



The mission of the Feinstein Community Connections program is to:

- continue the orientation process for new students by providing a common service experience
- meet the real needs of organizations and individuals in the local community
- support the University's purpose of strengthening society through engaged teaching and learning.

(updated August 2018)

The Feinstein Community Connections program is jointly administered by the Department of Student Programs and Leadership and the Feinstein Center for Service Learning and Community Engagement.

The 2018 Feinstein Community Connections staff:

Stephanie Brooks
Student Coordinator

KC Ferrara
*Director, Feinstein Center
for Service Learning &
Community Engagement*

Carol Sacchetti
*Director, Department of
Student Programs &
Leadership*

Emma Feeley
Student Coordinator

Mia Viveiros
*Administrative Assistant,
Community Engagement*

Table of Contents

Introduction	3
Emergency Protocol	4
Safety Guidelines	5
Dealing With Difficult People	8
A Day in the Life of a Site Leader	10
Reflection	16
Media Guide	20
Program Evaluation	25
Job Status Report	28
Incident Report	29
Site Information	30

Dear Site Leader,

Thank you for being part of our team for Feinstein Community Connections taking place on **Monday, August 27, 2018**. This is our 14th year doing this program. Your role is incredibly important, as it not only helps the day run smoothly, but also highlights the wonderful faculty and student working relationship and the role of service on campus. Participating in this program makes YOU a civic scholar and emphasizes the importance of service learning on campus.

This manual will serve as your guide throughout the day to help ensure your safety and that of the students you are leading. It is our hope that you will make this experience your own and not only help make connections but make lasting impactful ones of your own.

Don't forget your hat, smile, and to add your own pizzazz. After all, just like you, these 35+ sites each have a special experience to give - trust us, we have visited each and every one.

Warmly,

KC, Emma, & Stephanie

Your FCC'18 Team

EMERGENCY PROTOCOL FOR FEINSTEIN COMMUNITY CONNECTION

Non-medical Emergencies

(Buses, sites, public relations, other...)

- Call the FCC hotlines at 401.254.3787, 401.254.3765 or 401.440.3817
- **If there has been a bus accident**, call public safety first at 401.254.3333.
- State your name, group number, location, and cell phone number.
- Describe the situation and how it has been handled to this point.
- Wait for further instructions.

Medical Emergencies

- Assess the situation and **call 911 first if appropriate**.
- If injury or illness is non-life threatening, call the FCC hotline.
- State your name, group number, location, and cell phone number.
- Describe the situation and how it has been handled to this point.
- Give the name of the student involved in the situation.
- Wait for further instructions.

The FCC Staff will be in constant contact with the hotline and can be reached immediately.

Fill out an Incident Report Form (IRF - included in your manual) and submit it to the Feinstein Center at the end of the day so that we can be well informed of any potential situations that may arise upon your return to campus.

KC cell phone: 401.440.3817

CC hotlines: 401.254.3787

401.254.3765

COMMUNITY CONNECTIONS SAFETY STANDARDS

Environmental Health and Safety (EHS) develops and implements programs aimed at protecting the safety and well-being of the campus community. EHS helps ensure compliance with local, state and federal statutes, as well as regulations pertaining to occupational health, safety and environmental protection.

EHS has established safety standards for the Community Connections program. Please review the following guidelines.



- Participants must wear cutting gloves when handling knives.
- There should be limited interaction with animals and **NO INTERACTION** with animal waste.
- Participants are not permitted to operate power tools that are not provided by RWU. This includes lawn mowers, weed-wackers, chain saws, power saws, and power drills.
- No participants are permitted on roofs.
- All participants must travel in RWU vehicles only and cannot be transported by vehicles supplied by or driven by the organization.
- Paint scraping is limited to structures painted **AFTER 1978** and all participants must wear appropriate protective wear (respirators, gloves).
- Organizations should include should review emergency procedures in their site orientation. This must include a meeting location in case of emergency evacuation.

If you have a question regarding safety, please contact KC Ferrara at kferrara@rwu.edu or call 401.254.3765.

Updated 5/16

SAFETY GUIDELINES FOR COMMUNITY CONNECTIONS PROGRAM

KNIFE SAFETY

DO 	DON'T 
Use your cut gloves at all times! It is part of your required uniform	Touch the blade, even when cleaning
Keep sharp points and edges towards the floor and away from you when you're holding the knife	Hand a knife to someone – let them pick it up themselves.
Cut away from your body	Try to catch a falling knife
Store knives with the cutting edge covered in a knife block, sheath, or designated area	Talk to someone when you're cutting with a knife, or look away from what you're doing
Focus on your task! Keep your eyes on your work.	Carry knives in your apron or pocket
Report defective equipment to your supervisor, and do not use it	Use a knife as anything other than a knife
Use proper cutting technique. Ask your supervisor to show you if you're not sure.	Leave a knife where it can't be easily seen, such as under a cloth, or in a sink full of water

PRUNING SHEARS

Protect Your Hands and Eyes

Take out a pair of gardening gloves and put them on. If working around sharp and pricking bushes or trees, put a pair of safety glasses on to protect your eyes.

Prune Your Tree or Bush

Hold the section or branch you wish to cut firmly in between your fingers. Be sure not to twist or turn the branch. With your other hand, use the pruning shears to snip the branch. This will create a nice clean cut. Every snip you make should be a clean cut as this avoids damaging the plant or the shrub. Do not pull on the tree branches. Make a clean and smooth cut every time. It may take four or five cuts to completely prune one section or one tree branch. Do not over prune your vegetation and do not cut your branches right down to the trunk. Leave no less than 2 inches of length between the branch and the trunk of your tree or bush. Prune dead twigs and spots from your tree.

SAFE LIFTING



1. **Think before lifting/handling.** Plan the lift.

2. **Adopt a stable position.** The feet should be apart with one leg slightly forward to maintain balance (alongside the load, if it is on the ground).

3. **Get a good hold.** Where possible, the load should be hugged as close as possible to the body. This may be better than gripping it tightly with hands only.

4. **Start in a good posture.** At the start of the lift, slight bending of the back, hips and knees is preferable to fully flexing the back (stooping) or fully flexing the hips and knees (squatting).

5. **Don't flex the back any further while lifting.** This can happen if the legs begin to straighten before starting to raise the load.

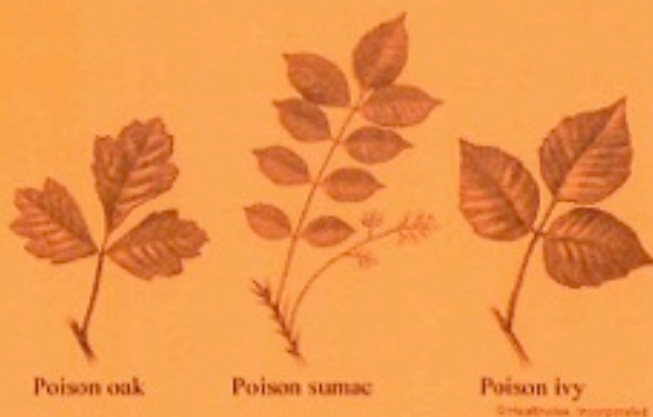
6. **Keep the load close to the waist.** Keep the load close to the body for as long as possible while lifting. Keep the heaviest side of the load next to the body.

BEACH CLEAN UP AND YARD WORK SAFETY

Protect your body – Wear long pants to protect your legs from flying objects and wear non-slip, closed toe shoes instead of sandals. Clothing should be as close-fitting as possible to avoid being caught in moving parts of equipment.

Get green smart – Before you do any “hands on” weed removal, be sure you know how to identify poison ivy, sumac, oak and similar toxic plants.

Hazardous waste – Do not pick up anything that looks like medical waste (i.e. pill bottles, needles, syringes, etc.)



Motivating Participants & Handling Difficult Situations

Not all of our student participants have a sense of civic responsibility or believe in community service. Some of those students may choose to ‘go with the flow’ and others, unfortunately, may become disruptive or disengage from the project and the group. Here are some ground rules to observe and strategies to employ if you encounter some difficult situations.

Motivation

Use students’ names so that others in the group will remember names and feel comfortable using them. This will encourage communication and facilitate relationships.

Engage unmotivated or complaining students in a task. Asking a student to join you in the project you are working on is a great way to redirect negative energy.

Check the group’s progress throughout the day and make sure that all participants have work to do – participants may feel unappreciated if there is a lot of down-time.

aOffer positive feedback and encouragement throughout the day.

Some of the projects are large and groups may only be able to accomplish some of the assigned task. At some sites, the assigned tasks represent just a small portion of the overall work needed at the site. Remind participants of the importance of their contributions, regardless of how small they may seem.

Work alongside your group. Site leaders are the most effective role models!

Handling Difficult Situations

Please do not confront students about their behavior in front of the site contact or the large group. Quietly taking a student aside to discuss the problem is the most effective way to confront behavior without disrupting the project.

Do not enable gripe sessions. If students are unhappy about problems that arise, tell them that you will note the problems and pass the information to the program coordinators. Additionally, all students (as well as site leaders and site contacts) will have the opportunity to complete program evaluations. Everyone will be heard.

If a student complains about the program and stops working, you might say, “It sounds like you disagree with the program and you will have an opportunity to share your views in processing tomorrow. But please remember that we’ve made a commitment to this agency and they are counting on us to finish this project. Please help us honor that commitment.”

A Day in the Life of a Site Leader

IN THE DINING COMMONS

- **Arrive at 7:00 or 8:00 A.M., depending on your breakfast assignment time.**
- Please make sure to have your site leader manual*, t-shirt, name tag, and any other materials we gave you at training.
 - *Please do not forget to bring your site leader manual with you. This will include everything you will need for the day: schedule, group roster (student allergies), directions, emergency contact information, site profile, and reflection material.*
 - ***We do not have personalized duplicates!***
- When you arrive, check in at the SITE LEADER CHECK IN table, located on the landing heading to the Upper Commons.
- Find the table marked with your group's number. You may have multiple tables, depending on their size. They will be clustered.
- Grab your breakfast.
- Make your lunch. Lunch areas will be set up at the Mongolian Grill/Senor Hawks and Deli.
- **Look for your students.**
 - Make sure they eat breakfast and make/pack a lunch.
- **Pick up energy bars** for your group. There will be gluten-free options for anyone in your group who has dietary restrictions.
- **Take attendance in your group before you get to the bus.**
DO NOT TAKE ATTENDANCE AT THE BUS!!!! This will slow down departure. We need to know what students are in the field for the day. **This will also be the official attendance for students to get their FSL credit.**
- **Listen for your group number.**

When your group number is called, it's time to get on the bus. **Remove your group number and take it with you.** Help your group stay together for the walk to the location of the bus (lots H/I across from North Residence Hall). Stay at the front of the group and display your number to the Ground Crew working the bus area.

- Depart the dining room, down the main staircase to the LOWER COMMONS. This is where you will pick up your supplies on the way out to the buses.
- Head to the buses by walkway between Mailroom and Recreation Center, heading to the walkway between the baseball and turf fields.
- Buses are located in lot C, across from the tennis courts. Confused? Just look for the really big gathering of yellow school buses!

AT THE BUSES

- **Get on the bus!**

With the help of the red-shirt ground crew, find your bus and get the students loaded.

Don't have all of your group? Go anyway! Unless you are missing a majority of your group, you will still depart. If you are missing most of your group, let a ground crew member know ASAP.

- **Get your bus driver's contact information.**

Use the label on the inside of your manual to record your bus driver's name, cell phone number, and the actual bus number. This will help you later in the day when you need to be picked up.

- **Exchange cell phone numbers with the site leaders sharing your bus.**

Some of you will be sharing a bus with other groups. Please get the contact information of the other site leaders so you can contact them throughout the day, especially if the schedule changes.

- **Work cooperatively with your bus driver.**

Some of you are sharing buses and are scheduled to be dropped off in a specific order. Please do not make changes – this will affect your start time at the site. Also, please help your driver read

the directions they have been given. The driver may not be familiar with the area you are going to.

- Do not use a GPS – use the directions we have provided. We have accounted for any circumstances such as one-way streets or driveways on different streets.

Also, please make arrangements with the driver and other leaders to be picked up at the end of your day. Pick a specific location and time.

➤ **Use travel time wisely.**

Depending on the travel time to your site, you may be able to accomplish a lot on the bus or during your walk. Share the site profile with the group and explain the job you are going to do at the site. Do an activity or lead a pre-service reflection on the bus. This is also a great time to get to know the students in your group and answer general questions they may have.

AT THE SITE

➤ **Introduce yourself to the community partner.**

When you arrive at the project site, take initiative and introduce yourself as the group leader to the community partner. Encourage the community partner to brief your group on the site/organization (mission, role in the community) as a follow-up to your pre-service orientation.

Your blue shirt will set you apart - it is important that the site contact is clear about who to work with while organizing the group or dealing with problems. ***Also, you are the face of RWU at your site – please help us all put our best foot forward.***

➤ **The great cell phone question.....**

Each year we struggle with the issue of cell phones. On the one hand, we want participants to post pictures on Instagram or Facebook or just take pictures for their own memories. Cell phones are great in a crisis. On the other hand, it's not helpful when participants start texting friends in other groups that they are done and back on campus, especially when your group is an hour away from being done. Cell phones can also prevent participants from being engaged in the project or can be a distraction to the environment.

It is up to the site leaders to determine the best way to manage cell phones. Set expectations based on your project. Also, remind participants that different groups will finish at different times and **YOUR group will finish when you are DONE.**

➤ **Review safety information.**

All site leaders have been provided with safety guidelines created by RWU's office of Environmental Health and Safety and General Counsel. This information **MUST** be shared with the students in your group.

Site leaders must select an emergency plan for the site – where will members of the group meet in case of a fire alarm or other emergency? This is especially important for beach clean ups or other outdoor locations where the group may scatter in an emergency.

➤ **Complete any confidentiality waivers the site asks you to complete. We do NOT sign liability waivers and that will have been worked out in advance of your visit.**

➤ **Ask about photos.**

Some site will prohibit photos of their facility or clients. Please check before snapping and posting.

➤ **This is not a race!**

There are no gold stars for getting back to campus quickly. The second most negative bit of feedback we get from community partners is that the groups only stayed a short time – much shorter than expected. Please be true to our agreement with the community partner.

➤ **Organize the troops.**

After talking with the community partner, organize your group so that each participant has a job and clear responsibilities. No one likes to feel useless, and such feelings can ensure that students will never do service again.

➤ **Make no promises!**

If site contacts ask you if the students can return or if the University can help with additional projects (or offer financial assistance) **MAKE NO PROMISES!** Please let the site contact know that you will be submitting a status report at the end of the day and that someone from the University will follow-up with them with the next few weeks.

➤ **Contact the FCC Hotline for emergencies (phone # on “Emergency Protocol” page of manual).**

Emergencies include medical situations, lost students, and potential PR issues. See enclosed protocol for additional information.

