CCCE Mission Statement

The Center for Community & Civic Engagement 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.

By means of this integration, civic engagement:
- promotes critical and nimble understanding of issues in all their real world complexity;
- enlarges academic knowledge with diverse community modes of knowledge;
- nurtures civic responsibility and practices necessary to democratic flourishing;
- develops skills and self-awareness relevant to life after Carleton; and
- cultivates leadership.

Critical Elements of a Civic Engagement Project

Community Voice
Community voice ensures that our service builds bridges, makes change, and solves problems. Student groups should make sure the voice and needs of the community are included in the development of the community program, whether it’s a one day event or an ongoing project. Community agencies should define for the students the needs of the agency and the students should assess their collective skills, resources and capabilities to meet those needs. Programs that are not meeting a critical need for a particular agency or community should not be started. Community voice is important during the orientation, training and evaluation stages of a program.

Orientation, Context, and Training
Orientation and training are important first steps for any civic engagement experience. Training materials should include information about the community being served, the need being met, and/or the agency being collaborated with, important contact people both on campus and in the community, expectations of volunteers, tips and troubleshooting from previous volunteers, and any other relevant information necessary for successful, respectful, and meaningful engagement with the community organization. This material should be given to all new volunteers before going out into the community. Educational seminars, workshops and speakers on campus or at the community agency can orient and train students for the actual community experience.

Thoughtful Action
Thoughtful action means the community project is valuable and meaningful to both the students and the community agencies. Well-planned orientation, training, and structured reflection can create a thoughtful community learning experience. Thoughtful action builds a positive and balanced reciprocal relationship between students and community partners.

Reflection
Reflection is a method for processing an experience and is thus a crucial component of the service learning experience. Reflection should ideally happen immediately after the service in order to discuss and debrief the experience. Volunteers can share reactions, stories, feelings, and facts about the issues which may dispel any stereotypes or an individual’s alienation from service. Reflection should also place the experience into a broader context. Ask questions: Why are we doing this service? Is it helping and how? What did we learn? What are the systemic changes that would negate the need for this service? Are there aspects of our program that we can improve upon or should be sure to keep in place?

Evaluation
Evaluation should be incorporated into a community service experience from the beginning. Evaluation measures the impact of the students’ learning experience and the effectiveness of the service in the community. Students should evaluate their learning experience and agencies should evaluate the effectiveness of the students’ community service. Evaluation provides direction for improvement, growth, and change.
Learning Outcomes of Civic Engagement

1. **Promote critical and nimble understanding of social issues in all their real-world complexity**
   - Students gain critical understanding of social issues in the context of their real-world complexity (e.g. environmental problems are biochemical as well as social, political, economic, ethical, philosophical, spiritual, and cultural)
   - Students are prepared and trained towards thoughtful, critical, effective, and ethical engagement in the community
   - Students gain skills of data gathering, analysis, and judgment that extend beyond conditions of classroom/lab

2. **Enlarge academic knowledge with diverse community modes of knowledge**
   - Students experience and form connections between academic studies and their engagement outside the classroom
   - Students gain awareness of the situated nature of various social problems as well as the social location of knowledge (e.g. community/academy; gender/class/ethnicity/age; local-indigenous/universal)
   - Students gain awareness of the distinctiveness between forms of community knowledge and academic knowledge (e.g. theoretical/applied, academic/common knowledge, text-based/experience-based)
   - Students gain appreciation of the value and privilege of academic learning

3. **Nurture civic responsibility and practices necessary to democratic flourishing**
   - Students learn from engaging with others across lines of social difference (race, ethnicity, country of origin, gender, class, creed, orientation, age, ability, family situations, culture, etc.)
   - Students gain capacity to locate their own engagement projects in larger structural contexts (social, political, economic)
   - When confronted with ethical challenges, students experience opportunities to exercise ethical reasoning and execute informed action
   - Students gain an increased awareness and appreciation of their position with respect to global networks and systems
   - Students gain increased empathy for others
   - Students gain awareness of their own power to impact the world

4. **Develop skills and self-awareness relevant to life after Carleton**
   - Students have opportunities to explore implications of engagement work for meaningful and productive lives after Carleton
   - Students develop skills of self-presentation
   - Students develop skills of written and oral communication in the context of real world effectiveness and change making
   - Students gain skills of understanding and adapting to organizations and their workings

5. **Cultivate leadership**
   - Students experience growth in their own confidence, self-awareness, and skills as leaders
   - Students learn how to be effective agents in collaborative organizational/institutional work
   - Students encounter and learn from different styles of leadership
   - Students gain the capacity to critically assess what is meant by leadership and the effectiveness of different modes of leadership
   - Students have opportunities to experiment with leadership styles
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.

• 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 service recipients in a manner consistent with ethical principles.

• Students shall fulfill their service-learning commitment to the agency 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.
A Brief History of Civic Engagement at Carleton

1985: Acting in the Community Together founded by Julia O’Grady, combining Project Friendship, Volunteer for Youth, and the Faribo Project

1986: Four additional programs created, quadrupling student involvement in one year

1993: Student Coordinator (now Fellow) positions created

1994: ACT Coordinator becomes a permanent position

1996: First Carleton AmeriCorps VISTA position created

1997: America Reads and Counts program begins at Carleton

1998-99: Laura Riehle-Merril serves as AmeriCorps VISTA at Carleton

Fall 2000: Carleton receives its first service learning grant, establishing what would eventually become ACE

2005: Laura Riehle-Merril hired as ACT Director

Spring 2007: ACT incorporated as its own department within Student Life

Summer 2007: Community-Based Work Study Coordinator position created to support Northfield Reads and Counts

Spring 2008: Academic Civic Engagement created; Adrienne Falcon hired as Director

Summer 2008: ACT Center moves to present location in Sayles 150

2009: Kelly Scheuerman hired as Assistant Director of ACT; Julie Bubser hired as Community-Based Work Study Coordinator

2009-10: First full academic year with ACE supporting academic courses

Spring 2011: ACT moved from Student Life to the Dean of the College Office; integration with ACE and Public Scholarship announced

Summer 2011: Administrative Assistant position created; Cindy Plash hired

Winter 2012: Announcement and public launch of the integrated Center for Community and Civic Engagement

Fall 2016: Amel Gorani hired as first Director of the Center for Community and Civic Engagement.
Who makes the CCCE work?

Professional Staff:
The professional staff members run the center, coordinating programs and supervising issue areas. The professional staff is responsible for advising ongoing programs, evaluating the impact of the CCCE on students and the broader community, and providing relevant training and support to volunteers and student staff members.

- Amel Gorani: Director of the Center for Community and Civic Engagement
  - Ask her about: working with the Administration/large-scale projects, the CCCE strategic plan
- Laura Riehle-Merrill: Director for Community Engagement and Student Leadership
  - Ask her about: Education, Political Engagement, Publicity and Communications, CCCE history/past relationships
- Adrienne Falcon: Director of Academic Civic Engagement
  - Ask her about: All things ACE related!
- Phillip Lundquist: Interim Program Coordinator for Civic Engagement Pathways
  - Ask him about: Food, Energy & the Environment, Health, Community Development
- Annette Nierobisz: Broom Fellow for Public Scholarship
  - Ask her about: Public scholarship
- Julie Bubser: CCCE Project Worker, Community-Based Work Study Coordinator
  - Ask her about: Community Based Work Study, Northfield Reads and Counts
- Cindy Plash: Administrative Assistant
  - Ask her about: Budgets, Transportation, Assessment and Documentation, Timesheets, Office procedure
- Caroline von Klemperer ’16: Educational Associate

Student Fellows:
The fellows are employed by the CCCE, and they assist in running the Center. Each fellow oversees specific areas of programming and reports to one of the professional staff members. Besides working on their issue areas, the fellows are available to help program directors, volunteers, and community members.

Program Directors (PDs):
Every ongoing volunteer program within the CCCE has at least two student program directors responsible for recruiting, orienting, and assisting volunteers, while serving as a liaison between their community partner and the CCCE. PDs are given the opportunity to partake in other activities that enable them to broaden their focus from a specific program to the CCCE as a whole and fully develop their leadership potential.

Teaching Assistants (TAs):
Teaching Assistants support TORCH high school students enrolled in on-line college courses through Riverland Community College. The PSEO cohort includes students who are low-income, minority, or first generation college students. Throughout the semester-long position, Teaching Assistants grow in their understanding of the challenges and barriers faced by these students, while developing leadership, teaching, and mentoring skills. TAs are volunteers, however many of them receive academic credit for their involvement in the program.

Community Based Work Study Tutors:
Carleton College, in conjunction with the Northfield School District and other local nonprofit community service organizations, offers students the opportunity to earn work-study jobs off campus in the community. Most CBWS employees are Northfield Reads and Counts tutors who are expected to commit to a weekly tutoring schedule at one or more of the Northfield Public Schools. They can work in classrooms with individuals or with small groups, in study halls, or in after-school programs providing one-on-one homework help. Students must be eligible for Federal Work-Study to qualify for this position.

Community Partners:
Most programs in the CCCE have at least one corresponding person in the community who helps to run or manage the program, known as the community partner. Often the community partner will work at a non-profit where the CCCE sends students. By working with community partners, Carleton students are able to apply learning and gain real world experience while organizations benefit from the talents, ideas, and enthusiasm of students.
# CCCE Contact Information

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<th>Title</th>
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<th>Email</th>
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# 2016-2017 Program Directors

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<th>Program Director</th>
<th>Fall</th>
<th>Winter</th>
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<td><strong>Community Development</strong></td>
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<th>Program Director</th>
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<td>Maya Ben-Shahar</td>
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<td>Girls Who Code</td>
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<td>Evie Rosenberg</td>
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<td>(917) 921-3010</td>
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<td>Maryann Hedayati</td>
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## 2016-2017 Program Directors

### Education

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<tr>
<th>Program Name</th>
<th>List Serv (@lists.carleton.edu)</th>
<th>Program Director</th>
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<td>Faribault Science Club</td>
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<td>Elianna Frank</td>
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<td></td>
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<td>Kids for Conservation</td>
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<td>Juliette Bobrow</td>
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<td>Cynthia Chang</td>
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<td>Camille Gordon</td>
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<td>Renay Friendshuh</td>
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<td>Korean Adoptee Program</td>
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<td>Joshua Song</td>
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<td>Elizabeth O’Connor</td>
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<td>Lydia Hanson</td>
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## 2016-2017 Program Directors

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### CCCE Listservs

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# CCCE Programs Overview

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<th>Pro Staff: Phillip&lt;br&gt;Fellow: Charlotte Mann</th>
<th>Adopt a Grandparent&lt;br&gt;Books for Africa&lt;br&gt;College Buddies&lt;br&gt;Adult ELL&lt;br&gt;Humane Society&lt;br&gt;TOPSoccer&lt;br&gt;VIS&lt;br&gt;Ruth’s House of Hope&lt;br&gt;Special Olympics</th>
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<td><strong>Pro Staff: Phillip</strong>&lt;br&gt;Fellows: Kate Abram, Sarah Goldman, Perrin Stein</td>
<td>Gleaning&lt;br&gt;Green Thumbs&lt;br&gt;Young Chefs&lt;br&gt;Food Recovery Network&lt;br&gt;Eat the Lawn&lt;br&gt;CAC Food Shelf&lt;br&gt;Carleton Student Organic Farm&lt;br&gt;Carleton Food Alliance&lt;br&gt;Real Food Working Group</td>
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<td>Energy &amp; Environment</td>
<td><strong>Pro Staff: Phillip</strong>&lt;br&gt;Fellows: Rachel Cheung, Alex Adamczyk</td>
<td>Arbor&lt;br&gt;Carleton Clothing Connection&lt;br&gt;BikeNorthfield&lt;br&gt;GNSC&lt;br&gt;Lighten Up&lt;br&gt;Energy Club</td>
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<td>Carls Against Cancer&lt;br&gt;Red Cross Blood Drive&lt;br&gt;Northfield Hospital&lt;br&gt;HOPE Center&lt;br&gt;HealthFinders</td>
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<td><strong>Pro Staff: Laura</strong>&lt;br&gt;Laura Rafferty, Naomi Borowsky, Patrick Wigent, Victor Huerta</td>
<td>Art Sprouts&lt;br&gt;Arts Connection&lt;br&gt;Faribault ACT Prep&lt;br&gt;Faribault High School CAST&lt;br&gt;Faribault Science Club&lt;br&gt;Girls Who Code&lt;br&gt;Kids for Conservation&lt;br&gt;Korean Adoptee Program&lt;br&gt;Middle School Youth Center&lt;br&gt;Paper Airplanes&lt;br&gt;Project Friendship&lt;br&gt;Tutoring Hotline&lt;br&gt;TORCH&lt;br&gt;WomenCircle&lt;br&gt;Pro Staff: Adrienne&lt;br&gt;Fellow: Sarah Trachtenberg, Margot Manning, Lizzy Ehren, Stephanie Valle</td>
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Fellow Expectations

CCCE Office Duties
- Develop a comprehensive understanding of the CCCE, its programs, and ways to respond to frequently asked questions and CCCE programming.
- Actively welcome visitors to the CCCE and assist “walk-ins” looking for engagement opportunities.
- Assist student Program Directors in utilizing the CCCE as their own space.
- Answer phone calls and emails related to CCCE programs.
- Bring snacks to the CCCE once per term for the staff and visitors to share.
- Keep the CCCE clean and inviting by performing daily cleaning chores.
- Please be thoughtful about noise levels during peak office hours (9am to 5pm). If you need a meeting space, feel free to use our office after hours. You are also encouraged to book a room through the room reservation system (EMS).
- During assigned CCCE office hours, keep in mind any member of the professional staff may request your assistance with short-term office projects. For longer term projects, please check with your main supervisor.
- Check the tasks whiteboard for additional office work that needs to be completed.

Student Fellow Professional Development
- Attend Fall Training with returning Fellows, new Fellows, and Professional Staff
- Check in weekly or bi-weekly with professional staff.

Staff Meetings
- Attend required biweekly staff meetings. Please do your best to minimize potential conflicts. If you have to miss a meeting, check in with your assigned professional staff member.
- Take notes once a term during staff meetings and send them to the staff list.

On-Campus Awareness
- Submit publicity requests for your events through the CCCE website to advertise through postering, digital signage, email, etc.
- Brainstorm and facilitate ways to encourage collaboration between the CCCE and other student offices and/or academic courses on campus.
- Write short program features or articles for use on the CCCE website, blog and newsletter (once a term).

Community Events
- Attend CCCE sponsored events and panels on campus throughout the year.
- As a Fellow, it is important that you become engaged as a member of the Northfield community. We would love for you to attend events in town as well as public meetings. Ask the professional staff for ideas!

Volunteer Appreciation
- Always write thank you notes to speakers, community partners, staff members, and other individuals who helped you put together an event.
- At the end of each term find a creative way to thank your PDs and volunteers!
CCCE Student Fellow Quarterly Program Evaluation

This program evaluation should be completed by CCCE Student Fellows at the end of each term for every program, project, and initiative that they supported, directed, or oversaw.

Program/Project:

Program Directors/Student Leaders:

Primary location of program:

When do volunteers go into the community? (Day, time, frequency)

Approximate number of students working on with this program/project this term:

What is the status of the budget after this term?

When will the program start up again next term? Is the community partner aware of this date?

How were the volunteers trained and prepped for community work? If they were not, do they still need to be?

Who is the community partner? What community institution, if any, are they a part of? For example: Northfield Middle School, CAC, etc.

In what ways did you support this program this term? For example: problem-solving with PDs, helping with publicity, organizing meetings, etc.

What were any obstacles the program had this term? What were the highlights? What are the goals for next term?
Expectations of Program Directors

Program Directors are a vital link between community agencies and Carleton. An energetic and responsible PD can make a huge difference to a program. We want PD’s to be innovative and creative as they develop their programs. Fellows and ProStaff help PDs with program logistics and development.

Beginning of Each Term Checklist for PDs

- **Recruit Volunteers:** We want to provide as many students as possible with rewarding volunteer opportunities during their time at Carleton. PDs are primarily responsible for gathering volunteers. For more information on recruitment and outreach, see the Outreach document.
- **Train Volunteers:** Program Directors should discuss with their Community Partners exactly what the volunteers should know before volunteering at the service site. Every program requires different types and amounts of training. Your Community Partner may want to do a training session with all the volunteers, or they may ask the PDs to supply the necessary training.
- **Meet with Community Partner:** Hopefully the Program Director will have met their Community Program at the Program Director Orientation or the Activities Fair. In August, all of the Community Partners should have received a letter introducing their PDs and explaining the Program Director’s role and responsibilities. If you have not heard from your Community Partner yet, give them a call!

Throughout the Term

- **Stay a Volunteer:** Program Directors should try and stay involved with their program as a volunteer. This will help the PDs better understand challenges that may arise.
- **Facilitate Reflection Sessions:** Reflection sessions are times for PDs and volunteers to share their perspectives on a service experience, to debrief, to problem-solve, and to learn.
- **Be considerate of your Community Partner’s schedule:** Remember that most of the rest of the world does not work on the same schedule as Carleton students. Program Directors should be sure to discuss the best method of contacting their community partner – email or telephone – and expectations for communicating.
- **Check in with CCCE Staff:** The CCCE Staff wants to hear how Program Directors are doing! Student Fellows have weekly office hours and are available to listen and help out. Professional staff members Laura Riehle-Merrill and Phillip Lundquist, will gladly make time to chat with you if you’d like.

End of the Term

- **Thank Volunteers:** The CCCE will provide candy, art supplies, and funding for Program Directors to thank your dedicated volunteers.
- **Keep Records:** Detailed records will help the next PD run your program successfully. Each PD is encouraged to use the computers in the CCCE, their individual program folder in the file cabinet, or their program’s folder in the CCCE.
- **Complete & Conduct Evaluations:** PDs are expected to complete a program evaluation at the end of each term with the student fellow responsible for their issue area. We also ask that Program Directors offer the volunteers an opportunity to evaluate their service experience.
- **Help Select Future PD:** Each PD helps recruit PDs for the following year and act as a mentor during spring term. Each new PD should have a feeling for the position before he or she is left in charge. The CCCE will provide the PD application in the spring, which needs to be completed and returned to the CCCE Office.
# How to Plan and Facilitate an Effective Meeting

## Before the Meeting

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<th>Questions to Ask</th>
<th>Strategy</th>
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<td>Planning help</td>
<td>From whom do I need help? What role will they play?</td>
<td>Involving newer members helps develop leadership</td>
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<td>Purpose</td>
<td>What is the purpose of the meeting? What are the goals of the meeting?</td>
<td>“Begin with the end in mind”</td>
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<tr>
<td>Attendance</td>
<td>Who needs to be there? Is it reasonable to expect them to attend?</td>
<td>Give advance notice and suggest multiple times. For more help, see Outreach document.</td>
</tr>
<tr>
<td>Time frame</td>
<td>How long is the meeting? What topics must be covered?</td>
<td>Develop an agenda and allot time for each item beforehand</td>
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<tr>
<td>Info prep</td>
<td>What do attendees need to know to be prepared and present? What do you need to be prepared?</td>
<td>Send out preparation materials 48 hr in advance for best results. Don’t forget a space &amp; supplies!</td>
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<tr>
<td>Participation Strategy</td>
<td>How are attendees expected to behave or participate?</td>
<td>Plan a participation strategy, including decision making</td>
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## During the Meeting

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<td>Set a positive, productive tone</td>
<td>Check-in: require group members to give a brief introduction—by speaking early they will be more likely to speak up later</td>
<td>Ask an interesting intro question that everyone can answer to help break the ice</td>
</tr>
<tr>
<td>Continuity and confidence</td>
<td>Assign a note-taker to document important ideas and assignments</td>
<td>Have a “vibe-checker” note reactions in difficult meetings.</td>
</tr>
<tr>
<td>Stay on track</td>
<td>Involve all participants and stick to your decision making method</td>
<td>You are responsible for tracking time—suggest tabling topics or adjusting agenda if it runs short</td>
</tr>
<tr>
<td>Accountability</td>
<td>Use materials sent out prior</td>
<td>Forgetting pre-work is annoying</td>
</tr>
<tr>
<td>Looking ahead</td>
<td>Draft, agree on, and assign actions items or tasks (with due dates)</td>
<td>Check-out: ask for three words on how everyone is feeling</td>
</tr>
</tbody>
</table>

## After the Meeting

**Follow-up Check List**

- Publish meeting minutes or highlights and action items
- Delegate follow up on tasks to other members or follow-up personally
- Check in with meeting members or have a 1:1
- Assure accountability—complete your assignments!
- Debrief with co-planners (and vibe-checker)—make a list of positives and aspects to change for the future (pluses and deltas)
Responsibilities of a Facilitator

**Standard-Setters**
Stay focused, alert, and interested in the discussion and learning. Listen closely, encourage participation.

**Workshop Priority**
Responsible for logistical items in the space but also gauging how the physical environment relates to the meeting or training.

**Timing**
Don’t overschedule—plan for activities taking longer than expected. Check-in with the group to gauge the energy level.

**Articulate Purpose**
Guide the direction of the discussion and significance to the group. Clearly state goals and time frame.

**Vary Technique**
Have tools in your back pocket for when tensions arises or discussion halts.

**Pay Attention**
Be aware of verbal/non-verbal queues of engagement or discomfort.

**Sense of Humor**
Be relaxed and make discussions enjoyable.

More Facilitation Tips

**DO’s**
1. Know material before the meeting/workshop
2. Introduce yourself before & after check-in—when people remember your name, they are more likely to ask question
3. Be confident
4. Use visually appealing handouts if necessary
5. Clearly explain activities & answer questions
6. Use humor & stories that relate to work
7. Process with participants, allow them to reveal thoughts and feelings as appropriate
8. Engage and reaffirm participant contribution
9. Attempt to sum up & clarify focus
10. Evaluate needs of group, especially at end
11. Be available to debrief during breaks/after
12. Evaluate experiences, keep notes for future

**DON’T’s**
1. Impose a solution on the group
2. Downplay people's ideas
3. Push personal agendas or opinions
4. Dominate the group
5. Read from a script
6. Say umm, ahh repeatedly, act nervous
7. Tell inappropriate or offensive stories
8. Make up answers—not productive, and you never know who is in the room!
9. Allow people to bully, allow too much discomfort (sometimes the learning/growth process is difficult)
10. Take a stance with one side of group
11. Tell too much about personal life
12. Assume the demographics of group

Prepare What You Need

**OVERALL LOGISTICS**
How are participants notified?
Space scheduled?
Are confirmations required?

**SUPPLIES AND MATERIALS**
Do you have hand-outs?
Any films, videos, slides, presentation materials?
Did you generate a complete list of supplies?

**EQUIPMENT AND SET-UP**
Do you need to contact PEPS?
Is the chair and table set-up confirmed?
Is there a set-up and clean-up crew?

**PROGRAM AND PRESENTATION**
Did you walk through and finalize agenda?
Are all presenters confirmed and ready?
Is there a back-up plan in case of interference?
Preparing your Program Directors and Volunteers

Who needs training? Decide how many program directors or volunteers need training and consider how these numbers will affect your agenda.

What are the skills needed? Try to anticipate what types of techniques, etc., your program directors or volunteers will need to be successful. For example, volunteers may not be familiar with the “fundamentals of tutoring” or “teacher tricks.” Ask the Professional Staff, other SCs, and your Community Partners for advice.

Elements to Consider

Relevance: Training that is unfocused and poorly planned is not effective.

Concise: Too many preliminary meetings will burden your volunteers and attendance later in the term may suffer. However, if you only provide one fall term training session, it may disadvantage late-comers. Have your training materials printed up or in a video—that way even those who miss will be prepared.

Transportation: Explain the various transportation options offered by the CCCE and the college. Hand out transportation guides and route maps as needed.

Training doesn’t have to be boring: Group dinners or other social settings are a great opportunity to share information and to get to know each other. For help planning the event and getting a space, see the event planning and meeting and event spaces documents.

Joint trainings: Consider hosting training with another CCCE Fellow, PD, or other group to attract more people. Consider what other organizations or offices have similar projects or goals.

Break the Ice

Important questions that set the “Service Tone”:
- Why did you decide to volunteer?
- What would you like to learn from this experience?
- How will the community benefit from this service?
- How do volunteers’ attitudes and motivations influence their experiences?

Activities to Initiate Discussion:
- Testimonials or case studies
- Games
- Role Playing
- Films
- Learn about Northfield

Tip: for help recruiting and building relationships with potential and current volunteers, see the publicity and outreach documents.
Supervisor Check-in Questions

Office Protocol
What should I do if I’m running late for work or need to miss a shift?

How many office hours should I work each week? What kind of behavior is expected of me when I have office hours?

Goals and Expectations
What are your expectations of me as a Fellow? What specific goals or projects would you like me to accomplish during the term/year?

How does my work fit into the rest of my cohort? What is the best way to reconcile the overlap between similar job positions?

What is expected of me in terms of writing/publishing for the CCCE Website, newsletter, and blog?

Communication
What’s the best way to reach you/schedule a meeting with you? How often will we check in?

What steps should I take if I’m struggling with my workload or time management?

Who should I talk to if I have a problem with a co-worker? With a supervisor?

If I have critical feedback or a concern, who should I talk to?

Professional Development
The organizational tools that work best for me are…

I receive feedback the best when….

I am concerned about…

I’m still unsure how__________ works…

(For Fellows who oversee program directors)
Do I check in with the volunteers about their experience or do I have the program directors check in with them?

What do I do if a program director is having an issue with a volunteer and/or community partner?

How often should I touch base with my PDs?
Reflection

“Reflection is the key to committed service because it leads to thoughtful action and provides an opportunity to search for long term solutions to the problems we as a society are facing. It is a chance for you to learn you are not alone in your experience, a chance to share your stories and to learn from them.”

- National Youth Leadership Council

Tips for Leading Group Reflections

Reflections should link experiences to learning objectives, be guided and occur regularly, allow for feedback and assessment, and clarify the purpose and values of the engagement experience. A reflection session can be difficult to start, but once the ball is rolling, sharing can be contagious. As a Fellow, your challenge is to ask the right questions in order to get people in your group thinking about their experiences. In a group reflection session, the most important guideline is to foster a feeling of respect among all group members, as well as encourage everyone’s participation. Let volunteers know that their thoughts are valuable and appreciated. One reflection method uses the “what, so what, now what” questions explained below...

1) **What?** Deals with what each person experienced.

Sample questions:
- What event, thoughts, or experiences stand out?
- What was the most challenging and most rewarding thing that happened?
- What barriers and challenges did you face in your service experience?

2) **So What?** Focuses on the consequences of an action; volunteers shift from the descriptive to the interpretive as they generalize what they learned from the experience and how it affected them personally.

Sample questions:
- Why are we doing this civic engagement?
- What are your personal reasons for being engaged in this experience?
- What have you learned from your volunteer involvement?
- How has this experience challenged or impacted you?
- Do you feel that your actions had any impact? Why or why not?

3) **Now What?** Involves taking lessons learned from the experience and applying them to other situations moving forward, as well as drawing connections to broader more systematic social problems

Sample questions:
- How does civic engagement fit into your life at Carleton?
- What would you like to do differently as a result of today’s discussion?
- From your experiences, were you able to gain any insight into broader social problems?
- How can these experiences impact your future behavior, values, or career goals?

Other Reflection Activities

Personal insights can also be gleaned from activities besides group discussions. Consider encouraging your volunteers keep a journal documenting their experiences, obstacles, questions, and growth throughout their experience. Some volunteers may also benefit more from one-on-one partner sharing rather than full-group sessions. If you’re inclined, think about doing some research about the issue your service is situated in and passing it along to your volunteers as a way to add another perspective to your experiences.
Assessment

Why assessment is important

Assessment is key to helping us learn, improve and grow. It may seem like we are always assessing things at the CCCE. This is true because that way can get better and better. In other words, assessment is crucial to our office and our philosophy about thoughtful engagement.

This year we are developing a year long series of surveys that we are trying to make manageable and useful to help us build a culture of assessment in the CCCE. We will start at the beginning of the year with pre-tools to help folks involved set goals. We will end with an opportunity to reflect on the year. And in between, ACE course assessments at the end of ACE courses for faculty and students and work in other areas of the Center’s efforts as well.

We will provide you with links and ask you to follow up with folks that you connect and work with to help us all succeed in our assessment goals. Things to keep in mind – if you fill our your surveys right away they go especially fast; if you have the people you support do so, no one needs to be nagged so . . .

Remember your check-ins with professional staff or fellows or collaborators and are like a form of assessment helping us all to accomplish what we are trying to do. More specifically,

At the beginning of the year

Fill out your goal setting surveys
Fill out your fellows training evaluation survey
Get together with your PDs and help them fill out their goal setting surveys and help them have their volunteers fill them out.

After an event

Had the best event ever? Worst event ever? Get on Qualtrics and tell us by filling out the event reflection survey. Copy and paste the link here.

https://carletonir.co1.qualtrics.com/SE/?SID=SV_enfrKDq6cBNgVXT

End of term assessment/to do’s

The end of term can be a stressful, hectic time, and while each Fellow should do their best to manage their stress and workload as they need to, these are some essential tasks that must be done at the end of every term to make sure we are properly supporting each program:

• Enter any civic engagement hours or ask PDs to complete them.
• Fill out the Fellows survey
• Complete your time sheet
• Complete program summaries with program directors
• Get together with your PD and do some volunteer appreciation!
• If you are in an ACE class ask your faculty member about the ACE survey.

End of year assessment/to do’s

End of year is similar to end of term, but with a few additional tasks to ensure continuity for the next year:

• Enter any civic engagement hours or ask PDs to complete them
• Clean out your wood bin in the office
• Take anything you want from your CCCE manual
• Transfer your documents to Collab
• Complete program summaries
• Fill out the end of year Fellows survey
Recent CCCE Feedback

According to survey data from the last two years...

What are students getting out of their CCCE experience?
- A better understanding of the real world complexity of issues
- An awareness of their privilege and an understanding of their positionality as Carleton students
- Joy – community engagement is both a deeply held value and a highlight of the week
- The opportunity to get out of the Carleton bubble and build relationships with others

What do students want from the CCCE?
- Increased and broadened promotion our advertising and visibility are not enough!
- More cohesion and communication within the Center
- Shorter trainings that are more directly relevant to all issue areas

What are Community Partners getting out of their CCCE experience?
- Generally, very positive experiences student employees and volunteers are motivated, help increase organizational capacity and provide necessary services
- Two main complaints are student reliability/consistency and student communication

What do Fellows want to do differently?
- Fellows, like PDs and volunteers, also commented that they wanted to see more cohesion and collaboration across issue areas. In addition, Fellows noted that the CCCE ought to address (both through reflective discussions and more attentive hiring processes) the historic lack of gender and racial diversity in the Center.

Lastly, Fellows noted that we kick off the year with a focus on intentional and purposeful engagement during Fellow Training through our discussions of civic engagement theory, personal connection to civic engagement, CCCE visioning, etc. However, these more reflective conversations don’t necessarily make it to the PD or volunteer level, and as the term gets busier, we don’t have them as much amongst ourselves either. Fellows commented:
- “This [appreciating different forms of knowledge] is something we talk about a pretty good amount as Fellows, which I appreciate. I’m still not sure we do the concept justice I think it’s something we preach more than we practice. And I’m not sure it’s a conversation we always have with volunteers.”
- “How can the CCCE engage with other centers, groups, organizations, issues on campus? I know last year when we had the staff meeting after the Black Lives Matter panel we talked a lot about how these conversations were important and we felt like as a center we should be more involved. Why is political engagement not a larger part of our center?”
- “[I would like] more time for discussing reciprocity and the concept of ‘solidarity, not charity.’”
Required training
CCCE Fellows are required to complete the following trainings:
Haven (online sexual misconduct training)
Working with minors online training
Carleton sexual misconduct training

What forms do I need to complete?
The forms you need to complete will depend on your role. Check in with your direct supervisor to confirm which forms you need to complete. Here are some of the possible forms you may need:

Any Carleton student volunteering or working in schools must complete a background check form. These forms are located in the CCCE.
Northfield schools now require students to complete online training.
Students using Fleet vehicles must complete a waiver.
Any Carleton student transporting youth must get parental permission by having a parent complete a waiver form.

Mandatory Reporting for Working with Minors
If you suspect a child or a vulnerable adult is being neglected or physically or sexually abused, you are required by Minnesota State law to report your concern to the local Police and/or Social Services Department. However, first talk to your immediate supervisor in the CCCE and the staff at your site.

If, after talking to the teacher and/or staff, you believe that you need to report the suspected neglect or abuse, do so immediately. This includes any suspected abuse or neglect occurring within the preceding three years. You can be legally punished for not reporting. Call the child protection unit located in the county where the suspected abuse/neglect occurred. The number in Northfield is (507)645-4723; the 24-hour emergency number for Rice County is 1-800-422-1286.

If you would like more information about child abuse and neglect, or would like to see a copy of the Reporting of Maltreatment to Minors Act, Minnesota Statutes, Section 626.556, please ask the CCCE staff for assistance.
**Engaging with the Community**

Going out into the community as a student can be an invigorating and challenging experience. In order to make your engagement as successful as possible, follow these guidelines, compiled by Carleton volunteers and Community Partners.

### Remember...

- **Communication**
  - Think about how best to communicate
  - Schedules may differ
  - Establish expectations early on
  - Be culturally sensitive

- **Self-Presentation**
  - Find out about and wear appropriate dress
  - Consider your environment
  - Maintain good hygiene
  - Be self-aware

- **Preparedness and Timeliness**
  - Research program in advance
  - Show up ready to work
  - Be on time (or early!)
  - Think ahead
  - Be flexible

- **Follow-through**
  - Give a lot of thought to your limitations
  - Plan ahead according to your academic commitments
  - Assess your impact and effectiveness

- **Attitude**
  - Be confident in your abilities
  - But still be humble
  - Build relationships
  - Have fun!

### Engagement Tip

- **Communication**
  - Which is most effective and appropriate? Phone, email, text?
  - Not everyone checks emails after 5pm or on Sat/Sun
  - Discuss project deadlines and relationship with the program
  - Know the group you work with

- **Preparedness and Timeliness**
  - Go online, talk to past volunteers
  - Have a clear idea of role and tasks
  - It’s best to be 5 to 10 min early
  - Cancel 24 hrs in advance MIN
  - Remind community partners about 10 week term schedule
  - Problem seeking vs. solving

- **Follow-through**
  - Start with low commitment and build up— you’re not superman!
  - No big projects during midterms or tenth week!
  - You impact others if you fall through

- **Attitude**
  - Don’t be abrasive
  - Even Carls have more to learn
  - Service is mutually beneficial
  - Encourage fun!

### Words of Wisdom

- **Communication**
  - “Communicate early... Our organization runs on volunteers so when one doesn’t show, it makes the day a bit more interesting”

- **Self-Presentation**
  - “Self-awareness is the most important advice I could give to a volunteer.”

- **Preparedness and Timeliness**
  - “It would be helpful if the volunteers occasionally had a planned craft/project ready... just in case of inclement weather or unavailability of our large play area.”

- **Follow-through**
  - “I’ve found students to be enthusiastic but unable to follow through with their commitment which makes it much more difficult on my end.”

- **Attitude**
  - “Thanks for working with us, we love working with you!”
  - “Great relationships come out of this!”
## CCCE Resources

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>budget</td>
<td>For CCCE Office purchases, use budget <strong>#6720</strong>. For CCCE Programs, use budget <strong>#2825</strong> for purchases on campus. It’s a good idea to check with CCCE Professional Staff before use. For more information on spending, check out the funding document.</td>
</tr>
<tr>
<td>supplies</td>
<td>Extra office supplies are located in the printer cabinet. Out of a supply? Notify professional staff member, Cindy Plash (cplash).</td>
</tr>
<tr>
<td>crafts</td>
<td>Don’t buy your own art supplies—use ours! Located in three cabinets. Feel free to use for your programs, but please return. Check the inventory lists and mark anything you use up.</td>
</tr>
<tr>
<td>photography</td>
<td>A DSLR for the Communications team is in the cabinet across from the welcome desk. You may use it with permission from a pro staff member and a training from Communications team member. That being said, it’s probably easier to request someone to take pictures with a publicity request form. Photos to share should be uploaded to Collab. We’ll use them for publicity.</td>
</tr>
<tr>
<td>games</td>
<td>Toys and games are located in the tall cabinet by the door. There are decks of cards, board games, and athletic equipment. Use for programs—but please return!</td>
</tr>
<tr>
<td>storage</td>
<td>Some programs have extra supplies downstairs. (Ask ProStaff members to swipe you in.) Many programs also have a bin or drawer space in the CCCE. Please be aware of what is in your bin or drawer so you don’t purchase unnecessary supplies.</td>
</tr>
<tr>
<td>library</td>
<td>A whole shelf of books awaits you—let us know if there is another book your program needs. Children’s books are located in the game cabinet by the door.</td>
</tr>
</tbody>
</table>
## CCCE Resources

### Computers

There are 3 desktop computers and a laptop in the main office. Important files are in the CCCE Collab. Keep in mind, user preference on the computers goes to CCCE work first.

### Copying

Copies can be made in the Student Activities Office, located next door. Press “A” on the keypad, swipe the “general” OneCard hanging near the printer, and enter 6720 for the CCCE or 2825 for CCCE ongoing programs. Problems? Please ask someone at the Welcome Desk in the CCCE instead of the SAO staff.

For jobs more than 20 pages, submit to Printing and Mailing. See printing for more information.

### Printing

The CCCE printer should work fine for most of your b & w printing needs. The printer is named SAYL150-X4510. Color printing is SAYL160-color-CC5051, in the Student Activities Office.

When Paper Cut pops up, select “charge to shared account using pin/code. Enter pin: 6720 or 2825 for CCCE ongoing programs.

For jobs more than 20 sheets or special orders (cardstock, posters, laminates, etc.), submit your job to Printing and Mailing in the basement of Leighton. Here’s how:

**Standard Submission**
1. Click New Job
2. Fill out job information; all jobs sent to P&M must include the program name or abbreviation (listed in the welcome desk file).
3. To add file, click browse, add, then select
4. To attach file to job, click Select under My Files

**Specialty Submission**
1. Fill out Job information
2. Click Choose a file to attach to job

**PDF** is the best file format.

Use this GL budget number for CCCE jobs: **10-0000-6720-5311**

### Telephones

CCCE student workers are responsible for answering the phones by the student work station. Message pads are by phone. Phones may be used for calls relating to any CCCE business, including volunteer programs. If someone calls for the Pro Staff, email the message to the pro staff member.

**Voicemail:** student workers, please check messages
- Dial x3737 or press “message”
- From CCCE: Listen to the prompt, press #22876257
- From outside: Press * and the mailbox number
  - 7020 for CCCE
  - 1689 for Tutoring
  - 1690 for Volunteer Interpreter Services (VIS)
- Enter password
  - 67206720 for all mailboxes (CCCE, Tutoring Hotline, and VIS)
- Email message’s intended recipient and delete

**Local Calls:**
- Dial 9-phone number
- Twin Cities (952, 612, 736)

**Long Distance Calls**
1. Dial 9-1-phone number
2. Wait for the beeps
3. Dial: 6886059
# Funding

## CCCE funds

The CCCE has a programming budget available for supplies (ID 2825). Allotment is **$200/program/year**. Please keep track of your budget! CCCE has additional funding from CSA to support special requests. PDs, to submit a request for additional funds, fill out the online form below. **Submit by Tuesday at 4pm to receive funds for the following week.**

https://apps.carleton.edu/ccce/student-leaders/specialfunding/

## CCCE card

The CCCE Visa can be signed out from the CCCE and must be returned immediately upon your return to campus. Students **MUST** turn in a receipt for their purchase to the wooden tray in the cabinet. Stapled to your receipt, please attach a form (including your **name**, **program**, the **purpose** for the purchase, **number of people** and **list of attendees** (for meals only). The card only allows 3 transactions per day so please check the sign out before making your purchase to be sure the card has not exceeded the limit for the day.

## Reimbursement

If for some reason you cannot access the CCCE card, you may pay for a purchase and be reimbursed. Download a **“CARLETON COLLEGE Payment Request Form”** from the business office website and attach your receipt. On the receipt, please include your **name**, **program**, the **purpose** for the purchase (i.e. event title), **number of people** and **list of attendees** (for meals only) and put it in the CCCE wooden tray.

For an example on how to fill out the form, see the funding folder. Be sure to include the following: **Fund—10, Source—0000, Dept—6720** for CCCE or **2825** for ongoing programs, **Expense—5999**.

## Tax exempt

As an educational institution, Carleton is **tax exempt**, and therefore the CCCE card is a tax exempt credit card. Make sure to tell the cashier **BEFORE** the purchase is rung up and present the card. You will **not** be reimbursed for sales tax (except for meals, lodging, and gas). You may need to show your OneCard to the cashier when using the CCCE Credit Card.

## Other funding

The purpose of CCCE programs is to make an impact on the larger community—don’t feel the need to limit yourself to Carleton funds. Many other agencies and government entities set aside grants for beneficial programs. If you need additional funds, consider applying through the Student Activities Office or talk to relevant staff members for more funding sources.

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**DON’T FORGET TO ASK FOR AN ITEMIZED RECEIPT FOR ALL PURCHASES!**

Forget your receipt? Try calling the business—they may be able to print you a new one.
TRANSPORTATION

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

Remainder your helmet!

Walking

Hiawathaland Transit
Bus and Dial-a-Ride Shuttle
(866) 623-7505
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
(507) 645-4447
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
(507) 222-4443
Reserve online at CCCE website. All passengers must sign online waiver
Billed to CCCE Program Budget
Need to become a Campus Driver?
Find out how...

Using Campus Vehicles
- Reserve a car through the CCCE Transportation online form. Authorized drivers receive 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.
- Return keys to campus services or after-hours key slot

Forms located outside the CCCE. Check out the website for more important info: apps.carleton.edu/ccce/transportation

Waivers & reservation forms:
apps.carleton.edu/ccce/transportation.
Tokens & vouchers:
apps.carleton.edu/transportation/?option=ccce

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

2016-17 Fleet Vehicle Update: Carleton fleet vehicles have new GPS systems that provide additional information and security to the college. They can be used to find a student in need, but will also track position and send automated messages to security if students take vehicles outside their requested area. Additionally, they track vehicle speed vs. speed limit in an area, as well as brake and acceleration pressure, and automatically alert security as to any speeding or unsafe driving that they detect.
Transportation

New Eco-Trans Information Coming Soon
FOOD ORDERING MADE SIMPLE @ the CCCE

**Domino’s Pizza** (507) 663-1221

- $7.25 per large, 1-topping pizza
- Must mention the “Carleton Deal” while ordering on the phone instead of online!
- 1 large pizza feeds 3 people
- 1 in 3 pizzas should be cheese
- Order 1-2 days before the event
- Delivery: don’t forget a tip!

**El Triunfo** (507) 664-3888

- $14 for 1 dozen tamales
- Pay when you pick up
- 2 tamales feed 1 person
- Order at least ½ Vegetarian
- 2 lbs. guacamole feeds 10
- Order 1 week in advance
- Helpful to have a Spanish speaker
- Pick-up: don’t forget chips!

Bon Appetit Pack Out Option

Pack-outs are another great option for groups. They are technically only for students who are on the meal plan, but many options provide a large amount of food per person (1/2 a pound of pasta per person for the pasta dinner option, two burgers per person (or veggie burgers) for the burger option) and could easily accommodate a few people who are not on the meal plan, or be bulked up by providing an extra veggie tray or bread. Orders must be received at least 72 hours before an event. A list of menu choices and procedures is listed on the following website:

apps.carleton.edu/campus/dining_services/meal_plan/additional_meal_services/Packout_procedures

OTHER FOOD OPTIONS

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Type of food</th>
<th>Order type</th>
<th>Phone</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basil’s</td>
<td>Pizza</td>
<td>Delivery</td>
<td>(507) 663-1248</td>
<td>$$</td>
</tr>
<tr>
<td>B &amp; L</td>
<td>Pizza</td>
<td>Delivery</td>
<td>(507) 633-0390</td>
<td>$$</td>
</tr>
<tr>
<td>Hogan Brothers</td>
<td>Hoagies</td>
<td>Pick-up</td>
<td>(507) 645-6653</td>
<td>$$</td>
</tr>
<tr>
<td>Subway</td>
<td>Subs</td>
<td>Pick-up</td>
<td>(507) 645-7226</td>
<td>$$</td>
</tr>
<tr>
<td>Chapati</td>
<td>Indian</td>
<td>Delivery</td>
<td>(507) 645-2462</td>
<td>$$$</td>
</tr>
<tr>
<td>Tandem</td>
<td>Bagels &amp; Coffee</td>
<td>Pick-up</td>
<td>(507) 786-9977</td>
<td>$</td>
</tr>
</tbody>
</table>

Bon Appetit Catering and Pack-Out Program

For large on-campus events, catering by Carleton’s dining service may be an option. Catering orders must be placed seven business days before the scheduled event. Contact the catering staff for more information: Charlene Otto, Catering Director, and Susan Jackson, Catering Manager, at catering@carleton.edu or 507-222-5023.

Sick of pizza? Consider cooking on campus as a group for your event! For more information, see the Meeting Spaces document.

Not sure how to pay? Check out the funding document for instructions.
Meeting and Event Spaces

Center for Community and Civic Engagement

Sayles-Hill 150 & 202

The CCCE is here for you to use! PDs and Fellows have 24hr OneCard access. Use the room reservation system (EMS) to find a private space for meetings and gatherings during the work day and both spaces for meetings in the afternoons, evenings or weekends.

On Campus

There are many conference rooms and classrooms suitable for meetings and events. Use this website for scheduling: https://ems.ads.carleton.edu/virtualems/. The online room request service gives you the opportunity to browse both facilities and times and make room requests. (Note: When requesting, Cindy’s name is autofilled as the contact person – make sure to put your own name as the secondary contact (especially important when requesting Sayles tabling)). Be sure you have a confirmation email before publicizing the location!

Contact Noel Ponder (x7185) with questions about on campus space scheduling. If you need a facilities set-up request: apps.carleton.edu/campus/facilities/request

Northfield Community

Don’t limit yourself to Carleton. Think of having planning meetings and get-togethers at places like Goodbye Blue Mondays, Tandem Bagels, or other restaurants in town. Some of these locations may even be more convenient for community partners. Talk to one of the CCCE professional staff if you would like to have an off-campus appreciation gathering and need a little extra funding to cover the costs.

Where Should I have my Event?

Cook as a group in a kitchen: https://apps.carleton.edu/student/housing/reservations/

Show a movie in the Weitz Cinema: apps.carleton.edu/weitz/contact/space/

Use the Bald Spot or other grills on campus for BBQs: Noel Ponder, x7185

Use a large dorm lounge for your meeting: contact hall director, https://apps.carleton.edu/campus/scheduling/residential/

Reserve the Great Hall or Larson Meeting Room (well in advance) for large functions: Noel Ponder, x7185

The “sandbox” has whiteboard walls, several monitors and screens, and many small tables: great for a brainstorming session! Weitz 235

The Athenaeum is great for lunch sessions: cspehn@carleton.edu. See apps.carleton.edu/campus/library/now/events/promote for library food policy (2+ weeks before event!)

Musical fundraisers or performances (even karaoke): The Cave, thecaveatcarleton@gmail.com

Need food at your event? Check out the food options section for more information.
CCCE Publicity

The CCCE Communications Team has developed a system to consolidate and streamline all of the Center’s publicity needs. Instead of doing every type of outreach manually, Fellows, Program Directors and professional staff members can submit their requests through the Publicity Request Form.

Submitting your requests through the CCCE is easy, reliable, and speedy. Once requests have been submitted online, the Communications Team spreads the word for you. Navigating the publicity request form can be tricky at first, so see our nifty “how to” guide below.

USING THE PUBLICITY REQUEST FORM

1. Head to the CCCE website (https://apps.carleton.edu/ccce/) and click on the grey box option marked “For Student Leaders.” On this page, select “Resources for Current Student Leaders.” This will link you to a list of resources, including an option to click “Publicity Request Form,” which will take you to the online form.

2. Before filling it out, consult with your supervisor about the most effective forms of communication for your event or project. Keep in mind that not all of the options available on the spreadsheet are applicable in every situation. Just select the ones that fit your project.

3. Fill out the form as instructed. Please provide as much information as possible. If you ask for a photo or digital signage, be sure to email Christian Purnell (purnellc) and Maya Margolis (margolism) with all the necessary information, attachments and images.

4. Your event request should go through within 48 hours. For some types of publicity (for example, digital signage), takes 48 hours to process on the screens around campus.

NOTE: Although the Publicity Request form will do most of the work for you, there are a few things you will need to do yourself. The next page includes a list of the different methods of publicizing your events available to you and how to use them.
# On-Campus Publicity How-To

Your guide to WHAT outlets exist, WHO sees them, HOW to do it, and WHEN you need to reach out!

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHO</th>
<th>HOW</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>All-Campus</td>
<td>Anyone visiting the Carleton</td>
<td>Submit a Publicity Request be sure to include date, time, location, and contact info.</td>
<td>At least 48 hours in advance.</td>
</tr>
<tr>
<td>CCCE Calendar</td>
<td>Anyone visiting our website.</td>
<td>Submit a Publicity Request and be sure to include date, time, location, and contact info.</td>
<td>At least 48 hours in advance.</td>
</tr>
<tr>
<td>NNB Ad</td>
<td>Students and staff who eat in the dining halls.</td>
<td>Write up your own 124-character ad for the NNB's “General” or “Events” sections. Fill out the form at: <a href="http://apps.carleton.edu/compact/nnb/submit">http://apps.carleton.edu/compact/nnb/submit</a>.</td>
<td>Submit 2 days in advance of your desired start day.</td>
</tr>
<tr>
<td>CCCE NNB Bulletin</td>
<td>Students and staff who eat in the dining halls.</td>
<td>Submit your ad through the Publicity Request Form. The CCCE Bulletin is published as a full-page ad in the NNB every Monday.</td>
<td>By the preceding Thursday at 5pm (prints Fridays).</td>
</tr>
<tr>
<td>All-Campus Email</td>
<td>Email goes out to everyone on-campus.</td>
<td>Submit your blurb through the Publicity Request Form. Include the text exactly as you'd like it to appear. Emails go out every Monday and Thursday.</td>
<td>Submit request by preceding Friday or Tuesday.</td>
</tr>
<tr>
<td>CCCE Email Digest</td>
<td>All CCCE volunteers, program directors, staff &amp; fellows.</td>
<td>Submit your blurb through the Publicity Request Form. Include the text exactly as you'd like it to appear. Email goes out to all our listservs every Monday morning.</td>
<td>Submit by the preceding Friday at 5pm.</td>
</tr>
<tr>
<td>CCCE Facebook</td>
<td>All 300+ people who “like” us on facebook.</td>
<td>Submit request through the Publicity Request Form. Include the text exactly as you'd like it to appear. For Facebook events, you must create them yourself and we will share them on the CCCE page.</td>
<td>At least 24 hours in advance.</td>
</tr>
<tr>
<td>CCCE Twitter</td>
<td>Our twitter followers and all campus twitter feeds.</td>
<td>Submit your 140-character tweet through the Publicity Request Form.</td>
<td>At least 24 hours in advance.</td>
</tr>
<tr>
<td>Poster</td>
<td>Viewed by students, faculty and staff all over campus.</td>
<td>Submit a Publicity Request. Email all attachments to Maya Margolis (margolis) and Christian Purnell (jurnallic). When the poster is returned, print the copies yourself at <a href="http://apps.carleton.edu/campus/print/">http://apps.carleton.edu/campus/print/</a>. Print 20-40, depending on priority level.</td>
<td>About a week - 3 days for design, 24 hours for printing, 48 hours for Fellows to post.</td>
</tr>
<tr>
<td>Digital Sign</td>
<td>Appears on every digital signage screen on campus.</td>
<td>Submit a Publicity Request. Create your own poster or we will make one for you. Images stay up for a week.</td>
<td>3 days for design, then 48 hours to get it on the screens.</td>
</tr>
<tr>
<td>Sayles Banner</td>
<td>Everyone who visits Sayles.</td>
<td>Print a sign through Print Services or hand-make a sign in Student Activities. Then submit it at: <a href="https://apps.carleton.edu/campus/compact/guide/banners">https://apps.carleton.edu/campus/compact/guide/banners</a>.</td>
<td>At least 24 hours in advance.</td>
</tr>
<tr>
<td>LDC Chalkboard &amp; Table Tents</td>
<td>Everyone who visits the LDC or any dining hall.</td>
<td>Email <a href="mailto:jpolpe@carleton.edu">jpolpe@carleton.edu</a> for the chalkboard and <a href="mailto:eric.rasmussen@cafebonapetit.com">eric.rasmussen@cafebonapetit.com</a> for table tents.</td>
<td>Contact Bon Appetit ASAP to reserve space.</td>
</tr>
<tr>
<td>Study Break</td>
<td>As many floors as you can visit in one night.</td>
<td>Spread the word at study break! Just check in with the appropriate RA(s) beforehand: <a href="http://apps.carleton.edu/student/housing/staff/list">http://apps.carleton.edu/student/housing/staff/list</a></td>
<td>Email RAs before Sunday at 10pm.</td>
</tr>
<tr>
<td>Tabling</td>
<td>Everyone who visits Sayles.</td>
<td>Print or make a banner in SAO and reserve your space at: <a href="https://apps.carleton.edu/campus/compact/guide/table">https://apps.carleton.edu/campus/compact/guide/table</a></td>
<td>At least 24 hours in advance.</td>
</tr>
<tr>
<td>Listservs</td>
<td>Everyone who subscribes to the listserv.</td>
<td>Create a base email about your event and send it to all relevant listservs - especially CCCE interest listservs! Ask student leaders who have access to other listservs to pass the base email text along.</td>
<td>Multiple times. A week in advance, day before, and day of are good benchmarks.</td>
</tr>
<tr>
<td>Sidewalk Chalk</td>
<td>Everyone who walks past it.</td>
<td>Use CCCE sidewalk chalk from arts &amp; crafts cabinets to draw signs on the sidewalks around campus advertising and pointing to your event.</td>
<td>Day of the event.</td>
</tr>
</tbody>
</table>
CCCE WRITING GUIDE

At the start of each term, the CCCE Communications Team will select Fellows to write articles for the Center’s newsletter and blog. Although several fellows will take the lead, all fellows are responsible for generating content throughout the academic year. Sharing your experiences with the local community is a writing exercise and a great opportunity to reflect. Although the responsibility rotates throughout the year, you will be given plenty of advance notice before your content is due.

Below is an overview of what we want for the blog and newsletter. Please use this as a reference and stick closely to these guidelines; in order for the process to move smoothly, submissions should be spell checked, complete, and polished. Contact the Communications Team with questions.

Blog Posts

Blog posts are shorter pieces that we share with the entire Northfield Community every other week. Articles should be approximately 200-300 words. These can (and should!) be less formal; pretend you’re writing an email to a friend, but streamline it so it remains lean and appealing. Take out extravagant, flowery, or overly technical language. Stick to the important things!

• Tailor your message to the audience (the Northfield community)
• Grab your reader’s attention immediately
• Don’t be too formal; remember that it’s a conversation
• Write in short sentences
• Break up large blocks of text with spaces, italics or bold headings
• Bullet your major points
• Keywords matter - but explain what they mean
• Don’t overwrite
• Spell check!

Newsletter Articles

As of this year, our newsletter will be shorter and we will publish one a term. Depending on the content, newsletter articles can be anywhere from 50-400 words. But don’t worry - you will receive specific guidelines for these. Since our newsletter reaches a wider audience (community members, alumni, students, faculty, staff, and parents), the tone should be more formal. Quite frankly, it is also an opportunity to exercise your bragging rights. Don’t be afraid to refer back to the “big picture.” Deliberate prose and straightforwardness are key here.

• Always answer the question “why?” - why is this important, why was it meaningful, why did I do it, etc.
• Avoid wordiness
• Be engaging!
• Be as specific as possible
• Provide your own unique perspective
EFFECTIVE EMAIL COMMUNICATION

When is e-mail the appropriate form of communication to use?
- You need to get in touch with someone who is hard to reach via phone/off-campus
- The information you need to share is time-sensitive
- You need to send an electronic file or demount
- You need to send the same information to a large number of people
- You need a record of communication to refer back to

When is e-mail NOT the appropriate form of communication to use?
- Your message is long, complicated or requires a lengthy discussion
- It contains highly confidential information
- Your message is emotionally charged or the tone could easily be misinterpreted.

Subject Lines
Email subject lines need to grab your attention and convey the main point of your message. Be as specific as possible without using one word subjects such as “Hi”, “Question,” or “FYI. And never leave the subject line blank!

Greetings and Sign-Offs
Use some kind of greeting (when in doubt, use “ dear”) and the recipient's proper title. Always use a sign-off (ex. “Best”) and include your name at the end of an email.

CC: and BCC:
Copying individuals on an e-mail is a good way to send your message to multiple people. Remember: when you CC: more than one person, both the original recipient and all others will be able to see the addresses of everyone receiving the e-mail. Only the recipient address is visible when you Bcc:.

Other Tips
Strive for clarity and brevity in your writing. Unclear or disorganized messages can lead to miscommunication.
Use white space to visually separate paragraphs and bullet important details so they are easy to pick out. Boldface or capitalize to highlight critical information, such as dates and times.
ALWAYS proofread your messages before you hit send!

Example:
Have you ever thought about why you’re passionate about a particular issue?
What drives you to be engaged in the wider community?

Join us tomorrow to discuss, “Why We Care: Motivations for Engaging in the Community”.

A student panel will discuss their personal reasons for being involved with activism, volunteerism, and community engagement.

Stop by the Alumni Guest House Meeting Room tomorrow (Thursday) during common Time! There will be pizza!
Tips and Tricks

Working in the CCCE is an awesome opportunity, but it’s also a lot of responsibility! It is highly unlikely that you will have time to do homework during your office hours like some other campus jobs, so plan ahead. Below you’ll find a few general pointers from previous CCCE Fellows that should help you stay on top of your work. However, everyone’s work in the office is unique, so you will ultimately need to develop a system that works for you.

### Emails
- Organize your email inbox
  - Sort your email into meaningful folders manually or by creating an automatic filter
  - Utilize the search feature when looking for important emails
  - Delete emails that don’t matter right away so that they don’t clutter up your inbox
  - Periodically remove yourself from listservs that you no longer keep up with (do this at lists.carleton.edu)
  - Flag or mark emails as unread if you don’t have time to respond right away and need to come back to them

### GoogleDocs
- Get comfortable with GoogleDocs
  - Google forms are particularly useful for quickly and easily gathering information and evaluation surveys for your programs
  - Be sure to save important documents to the CCCE Dropbox folder periodically for documentation and future reference!

### Smartphones
- If you have a smartphone, hook up your email
  - Steps will vary depending on what sort of phone you have, but you can use the Gmail account set up with your Carleton username and password
  - For more help, check the Carleton wiki website or contact ITS at x5999

### Collab
- Become friends with collab
  - Many important CCCE documents are saved in the shared drive in collab (collab/departments/CCCE/CCCE-Shared)
  - Spend some time exploring the shared folder to see what folders and documents already exist and to figure out where to save your documents
  - To access collab documents on your own computer, follow the directions at https://wiki.carleton.edu/display/itskb/Network+Drives

### Schedule
- Master your schedule
  - Not all of your paid CCCE hours will be spent in office hours – you may also need to account for meetings, check-ins, housekeeping, events, and emails
  - Develop a system for keeping track of how much time you spend doing CCCE work and stick with it.
  - If some weeks you work more or less than your assigned number of hours, try to make sure they even out by the end of term
  - If you need to miss office hours, put a note on the schedule and email your supervisor.

### Notebook
- Keep your notes in one place
  - You’ve got a lot to keep track of! Here are a few ideas to get organized:
    - dedicate a specific notebook to CCCE work
    - organize your CCCE binder with filler paper and subject dividers
    - keep notes online using GoogleDocs or Evernote
Each time you’re in the office:

✓ **Sort unused papers.** Check the countertop, coffee table, and by the printer. Recycle, file, or throw out.

✓ **Organize office supplies on the countertop.** There is one station with office supplies on the counter, located below the bulletin board.

✓ **Remove personal work from countertop.** At the end of your shift, put your notes and papers in your box.

✓ **File old papers to keep inboxes clean.** File folders, folder labels, and binders are available in the office supply cabinet below the printer.

✓ **Wash your own dishes. Wash your visitors’ dishes.** Use soap and wash dishes in the restroom.

If you see... then you should...

- Crumbs on the coffee table  wipe the coffee table
- Stains on the countertop  clean the counter
- Handprints on the windows  Windex the glass
- Litter on the carpet  throw away and/or vacuum*
- Spills in the fridge  wipe out the fridge
- Expired food or empty containers  throw food away

*vacuum is in the Student Activities conference room

**EVENT FOOD PROTOCOL:** Events often have left over food, and staff members in the CCCE enjoy eating the leftovers. If you bring/leave any left over event food in the CCCE, you MUST refrigerate or remove anything not eaten by the end of the evening. Don’t leave food out overnight!

**TIP:** email the CCCE and PD lists to encourage people to come eat the leftovers.

A clean office is a happy office 😊
2016-2017 Fellow Job Descriptions

Academic Civic Engagement (ACE) Program and Classroom Support Fellow: (2 10 hour/week positions) Hayat Ahmed, Nick Leeke, and Saul Melo Lira

- Support the ACE program and director
- Support students and professors in curricular community engagement projects by being an ACE TA for courses, presenting about ACE to courses, managing traveling logistics, and meeting with student groups within courses to facilitate reflective discussions about ACE, address any questions or issues that come up with projects
- Work to develop and support projects emerging from ACE courses and endeavors, think about how we can make ACE accessible, brainstorm potential projects
- Create articles and content for CCCE website, documents, and newsletter about ACE projects and initiatives
- Support relevant ACE courses
- Participate in ACE cohort
- Work on assessment of ACE courses, including creating, distributing and analyzing surveys

Public Scholarship and ACE Research Fellow: (10 hour/week position or 2 five hour/week positions) Dana Paine

- Support the Broom Faculty Fellow and ACE director
- Examine and research the community impact of CCCE endeavors
- Explore and propose community needs for Carleton civic engagement
- Support new initiatives in ACE arenas such as the global engagement initiative
- Support ongoing assessment of the CCCE, completing specific applications and targeted endeavors
- Create articles and content for CCCE website, documents, and newsletter focusing on examples or modes of public scholarship and on ACE projects and initiatives.
- Support relevant ACE courses
- Participate in ACE cohort and Communications cohort
- Support faculty workshops on public scholarship.
- Research and post interesting articles or media materials related to public scholarship in collaboration with the Broom Faculty Fellow.

Arts and Humanities Fellow: (5 hour/week position) Christine Zheng

- Serve as main staff contact person for on-going arts and humanities related CCCE initiatives (CAM’s community documentaries, African drum ensemble, public history endeavors etc.)
- Work with other offices such as the Arts Director in the Weitz and the Humanities Center to support public humanities and arts outreach.
- Specifically, organize Carleton musicians’ visits to Three Links care center and Prairie Creek Elementary School
- Act as Carleton point-person for the Northfield Reads project
- Work with music, dance, and art faculty to develop and start curricular and co-curricular civic engagement endeavors in Northfield (possible ideas for development include music lessons with middle school orchestra students, dance classes and performances in schools, intentional art displays for community partners, community art classes, etc.)
- Support relevant ACE courses and public scholarship in humanities’ departments
- Participate in ACE Cohort
2016-2017 Fellow Job Descriptions

Communications: (10 hour/week position) Christian Purnell
• Update and maintain the CCCE web page.
• Coordinate the CCCE newsletter every term.
• Write content for CCCE website and newsletter, including short and feature-length news articles.
• Maintain CCCE Facebook page and Twitter account.
• Participate in the Communications Cohort.
• Photograph events

Community Development Fellow: (10 hour/week position) Charlotte Mann
• Serve as the main staff contact and support person for the following CCCE programs: Adopt a Grandparent, Adult ESL, Books for Africa, TOPSoccer, Special Olympics, College Buddies, Ruth’s House of Hope, Humane Society and Volunteer Interpreter Services
• Orient new Program Directors, check in with PDs throughout the term, visit programs, problem-solve as situations arise, facilitate meetings with community partners, and track volunteer hours for programs
• Plan fall/winter Program Director training
• Work closely with the Education Fellow for CCCE programs on orientations, trainings, volunteer appreciation and best practices
• Foster thoughtful action and tie student engagement to CCCE learning outcomes through planning events and working with PDs.
• Update website, issue area handouts and listservs for programs
• Organize and publicize periodic service and civic engagement opportunities
• Provide logistical support for ACE courses relevant to this issue area
• Write up program evaluations at the end of each term
• Write articles to feature PDs or programs in CCCE publications
• Gather feedback from Community partners for each program throughout the year.

Education: Assessment and Organizational Support: (10 hour/week position) Sarah Trachtenberg
• Serve as the main campus-community contact and support person for the tutoring hotline, a free, one-to-one program matching Carleton students with Northfield students
• Collaborate with students, youth, teachers, and parents to create meaningful matches between Carleton tutors and Northfield area students
• Communicate frequently with tutors and parents about their experience and tutee’s progress
• Recruit, coordinate, and support a variety of after-school tutoring programs
• Serve as the main staff contact and support person for Project Friendship, Korean Adoptee Program, and Paper Airplanes
• Plan and facilitate tutor training, a minimum of once per term
• Maintain and update an online tutoring database
• Support ongoing assessment of the CCCE education programs, completing specific applications and targeted endeavors
• Create articles and content for CCCE website, documents, and newsletter about Education projects and initiatives
• Facilitate annual Program Director applications process
• Oversee CCCE Education webpages
• Support relevant ACE courses as needed
• Participate in the Education Cohort.
2016-2017 Fellow Job Descriptions

Education: Faribault Liaison: (2 10 hour/week positions) Margot Manning, Lizzy Ehren, Stephanie Valle
- Create articles and content for CCCE website, documents.
- Work with the Faribault community to address education related needs.
- Coordinate high school tutoring and college access program in Faribault.
- Support relevant ACE courses as needed
- Mentor and tutor high school students
- Participate in the Education Cohort
- Serve as a Liaison between FHS and the CCCE
- Recruit and orient volunteers for after school programs at Faribault High School
- Write and lead college access curriculum and ACT Prep
- Track activities and student involvement for grant reports

Education: Northfield Middle School Liaison: (10 hour/week position) Laura Rafferty (Winter Term: Naomi Borowsky)
Must qualify for community based work-study
- Serve as the contact and support between Middle School personnel and Carleton volunteers.
- Serve as the main staff contact and support person for the Middle School Youth Center, Geoscience Support, Science Olympiad, Arts Connection, Girls Code, Middle School TORCH, MensCircle and WomenCircle
- Manage a system to track volunteers and programs.
- Publicize opportunities on campus and reach out to diverse groups and organizations.
- Devote a portion of CCCE work hours tutoring in the Middle School building.
- Problem-solve as issues arise with college students’ transportation, personnel conflicts and scheduling.
- Respond to requests and feedback from key Middle School contacts including TORCH Coordinator, Volunteer Coordinator, and Middle School Youth Center staff.
- Support relevant ACE courses as needed
- Participate in the Education Cohort.

Education: Northfield High School Liaison: (10 hour/week position) Patrick Wigent
- Work with Carleton community to recruit and coordinate student volunteers for TORCH and other community engagement programs in the building.
- Orient volunteers with the NHS building, policies and assist with problem-solving on site.
- Serve as the contact and support between NHS personnel and Carleton volunteers.
- Serve as the main campus-community contact and support person for the TORCH program and other related programs, such as the ESL/Latino play festival.
- Devote a portion of CCCE work hours tutoring in the NHS building.
- Manage a system to track volunteers, programs, and volunteer hours.
- Publicize opportunities on campus and reach out to diverse groups and organizations.
- Respond to requests and feedback from NHS personnel.
- Problem-solve as issues arise with college students’ transportation, personnel conflicts and scheduling.
- Support relevant ACE courses as needed
- Participate in the Education Cohort.
2016-2017 Fellow Job Descriptions

Education: Northfield Reads and Counts/Greenvale Community School: (10 hour/week position) Lillie Cox

Must qualify for community based work-study
- Serve as the main staff contact and support person for the following CCCE programs: Kids for Conservation, Art Sprouts, and Greenvale Park Community School
- Devote a portion of CCCE work hours to visiting Greenvale Park Community School some weeks
- Attend meetings with Greenvale Park staff and community members
- Assist Community Based Work Study Coordinator with fall term new student tutor orientation.
- Facilitate one-on-one and small group orientations for tutors and volunteers throughout the academic year.
- Create a master schedule of all tutors and compile tutor schedules each term.
- Provide support in the planning and execution of tutoring workshops each term.
- Support tutors by addressing concerns, answering questions, and providing resources.
- Maintain the data base for completed background check forms.
- Assist with publicity for Reads and Counts and Greenvale Park including web page maintenance.
- Coordinate tutor and classroom teacher end of the year evaluations.
- Participate in the Education Cohort.

Education: TORCH College Access: (10 hour/week position) Victor Huerta

- Provide logistical support and oversight to the PSEO program.
- Offer logistical and practical guidance to Carleton TAs and TORCH students.
- Schedule check-ins with TAs; maintain clear communication about expectations.
- Provide logistical support to TORCH PSEO program by meeting regularly with TORCH staff
- Attend weekly TA sessions
- Provide meaningful college access opportunities for PSEO participants by offering college application and standardized testing support, one-time opportunities, and general post-secondary information
- Explore ways to expand and deepen PSEO experience for TORCH students and Carleton TAs
- Coordinate college access opportunities for school groups of all ages
- Support educational academic civic engagement projects
- Stay at Carleton over winter break and support educational programming and CCCE projects
- Support relevant ACE courses as needed
- Participate in the Education Cohort

Alternative Spring Break and One Time Events Coordinator: (10 hour/week position) Caleb Braun

- Coordinate requests for one-time volunteer events
- Organize one-time volunteer events for campus groups (RA devos, student athletes, TRIO, OIIL, etc...)
- Assist in the organization of CCCE events including the Activities Fair, program director trainings, Community Appreciation Lunch, Lighten Up, Careers in Social Justice panels
- Coordinate all aspects of the Alternative Spring Break program
- Create a weekly CCCE email digest
- Coordinate end of the term volunteer appreciation
- Update website as needed
- Provide admin support for the CCCE Fellowships program
2016-2017 Fellow Job Descriptions

Environment and Energy: (5 hour/week position) Rachel Cheung
- Work closely with the STA’s to tie campus initiatives to community initiatives
- Develop the environment and energy issue area web pages and hand out
- Attend local bike and transit events and find ways to connect students to these community initiatives
- Track engagement hours for environmental initiatives/programs
- Co-lead Campus Zero Waste initiative (support Lighten Up)

Environment and Energy: (7 hour/week position) Alex Adamczyk
- Support the Greater Northfield Sustainability Collaborative (GNSC) website and create the monthly GNSC newsletter
- Provide oversight to these programs: Carleton Clothing Connection, Arbor, Carleton Farm
- Plan the logistics for the MOSES conference during winter term
- Support the Carleton Student Organic Farm, including hiring, outreach, and special projects
- Write program evaluations once per term
- Co-facilitate the Environmental Alliance meetings
- Liaison to the GNSC

Food (Programs): (10 hour/week position) Kate Abram
- Work on food security, access and hunger issues
- Provide oversight to the following programs: Food Recovery, Gleaning, Eat the Lawn, Green Thumbs, Young Chefs, NMS garden
- Coordinate logistics for the Northfield Food Shelf program
- Provide logistical support to the Empty Bowls project-spring term
- Facilitate Carleton Food Alliance meetings
- Update the CCCE-food pages on the website as needed
- Track volunteer hours for food related programs and projects
- Write program evaluations once per term

Food (Procurement and Systems): (10 hour/week position) Perrin Stein
- Work on food procurement and food education issues
- Attend bi-weekly Carleton Food Alliance meetings
- Co-facilitate the Real Food Calculator working group
- Analyze calculator data and provide strategic vision for the food systems working group
- Connect RFC to relevant ACE courses (Stats consulting lab, Economics)
- Write articles for the CCCE website and other relevant outlets
- Track and write articles for Just Food’s Compost
- Provide logistical support to food related ACE courses
- Coordinate campus food tours
2016-2017 Fellow Job Descriptions

Food: (10 hour/week position) Sarah Goldman
- Food (Farming): (10 hour/week position)
- Track volunteer hours for food related programs and projects
- Write program evaluations once per term
- Provide logistical support for food related ACE courses
- Update the CCCE-food pages on the website as needed
- Work on sustainability and farming issues
- Support the Carleton Student Organic Farm
- Connect to the Cannon Valley Sustainable Farming Association and attend meetings when applicable
- Attend bi-weekly Carleton Food Alliance meetings
- Earth Day organization and recruitment

Organizational and Administrative Support: (10 hour/week position) Jonah Kan
- Facilitate organization of the Center for Community and Civic Engagement and its schedules, meetings, and resources, serve as a resource for other staff on office/campus procedures
- Coordinate professional staff meetings, student staff meetings, office cleaning, and snack purchases
- Compile scheduled office hours for CCCE Fellows; evaluate weekly coverage
- Provide administrative support for professional staff
- Investigate civic engagement opportunities for students including conferences and post-graduation options
- Coordinate CCCE Fellow interviewing and hiring for new and returning applicants
- Write feature articles for CCCE newsletter and social media outlets

Political Engagement and Activism: (10 hour/week position) Peter Bruno
- Organize political opportunities for students including attendance at caucuses, candidate forums for local and state leaders, and get out the vote campaigns
- Support the Project Pericles leadership program by recruiting students for trainings and organizing the letter writing campaign
- Connect with other student organizations on campus to serve as a hub for information flow about ways to be politically civically engaged.
- Encourage collaboration between different student political organizations and work with student organizations to plan events
- Maintain the political engagement email list and calendar as well as a list of active student political and activist organizations
- Support relevant ACE courses as needed
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Publicity: (10 hour/week position) Maya Margolis
Assist with publicity for service and civic engagement opportunities and help PDs recruit volunteers
• Create the weekly Center for Community and Civic Engagement bulletin, communication with the Carletonian, and serve as publicity liaison with local media
• Write Articles about work going on in the CCCE
• Coordinate photographic documentation for CCCE events and programs
• Create impactful, eye-catching posters/publicity campaigns
• Apply knowledge of graphic art and design
• Keep website home page updated
• Participate in the Communications Cohort

Health: (10 hour/week position) Cynthia Chang
• Provide support to the following programs: Carls Against Cancer, Red Cross Blood Drive, Northfield Hospital and Minds on Stage
• Check in with program directors and write program evaluations once per term
• Manage public health listservs and publicize health related events
• Coordinate the Public Lunch Series (one per term)
• Facilitate the summer internships in Health panel
• Liaison to health related students orgs and campus offices (SHAC, Mind Up, EMT, etc..)
• Help with outreach for summer internship program
• Track volunteer hours for health related programs and projects

HealthFinders: (10 hour/week position) Joyce Kim
Must qualify for community based work-study and have prior experience with HealthFinders
• Be a liaison to HealthFinders staff and the CCCE
• Host 1-2 information sessions per year on interning at HealthFinders
• Process HealthFinders’ applications and help conduct and set up interviews
• Track HealthFinders interns and update spreadsheet
• Set up a transportation system for HealthFinders volunteers
• Provide orientation and training for volunteers with the help of HealthFinders staff
• Coordinate reflection session for HealthFinders student volunteers once per term
• Write program evaluation once per term
• Coordinate schedule and transportation for childcare interns (St. Olaf and Carleton)
• Work with childcare interns and create lesson plan per term
Community Development Programs

Adopt-a-Grandparent
Adopt-a-Grandparent matches college volunteers with elderly residents living at Three Links Care Center. The goal of the program is to foster intergenerational friendships that give college students a connection to the Northfield community and give senior citizens companionship. Activities include conversing, reading aloud, playing cards, and participating in group outings.

Adult ELL
The ELL tutoring program places tutors with small groups of adults who are English Language Learners (ELL). Tutors lend support and practice during free Wednesday evening classes in the Weitz Center under a teacher’s supervision. Students are Northfield residents who have recently immigrated to the U.S. Previous ELL and language experience is not required.

Books for Africa*
Books for Africa is a Minnesota-based program that sends books to schools and libraries in 22 countries across Africa. Volunteers collect and pack books collected from the Carleton community. Twice a term, volunteers drive up to the organization’s St. Paul warehouse to deliver the donated books. The volunteers spend the mornings at the warehouse sorting out damaged, outdated, and problematic books from ones to be shipped to educational facilities overseas.

College Buddies
College Buddies matches college volunteers with a resident from Laura Baker, a nearby home for adults with developmental disabilities. The goal of the program is to foster a relationship with your buddy in order to aid them in developing skills as well as making them feel a part of the community by having a great friend to talk to and do activities with. Volunteers are paired with buddies on the basis of interests, for example, music, biking, movies, crossword puzzles, etc.

Humane Society
The Carleton Humane Society’s goal is dedicated to improving the lives of domestic animals through education and service. Volunteers visit the Prairie’s Edge Humane Society (PEHS) in Faribault and work directly with the animals, as well as performing small tasks for the shelter.

Ruth’s House of Hope
Ruth’s House, an emergency and transitional housing program in Faribault, offers 9 family units for homeless women and their children and also several units of off-site supportive housing within the community. This housing program offers women and families space and time to begin healing and rebuilding their lives. Volunteers assist with a variety of tasks, such as supervising children and sorting donations.

Special Olympics
Volunteers help with the Northfield Special Olympics team practices in bowling, swimming, basketball, and track & field. They can also work at competitions in these sports, helping with scoring, officiating, organization, and other things. Volunteers who want a higher level of involvement can become certified coaches.

TOPSoccer
TOPSoccer is a community-based soccer program that is designed to meet the needs of children ages eight and older with physical and/or mental disabilities. The program is geared toward player development rather than competition. Volunteers assist with practices and have opportunities to develop lasting friendships with athletes.

Volunteer Interpreter Service
The Volunteer Interpreter Service (VIS) is intended to make it easier for local non-English speakers to access health, legal, educational, employment and social services. Highlights from this year include translating information for the City Building Commissioner and translating a recommendation for a Northfield High School student who was applying the Rotary program.
### Art Sprouts
Formerly called Budding Naturalists, Art Sprouts is a mentoring and environmental education program for elementary aged students at Greenvale School. Each week, Carleton volunteers lead nature inspired arts and craft activities or other hands on projects to get kids outside and interested in nature starting at a young age. The group also hosts trips to Carleton’s arboretum at least once a term.

### Arts Connection
Formerly called Project Eye to Eye, Arts Connection’s mission is to improve the life of every person with a learning disability. We fulfill our mission by partnering with the Middle School Youth Center to support and grow a youth mentoring program run by and for those with learning differences, and by organizing advocates to support the full inclusion of people with learning disabilities and ADHD in all aspects of society.

### Faribault ACT Prep
Carleton students lead an ACT prep class on Wednesdays at Faribault High School. Carleton students work with groups of 1 - 6 Faribault High School students, mostly juniors, on specific ACT subjects and testing skills.

### Faribault High School CAST
CAST (College Ambitions Start Today) is a program that works with students at Faribault High School. The program is a high school leadership and college access program aimed at supporting students in their post-high school goals. Each week, Carleton students lead activities such as resume-building, career quizzes, and scholarship applications.

### Faribault Science Club
Faribault Science Club allows middle school students to explore the physical world by playing around with everyday stuff. Activities range from making slime to building spectroscopes to solving CSI cases. The program’s primary goals are to get the kids to wonder why and how things work the way they do, have fun, develop strong relationships with positive role models, gain confidence, and become familiar with the scientific method along the way.

### Girls Who Code
Girls Code aims to energize middle school girls about coding through programming projects, fun games, and mentorship. Once a week, students from Carleton College lead activities, such as writing programs using Code.org or Scratch, with a group middle school girls. The program’s goals are to get girls excited about coding, build a supportive and trusting community with strong relationships, and open up a space for middle school students to let loose, take risks, and gain confidence. Girls Who Code meets at both Northfield Middle School and Faribault Middle School.

### Kids for Conservation
Kids for Conservation places Carleton volunteers in elementary school classrooms to give exciting and interactive lessons about environmental issues. Some volunteers design the theme and content of each lesson plan while others go into classrooms once a week and teach. The lessons took place in two classrooms at Bridgewater Elementary, three at Sibley Elementary, and one at Greenvale Park Elementary.

### Korean Adoptee Program
The goal of this program, organized by the Korean Students Association (KSA), is to provide Korean-adopted children exposure to Korean culture and language, in addition to providing mentoring by positive role models. Mentors meet the children twice a month on Carleton’s campus. In addition to building relationships with the children, KAP also organizes events to facilitate cultural learning.
Education and Youth Development Programs (Cont.)

Middle School Youth Center
The Middle School Youth Center provides homework help and after school programming to middle school students from 3 to 5pm Monday-Thursday. The Center offers an array of games and activities for students to engage in, as well as space for students to stimulate their active imaginations. Volunteers provide tutoring during homework help and assist with programming.

Paper Airplanes
With our tutoring program, Syrian students are matched with a one-on-one tutor who meets with them twice a week over Skype for a semester. Our program has helped Syrians reach their target TOEFL and IELTS scores. Perhaps even more importantly, it has created lasting relationships between Syrian and American students, helping bridge cultural borders in pursuance of a more peaceful world.

Project Friendship
Established in 1965, Project Friendship matches college students with elementary school youth (grades 2nd-7th) from the Northfield schools. The goal of the program is to develop strong friendships between college students and children who need such role models. Pairs meet once a week, and additionally participate with other pairs in a large group activity a few times a term.

Tutoring Hotline
The CCCE Volunteer Tutoring Hotline is a free tutoring program that matches Carleton student volunteers with Northfield students of all ages in need of one-on-one academic assistance in any subject. Approved tutors sign up for specific tutoring requests depending on their academic interests and availability, and will meet with students for about one hour, once a week. Tutoring sessions are individualized to the student’s needs and may include review of concepts, preparation for upcoming tests, or homework help.

WomenCircle
WomenCircle is a supportive group of college women and middle school girls that is centered on building self-esteem and providing guidance through the transition into young adulthood. Volunteers create and facilitate activities and discussions for each session. In past sessions, volunteers have lead discussions about healthy communication, relationships, bullying, and menstruation.

Environment & Energy Programs

 Adopt-a-River*
Adopt-a-River is an event-based program that works in collaboration with the Carleton Cowling Arboretum and Cannon River Watershed Project to help cleanup Northfield's Cannon River annually. The river flows through a residential area and picks up a large amount of trash along the way, so volunteers spent a Saturday morning picking up trash in and along the Cannon.

 Arbor*
Arbor is an event-based program devoted to learning about the environment while aiding in the restoration and management of the Carleton Cowling Arboretum. Activities include collecting prairie and forest seeds and nuts, removing brush and trash, and planting and protecting native tree seedlings. Volunteers spend two or three Saturday mornings a term working in the Arb to maintain this expansive natural preserve.
Carleton Clothing Connection
The Carleton Clothing Connection collects donated clothing from Carleton students for MNIC, a public charter school in the Twin Cities supporting low-income teenagers. Students at Carleton collect and sort donated clothing that is distributed to MNIC students.

Energy Club
Energy Club is a group for students, faculty, and staff interested in energy conservation, energy efficiency and renewable energy technologies. The club involves current discussions from the news, local initiatives in the Northfield community with Community Solar, hands on learning about energy technology in the lab, and fielding the community wide Energy Symposium in the spring. Volunteers publicize and negotiate with local businesses about buying into the new community solar garden. Club members meet weekly.

Food Programs

CAC Food Shelf*
Carleton has had a longstanding relationship with Northfield's CAC and the Food Shelf. Students are given the opportunity to sign up for volunteer slots to stock shelves, lead clients through the pantry, and whatever else is needed of them.

Eat the Lawn
Eat the Lawn is a unique edible landscape on campus, designed, cared for, and eaten by students. Occupying a plot next to the Language and Dining Center and Meyers Hall, it is a community food project in which students maintain a produce garden plot, the output of which is open to all students and community members to pick themselves and eat.

Food Recovery Network
Food Recovery Network unites students on college campuses to fight waste and feed people by donating the surplus unsold food from their colleges and donating it to hungry Americans. Each chapter works with on-campus dining halls and other, off-campus eateries to divert food from the landfill to community members in need, while also raising awareness on issues of food waste and hunger in America.

Gleaning
Students travel to local farms and orchards to harvest donated produce for the CAC Food Shelf. This year, students gleaned for Thursday’s Table, a program through the NCAC, and Fruits of the City.

Green Thumbs
Green Thumbs is an educational gardening program for elementary school-aged children (3rd or 4th grade) run through the Greenvale Community School. As part of after-school programming, Carleton students spend fall and winter creating and teaching an integrated curriculum of biology, gardening skills, ecology, sustainability, and more. The students then design and plant a garden in the spring, and harvest in the fall, integrating cooking and food education as they eat their produce.

NMS Gardeners
NMS-Gardeners, a sister organization of Young Chefs, aims to inspire and empower youth through the cultivation of an edible garden. Weaving together hands-on activities in both the garden and kitchen, we work to connect students with nature while also highlighting the value of sustainable and healthy food. The garden also serves as an edible laboratory to explore basic science. NMS-Gardeners visits the Northfield Middle School 1 time per week.

Young Chefs
This program connects college students with middle school youth in an attempt to share and learn collaboratively about food literacy. Working with after-school programs in Faribault and Northfield Middle Schools, they provide combined cooking and science lessons that focus both on creating a healthy, celebratory food culture and individual empowerment of the students.
Health Programs

Carls Against Cancer*  Carls Against Cancer is a program that works with Carleton College swim team to sponsor the Ted Mullin Hour of Power Relay which raises money for sarcoma research. Throughout the year, the group works on other projects to fund cancer research. Volunteers help for a few hours a week once a term marketing the event, selling merchandise, and soliciting donations.

Northfield Hospital  Volunteers with the Northfield Hospital can provide one-on-one companionship with residents, or lead group activities such as exercising, bingo, or reading. Other volunteers can do clerical assignments for hospital departments such as radiology and community education, as well as work in the Emergency Room. Before volunteering, all volunteers must undergo an orientation at the hospital.

Red Cross Blood Drive*  Student volunteers work with Red Cross staff to coordinate and run the two-day drive once a term. Donors are recruited from among the Carleton student body, faculty, staff, and Northfield community members. Student volunteers coordinate donations of food from local restaurants, help with advertising, and sign in and greet donors.

HOPE Center  The HOPE Center acts as an advocate for sexual assault survivors, battered women, and abused children. Open-minded and caring volunteers participate in a free 40-hour training program that educates them about violence in the community, the needs of survivors, and equips them to answer calls on the 24-hour SafeLine.

HealthFinders  HealthFinders works to be an access point to anyone looking to get healthy in greater Rice County. Patient Advocacy, referrals, and wellness programs reach out to all those looking to access health or health care. At this time, HealthFinders’ clinical programs are limited to those who are uninsured or underinsured. Students work with us in numerous positions that vary widely in the time commitment required, the skills needed, and the type of work performed.

*Not a regular volunteer schedule/event-based program
Alternative Spring Break Trips

Carleton’s Alternative Spring Break (ASB) program, which has been in place for over 20 years, gives students the opportunity to dedicate a week to service and community-based learning. Not only do students volunteer their time to work on building projects in communities of need, they also learn from local residents about the communities’ cultures. Through readings, group discussions, and conversations with community partners, students deepen their understanding of the issues—including poverty, housing, and sustainability—that shape the communities they visit.

Higher Education Access – Tackling Obstacles, Raising College Hopes (TORCH)

TORCH is an academic support program aimed at improving the high school graduation and college enrollment rates of Northfield students who come from a low-income or minority background and/or would be the first generation in their family to attend college. Each semester, Carleton partners with the Northfield High School to support a group of TORCH juniors and seniors as they enroll in college level courses online at Riverland Community College through the PSEO program. These students meet with a Carleton Student Teaching Assistant once a week to ensure that they have the support necessary to complete each week’s assignments as well as to gain information about the demands and expectations of college from the teaching assistants. Additionally, the CCCE works with the TORCH program to create effective after school homework help programming, individual tutoring matches, and more holistic mentoring support from Carleton students.

Science Literacy Initiatives

GeoScience Support
One of the most consistently failed classes in the Northfield middle school is eighth grade geological studies, and often, TORCH students find this class especially difficult. To mitigate the difficulty of this class, a group of Carleton geology majors met with a group of eighth grade students once a week to work on geoscience homework, labs and concepts.

Science Olympiad
As part of Carleton coursework, a group of Carleton students led a team of Northfield middle school students as they prepared to compete in the regional Science Olympiad competition.

Summer Programs

Summer STEAM
Carleton partnered with Faribault public schools, a team of local non-profit organizations, and Community Education to develop the Summer Science, Technology, Engineering, Arts and Mathematics (STEAM) program. This program is free for students and designed to be both educational and enriching for underserved students in the community.

TORCH Summer Enrichment
There are a number of resources on the Carleton campus that many TORCH students benefit from experiencing. On a year-to-year basis, the CCCE supports various summer enrichment activities for TORCH students. Past projects have included science research in the Carleton arboretum and a Young Astronomer’s club using the Carleton observatory.

SummerBLAST
SummerBLAST is a seven-week summer program for at-risk middle school students supported by a collaboration between Targeted Services of the Northfield School District and the CCCE. Students have the opportunity to receive free educational and enrichment programming that takes place at the Northfield Middle School and on Carleton’s campus.

Puzak Summer Internships
The Puzak Fund for Experiential Learning and Community Engagement provides students with the opportunity to continue ACE projects and internships from the academic year into the summer by awarding them a summer stipend.

Sesquicentennial Community Fellows
To celebrate the College’s 150th anniversary, this year the CCCE will host a small team of Sesquicentennial Community Fellows, each of whom will complete in our local community 150 hours of meaningful work. To honor Carleton’s 150 years of commitment to community engagement, the CCCE will outline a process to ensure that the Fellows meet real community needs and work with established local community partners. This $7,315 allocation will enable 5 Fellows to work 150 hours over winter ‘16 or summer ‘17 break.
Social Change Wheel: Models of Community Involvement

(activities that help make the world a little brighter for everyone):
- Hiking, taking public transportation or carpooling to work or school
- Shopping at stores which give back to the communities they are located in directly
- Visiting the website TheHungerSite.com each day to order free food for the hungry
- Recycling paper, aluminum, glass, newspapers, plastic, etc.

(activities which raise awareness and/or change people's actions or attitudes about important social issues utilizing a range of educational approaches):
- Speaking to community groups about homelessness, crime and recycling in their local community
- Educating community groups through theater on AIDS/HIV prevention strategies or human rights issues
- Developing experimental workshops for groups to increase multicultural understanding

(activities which identify and increase the human and/or economic assets of a neighborhood/community):
- Completing a neighborhood assets inventory
- Assisting with small business development or job skills development
- Offering leadership workshops to local residents
- Working to set up health care clinics and training community members on public health issues.

(activities that mobilize people to influence public policy through formal political channels—campaign work, voting, voter registration):
- Organizing voter registration drives
- Working on a political campaign
- Creating or distributing candidates' profiles including records of support on various public issues

(activities that use confrontation or public disobedience as a strategy for raising awareness of an issue or to change policy):
- Picketing or holding a candlelight vigil at the state capital
- Participating in Take Back the Night rallies and marches to protest sexual and domestic violence
- Organizing rallies to demand support for programs benefiting disadvantaged or underserved children

Adapted by Career & Community Learning Center, University of Minnesota from a publication by Minnesota Campus Compact, 1999
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ACTION STAR
(adapted from Minnesota Campus Compact)

Before acting, consider:

Power
Where is power held (structural, financial, positional)?
Who has the influence/control to make decisions?

Message/Story
What is the vision we are trying to create?
What are the institutional narratives and community narratives about the issue? What is our change narrative?

Relationships
Who needs to be at the table? What relationships do we have or need to develop?

History
What has already been done? What succeeded?
What failed? What can we build upon?

Resources
What resources do we need to address the issue (time, money, space, skills, etc.)?