provided
- communication with service learning students/faculty members
- other:

Students' roles:

Were students prepared to work up to your agency's expectations? Y/N

What type of orientation/ training would improve students' preparedness in the future?

CPS staff role: Describe/ How could this be improved?

- orientation/ training
- supervision provided
- communication with service learning students/faculty members
- other:

Describe your participation in CPS events/trainings/workshops. What additional programming may CPS provide that would benefit you and your agency?

- **Community Partner Leadership Workshop Series** (*Orienting, Training and Co-educating/ Communicating, Troubleshooting and Evaluating/Neighborhood Forum on Working in New Orleans Neighborhoods/ Reflecting and Celebrating*)
Comments:
- **Nonprofit Toolkit Workshop Series** (*Assessing Community Need, Program Development, Volunteer Recruitment, Budget Management, Finding Funding Sources, Social Entrepreneurship, Marketing & Outreach, Program Evaluation, Event Planning*)
Comments:
- **Internship Fair** / Comments:
- **CPS Showcase** / Comments:
- Other: