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*in the future, we hope to expand these sections and put together similar sections for working with exhibits and online. If you have suggestions for these sections or would like to propose another section, please contact afalcon.
CENTER FOR COMMUNITY AND CIVIC ENGAGEMENT (CCCE)
MISSION STATEMENT

Academic Civic Engagement (ACE) is part of the Center for Community and Civic Engagement (CCCE). The CCCE creates and sustains opportunities for meaningful engagement for the Carleton community to deepen learning, broaden knowledge, and develop reciprocal relationships locally, nationally, and globally. Through thoughtful action, analysis, and reflection, the Center promotes integration of engagement with the College’s deep commitment to student development, teaching, learning, and scholarship. Our student learning outcomes are:

a) Understanding issues in their real world complexity
b) Recognizing and honoring different forms of knowledge that may reside in/with community partners
c) Awareness of your positionality, or who you are as you seek to do civic engagement efforts (such as gender, race, and/or socioeconomic background)
d) Doing – how can you take your course content and do something with it beyond the classroom while learning in the process
e) Developing leadership skills
f) Nurturing a commitment to life-long civic engagement
DEFINING ACADEMIC CIVIC ENGAGEMENT (ACE):

Academic Civic Engagement refers to academic learning and knowledge contribution at the intersection of an academic institution and its community, both on-campus and off-campus. It calls faculty and students to engage in matters of public concern in a thoughtful and academically grounded manner. While Academic Civic Engagement primarily happens with students and is grounded in the classroom, Public Scholarship encompasses independent faculty work. This manual is primarily for ACE work, though it touches on many topics that could be useful for those engaged in Public Scholarship as well.
1. **Clarity for students:** By labeling your course as an “ACE” course, students who are interested in civic engagement will be able to find you more easily.

2. **Resources for you:** Connect with colleagues doing similar work, work through challenges, and get support for logistics, such as transportation and event planning.

3. **Continuity for the local community:** Northfield is a small town. While Carleton courses and projects cycle in and out with (sometimes) minimal institutional memory of what has been done before, our community has long-term goals and memory. By connecting classes that are doing civic engagement work through the CCCE, we can build institutional memory, develop projects and relationships over time, and hold ourselves accountable to our community partners.

4. **A robust program at Carleton:** Our collective experiences, brought together through reflection and long-term assessment, will help us build a strategic, ethical and holistic civic engagement program at Carleton. This is integral to Carleton’s mission to “prepare students to lead lives of learning that are broadly rewarding, professionally satisfying, and of service to humanity”.

**ACE Contact Information 2016-17**

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While Adrienne is the main contact for Academic Civic Engagement, many other people in the center are also heavily involved in this work:
ARE YOU TEACHING AN ACADEMIC CIVIC ENGAGEMENT COURSE?

“What is ACE?” is an ongoing conversation nationally, internationally, campus-wide, and between campuses. This map is designed to highlight what ACE is at Carleton today.

ARE YOU APPLYING TOPICS AND KNOWLEDGE FROM YOUR COURSE BEYOND THE CLASSROOM?

YES

IS YOUR COURSE COLLABORATING WITH SOMEONE OUTSIDE OF YOUR CLASSROOM?
For example, partnering with a local business, school, social justice movement, or another department at Carleton such as the Arboretum or the GSC.

NO

IS YOUR COURSE CREATING SCHOLARLY WORK FOR THE PUBLIC?
For example, creating a museum exhibit or writing letters to the editor of a newspaper.

YES

IS THIS A RECIPROCAL RELATIONSHIP?
Both you and your community partner are gaining something from this partnership and have clear communication about those goals.

NO

IS A PRIMARY FOCUS OF YOUR CLASS ABOUT EXPLORING CIVIC ENGAGEMENT ON A THEORETICAL LEVEL?
For example, some courses spend a lot of time thinking about issues of public concern, such as social justice, positionality, and different forms of oppression.

YES

ARE YOU APPLYING TOPICS AND KNOWLEDGE FROM YOUR COURSE BEYOND THE CLASSROOM?

YES

NO

You are probably doing something great, but what you are doing is not ACE.

NO

You are probably doing something great, but what you are doing is not ACE.

*some courses may be both theoretical and applied

This may be “theoretical” ACE*. This type of class has a focus on the theoretical exploration of civic engagement. ACE, housed in the CCCE, is here to support you. For more resources, please contact afalcon@carleton.edu.

For example, partnering with a local business, school, social justice movement, or another department at Carleton such as the Arboretum or the GSC.

This is “applied” ACE*. Collaboration, academic rigor, and reciprocity are some of the core tenets of Academic Civic Engagement at Carleton. ACE, housed in the Center for Community and Civic Engagement (CCCE), is here to support you. For more resources, please contact afalcon@carleton.edu.

For example, some courses spend a lot of time thinking about issues of public concern, such as social justice, positionality, and different forms of oppression.

For more information and resources on how you can make your project more reciprocal contact afalcon@carleton.edu.
RESOURCES

THERE ARE A NUMBER OF DIFFERENT WAYS THAT ACE CAN SUPPORT YOUR COURSE. YOU MAY UTILIZE ALL OR NONE OF THESE, DEPENDING ON HOW YOUR COURSE WORKS AND WHICH OTHER PARTNERS YOU ARE WORKING WITH.

PRESENTATIONS FOR YOUR STUDENTS
Upon request, the ACE director will come to your class to talk about a variety of topics relevant to ACE courses, including but not limited to: setting up projects, ethics of civic engagement, working with community partners, reflecting on positionality, and leading debriefing sessions.

FUNDING
The CCCE has a limited budget that can be used to support ACE courses. Generally, funding requests up to $200 per class can be met. If you anticipate funding needs above this amount, please contact us and we can talk about it. This is something we’d be happy to work through together.

ACE TAs
Some classes could benefit from having a TA. If you are interested in having an ACE TA for your course, please contact us well in advance so that we can find a student who is the right fit and so that we can work out funding options.

IDENTIFYING AND CONNECTING TO COMMUNITY PARTNERS
The CCCE has long-term connections to many community partners. We are always keeping our eyes out for new collaborations and projects, so if you have an idea in mind, we can help you brainstorm partners. In many cases, we can also connect you to specific organizations who have a history of working with Carleton.

TRANSFORMATION
If your project requires Carleton students to be transported elsewhere or other people to be transported to Carleton, we are happy to help. Transit can often be more tricky than anticipated, especially if it involves large groups of people or long distances. For this reason, please let us know well in advance. Cindy Plash, the administrative assistant at the CCCE, can help sort out the options and logistics. For more information on transit in Northfield, see pages 15-17 of this guide.

PUBLICITY AND ON-CAMPUS CONNECTIONS
If you want to get the word out about an event you are doing or have done, we can help advertise to our email listservs. We would also love to write articles about your project for the website. If you want to connect with others doing similar work on campus, we can connect you to those people.

TOOLS FOR REWORKING YOUR SYLLABUS AND CLASS PLANNING
We have tools to help you think through your project and how it fits within your syllabus. We are also happy for you to bounce ideas off of us throughout this process as well.

IF YOU ARE INTERESTED IN ANY OF THESE RESOURCES, PLEASE E-MAIL afalcon@carleton.edu OR FILL OUT THE “ACE COURSE DESCRIPTION AND SUPPORT REQUEST” FORM ON OUR WEBSITE -APPS.CARLETON.EDU/CCCE
BEST PRACTICES
AS A FACULTY MEMBER: THINGS TO ESTABLISH WITH YOUR COMMUNITY PARTNER

A key part of planning an ACE project is continual communication with your community partner. In many cases, this means checking in with community partners every step of the way. For example, we highly recommend sharing your course syllabus with community partners.

1. The scope of your project. How often do you plan on working with the community partner? How long will each session be? How much time do you expect the community partner to be putting into the project? It is also important to discuss how/where the final product of the project will be used. Who will have ownership over the final product? Will it be shared with the greater community or displayed somewhere?

2. What you’re each getting out of it. Be clear about your intentions for the project and the learning outcomes you have in mind, as well as the community partner’s goals for the project. How will you create a reciprocal relationship? What do you both hope to accomplish?

3. Best forms of communication. Will you be communicating with your community partner via email, phone, in-person meetings, or another method? Will you be checking in with the community partner throughout the project to see how it’s going? How can the community partner contact you if any questions or concerns arise?

4. Guidelines for students. What information do Carleton students need to know before starting this project? What does the community partner expect from Carleton students?

5. Will this project need an IRB or not? If your work involves research and will be shared with a public audience, it probably will need to go through an IRB review.
PRINCIPLES OF GOOD ACADEMIC CIVIC ENGAGEMENT PEDAGOGY

**Principle 1: Academic Credit is for Learning, Not for Service**
Credit in academic course is assigned to students for the demonstration of academic learning. It should be no different in academic civic engagement courses. Academic credit is for academic learning. Therefore, the student’s grade is for quality of learning and not for the quality (or quantity) of service.

**Principle 2: Do Not Compromise Academic Rigor**
The additional workload imposed by an academic civic engagement assignment may be compensated by additional credit, but not by lowering academic learning expectations. Adding an academic civic engagement component, in fact, may enhance the rigor of a course because in addition to having to master the academic material, students must also learn how to learn from community experience and merge that learning with academic learning, and these are challenging intellectual activities that are commensurate with rigorous academic standards.

**Principle 3: Set Learning Goals for Students**
Faculty who are deliberate about establishing criteria for selecting community service placements will find that the learning that students extract from their respective service experiences will be of better use on behalf of course learning.

We offer three criteria as essential in all academic civic engagement courses. First, the range of service placements ought to be circumscribed by the content of the course; homeless shelters and soup kitchens are learning appropriate placements for a course on homelessness, but placements in schools are not. Second, the duration of the service must be sufficient to enable the fulfillment of learning goals. A one time, two-hour shift at a hospital will do little for the learning in a course on institutional health care. Third, the specific service activities and service contexts must have the potential to stimulate course-relevant learning; filing records in a warehouse may be of service to a school district, but it would offered little to simulate learning in a course on elementary school education.

**Principle 4: Provide Educationally-Sound Mechanisms for Community Learning**
Experience, as a learning format, in and of itself, does not consummate learning, nor does mere written description of one’s service activities. To maximize students’ service experiences on behalf of course learning in an academic civic engagement course requires more than sound partnerships. Course assignments and learning formats must be carefully developed to both facilitate the students’ learning from their community service experiences as well as to enable its use on behalf of course learning.

Learning interventions that instigate critical reflection on and analysis of service experiences are necessary to enable community learning to be harvested and to serve as an academic learning enhancer. Therefore, discussion, presentations, and journal and paper assignments that provoke analysis of service experiences in the context of the course learning and that encourage the blending of the experiential and academic learning are necessary to help insure that the service does not underachieve in its role as an instrument of learning. Here, too, the learning goals set for the course will be helpful in informing that course’s learning formats and assignments.
Principle 5: Provide Supports for Students to Learn How to Harvest the Community Learning
Faculty can help students realize the potential of community learning by either assisting students with the acquisition of skills necessary for gleaning the learning from the community, and/or by providing examples of how to successfully do so. An example of the former would be to provide instruction on participant-observation skills; an example of the latter would be to make accessible a file containing past outstanding student papers and journals to current students in the course.

Principle 6: Minimize the Distinction Between the Student’s Community Learning Role and the Classroom Learning Role
Classrooms and communities are very different learning contexts, each requiring students to assume a different learner role. Generally, classrooms provide a high level of learning direction, with students expected to assume a largely learning-follower role. In contrast, communities provide a low level of learning direction, with students expected to assume a largely learning-leader role. Though there is compatibility between the level of learning direction and the expected student role within each of these learning contexts, there is incompatibility across them.

Therefore, if students are expected to assume a learning-follower role in the classroom, then a mechanism is needed that will provide learning direction for the students in the community (e.g. community agency staff serving in an adjunct instructor role); otherwise, students will enter the community wearing the inappropriate learning-follower hat. Correspondingly, if the students are expected to assume a learning-leader role in the community, then room must be made in the classroom for student to assume a learning-leader role; otherwise, students will enter the classroom wearing the inappropriate learning-leader hat. The more we can make consistent the student’s learning role in the classroom with her/his learning role in the community, the better the change that the learning potential within each context will be realized.

Principle 7: Re-Think the Faculty Instructional Role
Regardless of whether they assume learning-leader or learning-follower roles in the community, academic civic engagement students are acquiring course-relevant information and knowledge from their experiences. Because students carry this new information and these learning challenges back to the classroom, it behooves academic civic engagement faculty to reconsider their interpretation of the classroom instructional role. A shift in instructor role that would be most compatible with these new learning phenomena would move away from information dissemination and move toward learning facilitation and guidance.

Principle 8: Be Prepared for Uncertainty and Variation in Student Learning Outcomes
In college courses, the learning stimuli and class assignments largely determine student outcomes. This is true in academic civic engagement courses too. However, in traditional courses, the learning stimuli are constant for all enrolled students; this leads to predictability and homogeneity in student learning outcomes. In academic civic engagement courses, the variability in community partnerships necessarily leads to less certainty and homogeneity in student learning outcomes. Even when academic civic engagement students are exposed to the same presentations and the same readings, instructors can expect that the context of the class discussion will be less predictable and the content of students papers will be less homogeneous than in course without a community assignment.
**Principle 9: Maximize the Community Responsibility Orientation of the Course**

If one of the objectives of an academic civic engagement class is to cultivate students’ sense of community and social responsibility, then designing course learning formats and assignments that encourage a communal rather than an individual learning orientation will contribute to this objective. If learning in a course is privatized and tacitly understood as for the advancement of the individual, then we are implicitly encouraging a private responsibility mindset; an example would be to assign papers that students write individually and that are read only by the instructor. On the other hand, if the learning is shared amongst the learners for the benefit of the corporate learning, then we are implicitly encouraging a group responsibility mentality; an example would be to share those same student papers with the other students in the class. This conveys to the students that they are resources for one another, and this message contributes to the building of commitment to the community and civic duty.

(Adapted from *Praxis I: A Faculty Casebook on Community Service Learning*, edited by Jeffrey Howard, 1993)
CODE OF ETHICS FOR STUDENTS INVOLVED WITH ACADEMIC CIVIC ENGAGEMENT PROJECTS

Students doing projects shall behave as professional representatives of Carleton College at all times. See page 13 for details.

Students shall understand their role and its limitations in the context of the academic civic engagement assignment.

Students shall be aware of and adhere to the policies and procedures of the community agency.

Students shall treat community partners in a manner that is respectful.

Students shall fulfill their project commitment to the community partner in accordance with the course requirements.

Students shall agree to abide by any applicable legal and ethical guidelines.

Students shall recognize and reflect upon potential challenges to their personal value systems.

Students shall carefully consider all aspects of the civic engagement assignment and consult with faculty members if participations would cause undue distress due to personal circumstances.

Should students encounter a situation that concerns them, they should talk to their professor and/or the ACE director.
GUIDELINES FOR STUDENTS
WORKING WITH COMMUNITY PARTNERS

Working with our partners in Northfield as a student can be an invigorating and challenging experience. Carleton community partners and past students have compiled these guidelines in order to make your work as successful as possible.

COMMUNICATION
1. Establish expectations about communication early on
2. Think about the best way to communicate with your contacts (email, phone calls or text messages? Ask if unsure.)
3. Remember that your schedules may differ from theirs

for example...
-Not everyone checks their emails after 5pm or on weekends
-Discuss project deadlines with everyone involved
-Get to know the people you are working with

community partners say:
“Communicate early...our organization runs on volunteers, so when someone doesn’t show, it makes the day a bit more interesting”

SELF PRESENTATION
1. Find out about and wear appropriate clothing
2. Maintain good hygiene

-Don’t wear clothing that is dirty, revealing, torn or has inappropriate messages (tank tops, low riding jeans, and Rotblatt shirts are examples of things that are perfectly acceptable at Carleton, but not in schools)

“Self-awareness is the most important advice I could give to a student”

PREPAREDNESS AND FOLLOW-THROUGH
1. Research program in advance
2. Show up ready
3. Be on time or early
4. Be flexible
5. Give thought to your limitations
6. Assess your impact and effectiveness

-Go online or talk to liaisons to understand the organization
-Establish a clear idea of your role in this partnership
-Cancel 24 hours in advance
-Remind the community partner about the 10-week term schedule

“It would be helpful if students remind us about their timetable and also keep ours in mind”

ATTITUDE
1. Be thoughtful about how you enter a space
2. Allow yourself to challenge your own preconceived ideas
3. Be confident in your abilities
4. But still be humble
5. Build relationships
6. Have fun!

-Come in as a learner, not an expert
-Remember that you are a new-comer, so be respectful of the expertise of those you are working with
-We hope to create projects that are mutually beneficial, so keep checking in with your community partners to see how things are going for them

“Thanks for working with us. We love working with you.”
“Great relationships come out of these projects!”
NUTS AND BOLTS
TRANSPORTATION

Walking is the easiest to organize. Encourage volunteers to walk together as it leads to natural reflection and communication. Remember your helmet!

Bus and Dial-a-Ride Shuttle
Hiawathaland Transit
Route stops in front of Willis. Call 24hrs ahead for Dial-a-ride
Order tokens for regular or show Onecard for Express
Printable bus schedule: www.threeriverscap.org

First Choice Shuttle
Call-ahead Taxi
Picks up in front of Willis. A voucher is needed each way,
Order vouchers online. Pick up at Info Desk
Don’t forget to schedule your return trip!

Carleton Fleet Vehicles
Cars and vans for Authorized Student Drivers
Reserve online at CCCE website. All passengers must sign online waiver
Need to become a Campus Driver?
Find out how...

How to become a campus driver:
- Complete a driver application
- Send in Driving Record from state DMV
- Attend a short driver training session
- Read the Fleet Vehicle Policies/Procedures Manual

Using Campus Vehicles:
- Reserve a car online. Authorized driver receives reservations w/in 24hrs
- Pick up keys in Campus Services between 9am & 5pm
- Vehicles located in Stadium lot
- Return car with +1/2 tank of gas. Save receipt. Record Mileage
- Return keys to campus services or after-hours key slot

Waivers, reservation forms, tokens & vouchers:
apps.carleton.edu/campus/act/transportation/

(866) 623-7505
(507) 645-4447
(507) 222-4443

Addresses:
Hiawathaland Transit
First Choice Shuttle
Carleton Fleet Vehicles

Accessible via:
Walk
Bike
Bus
Shuttle
Drive

Quickly, especially if it involves large numbers of people or long distances.

Please contact the CCCE if you have any questions. Transit can get complicated.

We are happy to help with logistics.
First Choice Shuttle a taxi service frequently used by Carleton students for transportation with Northfield city limits. A specific voucher depending on where and when you’re going is needed for each ride. See below for more info about which vouchers to use when!

Request vouchers at apps.carleton.edu/campus/services/info_desk/riderequest
Pick them up at the info desk between 9am and 5pm.

<table>
<thead>
<tr>
<th>General</th>
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</thead>
</table>
| First Choice Shuttle
| with Northfield city limits. A specific voucher depending on where and when you’re going is needed for each ride. See below for more info about which vouchers to use when! |

<table>
<thead>
<tr>
<th>Blue Vouchers</th>
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</thead>
<tbody>
<tr>
<td>Use BLUE vouchers to get a ride on the fixed-route path. <strong>No reservations are needed.</strong> The path leaves from Willis Hall <strong>every 15 minutes</strong> between <strong>9am</strong> and <strong>3:15pm</strong>, Monday through Friday, stopping at the following locations:</td>
</tr>
<tr>
<td>• Sibley Elementary School (5m after Carleton)</td>
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<tr>
<td>• Bridgewater Elementary School (10m after Carleton)</td>
</tr>
<tr>
<td>• Northfield Middle School (15m after Carleton)</td>
</tr>
<tr>
<td>• Northfield High School (20m after Carleton)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Green Vouchers</th>
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<tbody>
<tr>
<td>Use GREEN vouchers for rides to and from Greenvale Park Elementary School. You will need to call (507) 645-4447 to reserve a ride to and from Greenvale Park, ideally 24 hours in advance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purple Vouchers</th>
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<tbody>
<tr>
<td>Use PURPLE vouchers for rides to and from other locations in Northfield (including Arcadia and the hospital), or for rides to and from the schools when the blue route is not in session. You will need to call (507) 645-4447 to reserve a ride to and from your location, ideally 24 hours in advance.</td>
</tr>
</tbody>
</table>

Stay up to date! Transportation procedures often change in response to student needs. Check apps.carleton.edu/transportation.
DEFENSIVE DRIVER TRAINING
DATES FOR THIS YEAR

Monday  09/19/2016    4:30pm-6:00pm    Leighton 305
Tuesday  10/11/2016    5:00pm-6:30pm    Leighton 305
Saturday 11/12/2016    1:00pm-2:30pm    Leighton 305
Tuesday  01/10/2017    5:00pm-6:30pm    Leighton 305
Monday  03/06/2017    4:30pm-6:00pm    Leighton 305
Saturday 04/08/2017    1:00pm-2:30pm    Leighton 305
Tuesday  05/23/2017    5:00pm-6:30pm    Leighton 305

*If you are using campus vehicles, please be aware that the transportation office will charge your department the equivalent of 50 miles of driving if no one shows up to pick up the keys for a reservation.
RESOURCES FOR ACE PROJECTS INVOLVING RESEARCH
THE LIBRARY AND LIBRARIANS

Librarians value working with ACE courses.
The Carleton Librarians are professionally committed to providing access to information for all members of our community in service to shared values of education and democracy. Given these commitments to the broader community, librarians especially value opportunities to participate in ACE projects. Find your liaison at go.carleton.edu/YourLibrarian

Librarians: Meet with faculty to plan courses or projects and to talk about learning outcomes
Make research guides specific to topics or courses. Those guides can point to resources that might be helpful or include other information as appropriate
Meet with students or groups for consultations
Visit classes

SPECIFICALLY, LIBRARIANS CAN COLLABORATE ON....

1. Finding and evaluating information of all kinds. ACE projects often involve the use of many different types of information including data, government documents, local reports, and other sources that can be tucked away in hard to find places.
   We can help students evaluate information not just for relevance and credibility, but also for appropriateness to a community project.
   We can help students think about who might be publishing the types of information they’ll need for the project.

2. Access to information. Issues of unequal access and availability of information becomes more visible in community projects. This is a great place to teach about ethics of information, particularly around publishing and the economics of information.
   We can help students think about what is available to community partners and how to ethically share information they find that may not be accessible.
   We can help students think about how to ethically handle confidential or private data from community partners.

   We can help students think about their rights as authors: how they want their work to be used by others and how they can signal that through documentation and licensing.
   We can help students navigate the tricky realm of re-use of existing materials, especially images, video, and data in public-facing work. From selecting what can be used, to attributing that work properly.

4. Managing information and data. ACE projects often involve the passing of information between the students and the community partners. Personal information organization strategies do not always translate well in these cases.
   We can consult on recommending tools or organizational approaches to help this work go more smoothly.
   We can work with groups to think about how the information the collect and create is stored so that it can be re-used in the future by other classes and/or the community partner.
RIN collects and shares good ideas and practical information aimed at building community among immigrants and longer-term residents in rural America. It was founded by St. Olaf Associate Professor of Political Science/Asian Studies, Katherine Tegtmeyer-Pak.

Why RIN?
Our heated national political arguments about immigration policy too often obscure good people’s efforts to recognize others’ humanity as individuals, families, and neighbors. Rural towns can be great places to foster welcoming relationships. Drawing newcomers into local life takes effort, especially when residents differ in their cultural, ethnic, and linguistic backgrounds. Local groups and organizations shape changing communities when they offer language classes, create employment opportunities, provide chances to learn about all residents’ cultures, and guide children to success in school. Density in big cities allows community-engaged people to brainstorm with each other and trade ideas easily. Rural leaders know their local partners well, but distance can separate them from opportunities to gather fresh ideas from those outside their immediate circle. RIN allows community builders to learn from others like themselves, creating an online network that stretches across geographic distances and highlights efforts to empower and support immigrant newcomers in rural areas.

Who is RIN for?
We want RIN to serve advocates and teachers, health care providers and event planners, employers and volunteers, and many, many more. In short, we hope to reach the organized groups and individual leaders who make rural communities good places to live, like you. We hope you read RIN to find inspiration and people to reach out to for further conversation. RIN does not offer direct services or advice to individuals, nor does it engage in partisan advocacy or activities.

The website is divided into four main types resources:

**Recipes for Action**
These are the core of RIN. They share good ideas for and from local community builders. Recipes feature activities, events, and programs underway in rural towns. By reporting through a recipe-style format that specifies necessary materials, desired outcomes, and things to remember when starting new projects, we invite you to customize them to suit your own needs and resources.

**Calls For Research**
Calls introduce topics where public debates and practice reveal the need for more evidence to guide activities. As with Briefs, CFRs highlight findings and conclusions useful to practitioners, but point out where we need to know more.

**Foundations**
Foundations offer background reports suitable for sharing at new staff-training sessions, community discussions, and other forums where people seek introductions to ways in which immigration matters in the rural United States. Foundations essays explore academic and public debates, and the relationship between them.

**Briefs**
Briefs highlight more specific findings than Foundations, which service providers and community organizations can put to use quickly. In addition to summarizing research-based insights, Briefs report continuing debates among scholars.

---

Have a request for research? An introduction to someone whose projects should be written up as a Recipe for Action? Want to join as a partner? Contact RIN at ruralimmigration.net/about-us
RESOURCES FOR WORKING WITH OR IN SCHOOLS
GUIDELINES FOR STUDENTS WORKING WITH CHILDREN AND IN SCHOOLS

You attended elementary school once! Hence, you know how they work . . . right?
While your childhood experiences probably prepared you well for working with children in some ways, there are some important things to remember as you enter the school setting as an adult. These guidelines are based on Northfield Public Schools’ expectations of their students and staff and will give you a good start. However, always check in with your professor and/or a teacher at the school if you are in doubt.

REMEMBER

1) **Speak** in an age-appropriate manner
2) **Wear** clean clothing that covers your body and has appropriate messages
3) **Don’t assume** things about students’ lives
4) **Have** a lot of patience and flexibility
5) **Find out** about class-specific rules from the authority figures (teachers, librarians)
6) **Only bring food if** you’re going to share and if it’s approved
7) **When students ask** hard questions, be honest but appropriate

FOR EXAMPLE...

- **Use words** that young students will understand. Never swear or encourage students to swear.
- **Cover** shoulders, wear skirts and dresses that reach your finger tips, etc. Your Rotblatt shirt is probably not a great choice.
- **Many students** have diverse post-graduation plans. Also, students live with a variety of caregivers, including aunts, uncles, grandparents, etc.
- **Lesson plans** rarely pan out the way you think they will. That’s okay! Always meet students where they’re at. It doesn’t hurt to have a plan B (and C and D . . .)
- **Rough housing** and running around is not okay indoors.
- **Remember** that schools in this district don’t allow home-made food (all snacks must be store-bought)
- **If a student asks** about your personal life (such as religion or relationship status), or controversial topics, think carefully about what you say. If you are unsure, it’s okay to say that you don’t feel comfortable answering the question.
NORTHFIELD PUBLIC SCHOOLS: BASIC INFORMATION

PLEASE CONTACT THE ACE OFFICE IF YOU WOULD LIKE TO WORK WITH SCHOOLS AND WE CAN CONNECT YOU WITH THE APPROPRIATE PEOPLE. IF YOU ALREADY HAVE A CONTACT, PLEASE LET US KNOW: LRIEHLEM@CARLETON.EDU OR AFALCON@CARLETON.EDU.

All three elementary schools offer the Contemporary or Companeros (partial Spanish immersion) Programs for students in grades 1-5.

Greenvale Park Elementary School
700 Lincoln Parkway
Northfield, MN 55057

Transportation:
Miles from campus: 1.6
Options: First Choice Shuttle (green vouchers) campus vehicles, bike

Schedule:
8:20am: Classes begin
3:15pm: Dismissal bell
Wednesdays: 1 hour late start, 9:20am first bell

Unique characteristics:
-Newest elementary school, completed in 1998
-The building is designed with an “earth” theme, including several murals.

Demographics:
475 students, grades K-5
Asian: 2%
Hispanic: 28%
Black: 1%
White: 67%
Multiracial: 2%
Free or reduced lunch: 41%

CCCE Programs:
Northfield Reads and Counts
Kids For Conservation
Greenvale Park Community School - Many sub-programs
Art Sprouts
Green Thumbs

Bridgewater Elementary School
401 Jefferson Parkway
Northfield, MN 55057

Transportation: Miles from campus: 2.2
Options: First Choice Shuttle (blue voucher) campus vehicles, bike

Schedule:
8:25am: Classes begin
3:20pm: Dismissal bell
Wednesdays: 1 hour late start, 9:20am first bell

Unique characteristics:
-Newest elementary school, completed in 1998
-The building is designed with an “earth” theme, including several murals.

Demographics:
475 students, grades K-5
Asian: 2%
Hispanic: 28%
Black: 1%
White: 67%
Multiracial: 2%
Free or reduced lunch: 41%

CCCE Programs:
Northfield Reads and Counts
Kids For Conservation
Sibley Elementary School
1400 Maple Street
Northfield, MN 55057

Transportation:
Miles from campus: 1.4
Options: Walking/biking, First Choice Shuttle (blue voucher)

Schedule:
8:20 am: Class begins
3:15 pm: Dismissal for all students
Wednesdays: 1 hour late start, 9:20am first bell

Unique characteristics:
- Wheelchair accessible wing dedicated to all NB/Autistic and Low Incident/Wheelchair students in the District
- Has 5.5 acre “Sibley Marsh and Prairie” which is used for educational purposes

Demographics:
575 students, grades K-5
Asian: 1%
Hispanic: 11%
Black: 1%
White: 85%
Multiracial: 2%
Free or reduced lunch: 21%

Programs:
Northfield Reads and Counts
Kids For Conservation

Northfield Middle School
2200 Division Street South
Northfield, MN 55057

Transportation:
Miles from campus: 2.1 miles
Options: First Choice Shuttle (blue vouchers), bike, campus vehicles

Schedule:
7:57am: Class begins
2:51pm: Dismissal for all students
Wednesdays: 1 hour late start, 8:57am first bell
*Check website for scheduling as it changes every other day

Unique characteristics:
- Amistades program - A continuation of the Compañeros Spanish Immersion Program at Northfield elementary schools
- Formerly housed in the Weitz and moved to its current location in 2004

Demographics:
888 students, grades 6-8
Asian: 2%
Hispanic: 9%
Black: 2%
White: 88%
Free or reduced lunch: 17%

CCCE Programs:
Middle School TORCH
Middle School Youth Center
Women Circle
Girls Who Code
Arts Connection
Young Chefs
Geoscience Tutoring
Northfield High School
1400 Division Street South
Northfield, MN 55057

Transportation:
Miles from campus: 1.6 miles
Options: Bike, First Choice Shuttle (blue voucher)

Schedule:
7:57am: Class begins
2:51pm: Dismissal for all students
Wednesdays: 1 hour late start, 8:57am first bell
*Check website for scheduling as it changes every other day

Demographics:
1203 students, grades 9-12
Asian: 2%
Hispanic: 8%
Black: 1%
White: 86%
Free or reduced lunch: 20%

Programs:
High School TORCH
PSEO (Post Secondary Enrollment Option)

Prairie Creek Elementary School
27695 Denmark Avenue
Northfield, MN 55057

Transportation:
Miles from campus: 9.5
Options: EcoTrans, campus vehicles

Schedule:
Monday, Tuesday, Thursday, Friday
-8:15 am-2:30 pm
-Half-day kindergarten: 8:15-11:25 am
Wednesday (late start)
-9:15 am-2:30 pm
-Half-day kindergarten: 9:15 am-11:55 pm
-After School Program ("Extended Day"): 2:30-5:45pm

Longfellow School
(Alternative Learning Center and Pre-K)
201 Orchard Street
Northfield, MN 55057

Transportation:
Miles from campus: 1 mile
Options: First Choice Shuttle, Bike, walk

Arcadia Charter School
1719 Cannon Road
Northfield, MN 55057

Transportation:
Miles from campus: 2.5
Options: First choice shuttle, bike, campus vehicles, walk

Schedule:
M/T/Th/F: 8:02 am-2:42 pm
Wednesday (late start) 9:02 am-2:42pm
BACKGROUND CHECKS ARE REQUIRED FOR ALL PEOPLE WORKING IN K-12 SCHOOLS.

This section includes forms for:
- Faribault Schools
- Northfield Schools
- Prairie Creek School

*PLEASE ALLOW ABOUT ONE WEEK FOR THE FORMS TO BE PROCESSED*

1. ASK ALL STUDENTS WHO WILL BE GOING TO SCHOOLS TO FILL OUT THE FORM
   - Background checks are good for one year. If students believe that they’ve already completed a background check through another course or activity, don’t have them fill one out as it will incur extra cost on the school district to run it. Instead, send that name to Julie Bubser (jbubser@carleton.edu). She has database of all students who have completed the background check and can confirm whether students are already cleared.

2. COMPLETED FORMS SHOULD BE DROPPED OFF AT THE CCCE
   - There is a rack of folders in front of room 151 in the CCCE (Sayles 150). Completed forms should be placed in the folder labeled “completed background checks”.

PRAIRIE CREEK HAS A SLIGHTLY DIFFERENT PROCEDURE:
Once your students have filled out the background check, you must drop them off at Prairie Creek school yourself. It is okay if this happens when the students go for the first time.
(Volunteer)  

**DISCLOSURE REGARDING BACKGROUND INVESTIGATION**

**[IMPORTANT -- PLEASE READ CAREFULLY BEFORE SIGNING]**

Company/Organization/School may obtain information about you from a consumer reporting agency for agreed upon purposes from the following consumer reporting agency:ABSOLUTE BACKGROUND CONCEPTS, 35 E. Minnesota St., Le Center, MN 56057, 877-572-8962 or 507-357-6320, or from another outside organization. ABSOLUTE BACKGROUND CONCEPTS’ privacy policy can be found at www.abcnationalbackground.com. Thus, you may be the subject of a “consumer report” and/or an “investigative consumer report” which may include information about your character, general reputation, personal characteristics, and/or mode of living. These reports may be obtained at any time after receipt of your authorization and, if you are chosen to volunteer, throughout your association with said company/organization/school. Company/Organization/School also reserves the right to share background investigation results with third-party companies for whom you will be placed to work with as a representative of company/organization/school. These reports may include, but are not limited to, checks regarding your criminal history, social security trace, driving history, employment and education references, professional licenses and credentials. Credit history will be requested only in accordance with applicable law. These reports may contain information regarding your use of social media, and other publicly accessible information. Social media includes, but is not limited to, social networking websites (i.e., Facebook and others), professional networking websites (i.e. Linkedin and others), blogs, and other online media.

**ACKNOWLEDGMENT AND AUTHORIZATION**

**[IMPORTANT -- PLEASE READ CAREFULLY BEFORE SIGNING]**

I acknowledge receipt of the DISCLOSURE REGARDING BACKGROUND INVESTIGATION and A SUMMARY OF YOUR RIGHTS UNDER THE FAIR CREDIT REPORTING ACT and certify that I have read and understand both documents. I hereby authorize procurement of “consumer reports” and/or “investigative consumer reports” at any time after receipt of this authorization and throughout my association with said company/organization/school. To this end, I hereby authorize, without reservation, any law enforcement agency, administrator, state or federal agency, institution, school or university (public or private), information service bureau, employer, or insurance company to furnish any and all background information requested by ABSOLUTE BACKGROUND CONCEPTS, 35 E. Minnesota St., Le Center, MN 56057, 877-572-8962 or 507-357-6320, www.abcnationalbackground.com, another outside organization acting on behalf of Company/Organization/School, and/or Company itself. I authorize these agencies to provide you with consumer and investigative consumer reports. I agree that a facsimile (“fax”), electronic or photographic copy of this Acknowledgment and Authorization shall be as valid as the original.

The scope of this disclosure and authorization is all-encompassing, however, allowing the Company/Organization/School to obtain from any outside organization all manner of consumer reports and investigative consumer reports now and throughout the course of your association with said company/organization/school to the extent permitted by law. As a result, you should carefully consider whether to exercise your right to request disclosure of the nature and scope of any consumer report. My authorization is conditional upon the following representation of my rights: You have the right, upon written request made within a reasonable time after receipt of this notice, to ask the Company/Organization/School to disclose the nature and scope of any consumer report. You may also request a copy of that report from the Company. You also may request a copy of that report from Absolute Background Concepts. If anyone other than Absolute Background Concepts furnishes an investigative consumer report, the Company/Organization/School will provide relevant contact information within five business days of your request. An “investigative consumer report” is a background report that includes information from personal interviews (except in California, where that term includes background reports with or without personal interviews). Please be advised that the nature and scope of the most common form of investigative consumer report obtained with regard to applicants for volunteering is an investigation into your education and/or employment history conducted by Absolute Background Concepts via interviews with past employers, neighbors, friends or associates.

I understand that by signing and dating below:
- I am authorizing Absolute Background Concepts to conduct the consumer report described above;
- I authorize the Company/Organization/School to share reports with third party companies for whom I may be placed to volunteer;
- I have read and understand the Disclosure Regarding Background Investigation above;
- I have read and understand the Acknowledgment and Authorization above.

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**Signature of applicant**  
**Social Security Number**  
**Today's Date**

**Print Name**  
**Date of Birth**  
**Drivers License Number & State**

**Current Address**

* This information will be used for background screening purposes only and no other purpose.

**Rev. 1/2015**
PLEASE LIST ANY NAMES USED IN THE PAST 7 YEARS:
______________________________________________________________________________________________________________

STATE SPECIFIC RIGHTS OF APPLICANTS OR EMPLOYEES REGARDING BACKGROUND INVESTIGATION

Specific to CA, MN, NY, OK applicants or employees but available to all applicants or employees:
You have the right to promptly receive and inspect a copy of any consumer report, consumer investigative report, or consumer credit report requested on you by the Company/Organization/School, at no charge, by contacting the Company/Organization/School, or, contact the consumer reporting agency, ABSOLUTE BACKGROUND CONCEPTS toll free at 877-572-8962, or email HArndt@frontiernet.net
☐ Check here to receive a copy of your consumer report directly from the Company/Organization/School.

California applicants or employees:
By signing below, you also acknowledge receipt of the NOTICE REGARDING BACKGROUND INVESTIGATION PURSUANT TO CALIFORNIA LAW. If you did not receive a copy of the Notice, please contact ABSOLUTE BACKGROUND CONCEPTS toll free at 877-572-8962 or email HArndt@frontiernet.net to request a copy.

New York applicants or employees:
By signing below, you also acknowledge receipt of Article 23-A of the New York Correction Law. If you did not receive Article 23-A, please contact ABSOLUTE BACKGROUND CONCEPTS toll free at 877-572-8962 or email HArndt@frontiernet.net to request a copy, or visit https://www.labor.ny.gov/formsdocs/wp/correction-law-article-23a.pdf

Washington State applicants or employees:
You have the right to request from the consumer reporting agency a written summary of your rights and remedies under Washington state laws. Contact ABSOLUTE BACKGROUND CONCEPTS toll free at 877-572-8962 or email HArndt@frontiernet.net to request a copy. You may also contact the Washington Attorney General, Consumer Protection Division, 800 5th Ave. Suite 2000, Seattle, WA 98104-3188.

I have read and understand the STATE SPECIFIC RIGHTS OF APPLICANTS OR EMPLOYEES above.

______________________________________________  ____________________________________________  ____________________________
Signature of applicant                                Print Name                                                                      Today’s Date
Background Screening Standards

An individual will be disqualified and prohibited from serving as an employee or volunteer for the Northfield Public Schools if that individual has been found guilty or entered a plea of guilty or nolo contendre (no contest), regardless of the adjudication for any of the following disqualifying offenses.

1. Sex Offenses
   A) All Sex Offenses – Regardless of the amount of time since offense
      i. Examples: Child molestation, rape, sexual assault, sexual battery, sodomy, prostitution, solicitation, indecent exposure, etc.

2. Felonies
   A) All Felony Violence – Regardless of the amount of time since offense
      i. Examples: Murder, manslaughter, aggravated assault, kidnapping, robbery, aggravated burglary, etc.
   B) All Felony Offences other than violence or sex within the past 10 years.
      i. Examples: Drug offenses, theft, embezzlement, fraud, child endangerment, etc.

3. Misdemeanors
   A) All Misdemeanor Violence offenses within the past 7 years or multiple offenses in the past 10 years.
      i. Examples: Driving under the influence, simple drug possession, drunk and disorderly, public intoxication, possession of drug paraphernalia, etc.
   B) Any Other Misdemeanor within the past 5 years that would be considered a potential danger to children or is directly related to the functions of that employee or volunteer
      i. Examples: Contributing to the delinquency of a minor, providing alcohol to a minor, theft – if person is handling monies, etc.
Informed Consent:

Volunteer Criminal Background Check

The following named individual wishes to share their time and talents volunteering in Northfield Public Schools.

Full Legal Name: __________________________________________________________________________

(PLEASE PRINT)……. Last                     First                     Middle

Maiden,
Previous, Alias: __________________________________________________________________________

Address: __________________________________________________________________________________

__________________________________________________________________________________________

City      State   Zip

Date of Birth: _____/_____/_______               Phone Number (Home):________________________________

Month      Day         Year                        Phone Number (Cell):________________________________

Email Address: ________________________________________________________________

I have resided my entire life in the State of Minnesota: _____ Yes   _____ No
If no, please list the addresses (city, state, zip) of the places you have lived in the past seven years.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

I authorize the Minnesota Bureau of Criminal Apprehension to disclose all criminal history record information to Northfield Independent School District No. 659 pursuant to Minn. Stat. §123.B.03 for the purpose of volunteering with this school district.

______________________________   ______________________________
Signature of Volunteer         Date

For office use only:
Building :_______________________________
Bldg. Contact: ________________________________
Prairie Creek Community School
27695 Denmark Avenue
Northfield, MN 55057
507-645-9640
Fax: 507-645-8234

Account #T076459640 "Non-profit Organization"

Date:____________________

The following named individual will be working with children.

Last Name of Applicant (please print):____________________________________
First Name (please print):______________________________________________
Middle (full)(please print):_____________________________________________
Maiden, Alias or Former (please print):___________________________________

Date of Birth:________________________ Sex (M or F):________________________
Month/Day/Year

I authorize the Minnesota Bureau of Criminal Apprehension to disclose criminal history
record information to Prairie Creek Community School pursuant to Minnesota State
Statute 123B.03, subdivision 1.

The expiration of this authorization shall be for a period no longer than one year from the
date of my signature.

Signature of Applicant __________________________ Date _______________________