- **Complete an Incident Report Form, if appropriate.**
- **Work on your reflection project (see materials in folder).**
- **Facilitate reflection with the students.**
If your group is part of a larger group, process in your smaller group. Invite the site contact to join you if appropriate. More detailed reflection materials are enclosed.
- **Call for a ride back to campus.**
You collected the cell phone numbers of the bus driver and site leaders sharing your bus. Different groups will end at different times. Keeping in touch with the site leaders in your “carpool” and talking directly to the bus driver will make this easier.
- **Use down-time wisely.**
There may be time at the beginning or end of the day when you are waiting – for the partner to arrive, for the bus to pick you up. Use that time to talk with students about the day - what to expect, what the experience was like – or answer any questions they have about RWU or college life.
- **Take attendance before you leave the site.**
Let’s do our best to not lose any freshman!

WHEN YOU RETURN

- **Come to the Feinstein Center when you get back to RWU.**
You must do this for 3 reasons:
 - Return any unused or reusable supplies and unwanted lunchboxes.
 - Return your site leader manual which includes the official attendance sheet.
 - Check in with our office so we know that you have returned to campus.
- **Complete your FCC program evaluation.**
With any program, input from the participants is critical to its future success. Tell us what we did well and where we need to make some changes. Your suggestions are not only welcome, but **they are encouraged.**

**The Feinstein Center is the Farmhouse across
from the Lower Commons.**

Feinstein Community Connections Reflection 2018

Each year, we design a Feinstein Community Connections project for groups to work on after the completion of their on-site tasks. The goal of this project is to provide all participants with the opportunity to reflect on the true impact of their service. This year, we have a two-part project that we want everyone to enjoy and use as a chance to get creative.

PART I

Instructions: Using only materials that are available to you at your site, construct the Feinstein Community Connections logo! Use rocks, sticks, sea glass, or anything else that you can find that is representative of your site! Examples include:

- Have your group lay on the grass in the shape of the FCC logo
- Use shells, sticks, or other bits of nature for outdoor sites
- At a health facility? Use tongue depressors, band-aids, etc. Or blow up rubber gloves and draw the logo on the hands (Only with permission of the staff to use supplies, of course!)

If able, please bring all artwork back to campus! You can drop it off with your site leader manual. If not, take a picture of the artwork and send it to us at service@rwu.edu.

PART II

Instructions: Record video snippets throughout the day. You could also have the students use their own devices to record video. This could include:

- pre-service site activities
- action of working on tasks at your site
- interviews
- any other part of the FCC experience that you want to share!

In addition to your group's logo construction/creations, we'd love a chance to see and share the action and goings-on of FCC.

Previous creations.....



Please email video and photos to service@rwu.edu

Pre-Service Reflection Questions and Orientation

Site leaders should prepare students to engage in service by:

- orienting them to the project they are about to do
- sharing information about the agency where the work will be done (each site leader has received a profile of the agency in their manual that is specific to their assignment.)

Below, we have provided you with some questions that will help students switch gears from breakfast to service.

-
- By a show of hands, how many of you have taken part in community service before today? What was your role? Please share your experiences.
 - Why did you take part in that service?
 - What is your definition of community service?
 - Why do you think this program is taking place in the summer before the semester starts?
 - Orientation to community
 - Meet classmates
 - Meet professors and staff
 - Important introduction to the core value of service
 - Fun!
 - How do you define community?
 - What do you think is the most important aspect of doing a community service project?
 - What do you know about non-profit organizations and the work that they do?
 - What, if any, stereotypes are associated with people seeking services from this organization? (relate to your specific site)

On-Site/Post Reflection Questions

After the service project is completed, it is critical that students have an opportunity to reflect on their experience. Reflection allows students to share their experiences, perceptions, feelings, and opinions. It can also help the student address the question, “now what?” by synthesizing their experience and campus resources that can help them engage in service in the future.

- Reflection should take place at the project site and the site contact may be invited to join your group as you process.
- If you are unable to process at the site, gather the group in a quiet location on campus following your return.
- If your group is part of a larger group, please separate out and reflect in your smaller group.
- As a site leader, try to reflect on what the group did during the day and how that connects to the students’ great sense of service and civic responsibility.

The questions below are provided to help you facilitate the reflective conversation. These are only a guideline. You are encouraged to draw on your own skills working with or teaching college students.

-
- Was our work today important/needed? Why or why not?
 - Name a few things that stuck out in your mind today. What surprised you the most about today's experience?
 - What was the best/worst or most challenging thing that happened?
 - Describe the people you met and your interaction with them.
 - What was your first impression of the service site?
 - How did this service site make you feel? Were you uncomfortable at any point?
 - What information/knowledge has been confirmed for you today?
 - Would you volunteer in this area again?
 - How does this organization benefit the community? Please describe.
 - Talk about your experience with the group you worked with. Did you work well together? Were there any breakdowns in communication?
 - What have you learned about yourself today?
 - How was the location in which you served different from where you are from?
 - Now that you have done service in this community, how do you define community now? Did your definition change at all?
 - What can you bring back to the campus community from your service experience?
 - How can society be more compassionate/informed/involved with this community or issue?
 - How would you have planned this program if you were in charge?
 - If your service didn’t involve direct interaction with clients, do you still consider this service and was it still important?
 - Why would someone choose to make a career in non-profit work?
 - If you were to receive recognition for the work you did today, what would you be awarded for?

Feinstein Community Connections Site Leader Media Guide

The Department of Marketing/Communications has worked to publicize Feinstein Community Connections (FCC) to the local media – print, broadcast, social media.

We have selected a handful of sites to actively pitch to the media as potential visit spots, based largely on variety in geography and work performed. We will, however, provide any interested reporters with a complete list of sites, and the visible nature of the work and the bright yellow t-shirts are sure to attract attention.

The bottom line: Regardless of whether you're working at a pre-selected media site, you should expect the possibility of visits from reporters.

Social Media

- ☐ RWU Twitter: @myRWU
- ☐ Instagram: rwucsc
- ☐ Facebook: RWU Community Service Center
- ☐ Use the hashtag #RWUServe on all platforms.

Working with the agencies:

The goal, of course, is to generate positive media coverage for both Roger Williams University and the particular agency you're working with. To that end, let's work together and make every effort to ensure that both University and agency have the opportunity to meet each reporter on site.

If you see a media representative arrive at the site, please don't hesitate to approach them and introduce yourself to begin the interview process. If a University student or faculty/staff site leader is approached by a member of the media first, the site leaders will route the reporter to the community partner next. We ask that agencies do the same – route the reporter to the designated RWU representative.

Often, reporters will be very specific about who they'd like to speak with, such as a student volunteer or the project leader, and may not be interested in talking to the designated representatives. In these situations, please make the appropriate suggestions.

Site leader talking points:

As a site leader, you act as an official university representative at the site. It is important that we all maintain the same message. To help you prepare for questions from reporters, here are some talking points you may want to mention during your interview:

- RWU's purpose is to strengthen society through engaged teaching and learning; Feinstein Community Connections is an extension of that value.
- FCC is a tradition at RWU. This is the 14th year of the program as part of new student orientation activities.
- It remains the only community service program of its kind in Rhode Island, one of a handful in New England.
- The program serves multiple purposes:
 - to instill in new students our core values of engaged and experiential learning, helping them to understand the values that are important to the University
 - to introduce students to the concept that they're citizens of the surrounding community with responsibilities to others who live and work here
 - to provide students the opportunity to bond with new classmates
 - to provide much-needed services to many of the great organizations in Bristol and throughout Rhode Island and southeastern Massachusetts

What reporters are most likely to ask:

- Where you're from, what you do at the university, how long you have been here, etc.
- About FCC program, in general.
- About your involvement with FCC; why you volunteered and what you hope to gain from the experience, etc.
- About the work your group is doing and the people you are helping.
- They will often want to talk to a new student to find out why they came to RWU/RI.

Interviews 101—Quick, easy tips for speaking with reporters:

- You are NEVER required to speak to the press.
- Be friendly, energetic and courteous.
- Before you speak, take a moment to think about your answer to avoid ums and ahhs.
- Try to give brief, to the point answers that easily can be quoted rather than long, complex or run-on sentences.
- Be casual and conversational. Do not feel the need to sound "official."
- Whenever a reporter is around, be as positive as possible since they can and will write about everything they see and hear.
- Provide specific anecdotes, examples and points that will help illustrate the great work being done.

- Don't be afraid to say "I don't know." Then refer the reporter to the right person to answer the question.

Questions?

For the large majority of sites, dealing with media inquiries will be left to the agency representatives and the University's site leaders.

Should questions regarding media arise, however – either before or during Community Connections – please contact:

KC Ferrara at kferrara@rwu.edu or at 401.254.3765, 401.440.3817

Or

Ed Fitzpatrick, director of Media and Public Relations at RWU at 401.254.3198
kfitzpatrick@rwu.edu.

Media Orientation for Students

Please share with your students.

The media are aware that FCC is happening today and may stop and want to speak with you.

Here are a few tips to help you with media interviews:

- First and foremost, you **do not** need to speak with the media if you are not comfortable. Just let me know if you would rather not talk with reporters and I will be sure that they interview other students.
- It is natural to feel nervous when speaking with the media, especially if you are doing a television interview. Before you speak, take a moment to think about your answer so you can formulate a good, short response and avoid “ums” and “ahhs”.
- Try to give brief, to the point responses that easily can be quoted rather than long complex or run-on sentences.
- Of course, when speaking with reporters or whenever a reporter is around, be as positive as possible since they can and will write about everything they see and hear. Remember, your parents, relatives and friends may see the news story.
- The reporters most likely will ask very simple and predictable questions. Take a few minutes now to think about how you might respond to the following example questions so you’re not caught off guard.
 - What is your name, your major and where are you from?
 - Are you are enjoying FCC?
 - What have you been doing today?
 - What do you think about the program?
 - What is the most important thing that you will take away from this program (bonding with new friends, meeting the local community, commitment to helping others, etc.)?
 - Are you are enjoying your first days at college?
 - Has it been a hard or easy adjustment thus far?
- If you are not sure what to say, here are a few ideas:

- That engaged and experiential learning to the betterment of the community is a hallmark of RWU. This is just the beginning of the service you will be doing while at Roger Williams.
- Mention any past community service you have performed.
- Explain why you think community service is important.
- Elaborate on how the experience has helped your transition to being a college freshman like meeting classmates and faculty.

Dealing with media is good experience and it can be fun!

Community Connections 2013

Site Leaders Program Evaluation

Thank you for participating in this exciting program! As an active participant, your experience and feedback is incredibly important. Please complete this evaluation with one thing in mind – helping us facilitate the most effective and organized program possible.

Return this evaluation to the Feinstein Center (across from the lower commons) with your manual on September 3rd.

Please circle one: Student Faculty Staff

Agency/site name: _____

***Please circle the number that best represents your experience,
with 5 being the most positive and 1 being the least positive.***

Site Leader Training

Material was presented in an engaging manner.

5	4	3	2	1	n/a
---	---	---	---	---	-----

The written materials were easy to understand.

5	4	3	2	1	n/a
---	---	---	---	---	-----

After attending the training, I felt prepared for the program.

5	4	3	2	1	n/a
---	---	---	---	---	-----

Departure/Transportation

Buses were clearly marked and easy to find.

5	4	3	2	1	n/a
---	---	---	---	---	-----

Ground Crew at the tent and bus area was helpful.

5	4	3	2	1	n/a
---	---	---	---	---	-----

Group supplies were complete.

5	4	3	2	1	n/a
---	---	---	---	---	-----

Directions were accurate and the site was easy to find.

5	4	3	2	1	n/a
---	---	---	---	---	-----

Contact was kept with the bus driver to let him know when we were done.

5	4	3	2	1	n/a
---	---	---	---	---	-----

The bus driver picked the group up on time at the end of the project.

5	4	3	2	1	n/a
---	---	---	---	---	-----

Site

The community partner (CP) was friendly and welcoming.

5	4	3	2	1	n/a
---	---	---	---	---	-----

The CP was there on time and ready for our group.

5	4	3	2	1	n/a
---	---	---	---	---	-----

The CP conducted a project & safety orientation. \

5	4	3	2	1	n/a
---	---	---	---	---	-----

The CP was knowledgeable about the project.

5	4	3	2	1	n/a
---	---	---	---	---	-----

The CP helped out with our project.

5	4	3	2	1	n/a
---	---	---	---	---	-----

The CP was around when needed and checked in on us.

5	4	3	2	1	n/a
---	---	---	---	---	-----

There was enough equipment/supplies for our group.

5	4	3	2	1	n/a
---	---	---	---	---	-----

There was enough work to keep our group busy.

5	4	3	2	1	n/a
---	---	---	---	---	-----

There was a good number of volunteers for the size of the project.

5	4	3	2	1	n/a
---	---	---	---	---	-----

Please complete section on back.

Reflection

The pre-reflection and orientation materials were helpful.

5	4	3	2	1	n/a
---	---	---	---	---	-----

Participants engaged in the pre-service orientation.

5	4	3	2	1	n/a
---	---	---	---	---	-----

The reflection materials were helpful.

5	4	3	2	1	n/a
---	---	---	---	---	-----

Participants engaged in reflection.

5	4	3	2	1	n/a
---	---	---	---	---	-----

Participants had an open mind and truly reflected deeply on their service.

5	4	3	2	1	n/a
---	---	---	---	---	-----

Please take a moment to answer the following questions...

What information can you tell us about the site (good and bad) that will help us in determining whether or not to keep it for next year?

What would you change about the Community Connections program for next year?

Optional

Name: _____

E-mail address: _____

Community Connections

Job Status Report

Please complete this form ONLY if you see a need for us to return to the site to FINISH a project your group started. We assume that we can return to ALL site for future service, but this form is for completing projects left undone.

Site name:

Site Leader completing form:

Briefly describe the work done at the site:

Please briefly describe the project that should be completed.

Why was the project not completed? Check all that apply.

_____ Not enough time.

_____ Not enough volunteers.

_____ Ran out of supplies.

_____ Project bigger than expected.

_____ Other. Please describe. _____

Community Connections

Person Involved _____ I.D. _____

Person Involved _____ I.D. _____

Person Involved _____ I.D. _____

Person Involved _____ I.D. _____

Person Involved _____ I.D. _____

Person Involved _____ I.D. _____

Location: _____ Date: _____ Time: _____

Written By: _____ Contact E-mail: _____

Contact Phone: _____

Written By: _____ Contact E-mail: _____

Contact Phone: _____

Witness: _____ Witness: _____

Witness: _____ Witness: _____

Community Connections 2018

Site Visit Checklist

Date of Visit:

Conducted by: FCC TEAM

Site Name: YOUR SITE

Site Contact: NAME OF CONTACT

Site Location: ADDRESS

Pictures taken: Yes No

Describe work to be done:

Work involves: Human interaction Labor Both

How many volunteers (including site leaders)?

What supplies are being provided by the site?

What supplies must be provided by RWU?

PICK UP THESE SUPPLIES AS YOU EXIT TO THE BUSES DURING FCC

Should the volunteers take any special precautions?

NO FLIP FLOPS! CLOSED TOED SHOES, HATS, SUNSCREENE, BUG SPRAY

Arrival time: **Departure time:**

Is there flexibility with the time-frame? Describe:

Are there other services provided by the site (i.e. lunch, H2O, transportation)?

ALL SITES WILL HAVE WATER AND A BATHROOM

What is the rain plan (volunteer number)?

Notes: HAVE FUN!

Thank You!

Please direct
any questions to
servicemail@rwu.edu !