65th Street Corridor Collaborative Community Project

California State University, Sacramento Service-Learning Program

Tutoring/Mentoring Program at:

Hiram Johnson High School (HJHS)  
Will C. Wood Middle School (WCW)

65th Corridor Staff  
Dr. Greg Mark, Principal Investigator  
Dr. Greg Kim-Ju, Principal Investigator  
Dr. Julie Lopez Figueroa, Fieldtrip Coordinator  
Dr. Wayne Maeda, Community Advocate  
Anne Thomas, Ethnic Studies Administrative Assistant

Student Coordinators:  
Fahm Saelee, Program Coordinator  
Jocelyn Merino, HJHS Tutorial Coordinator  
Hien Nguyen, WCW Tutorial Coordinator  
Lisa Hernandez-Vargas, Graduate Student Fieldtrip Coordinator

Information Handbook:  
Spring 2009
TUTORING/MENTORING PROGRAM
DATES TO REMEMBER:

ORIENTATION:

Friday, February 6: Orientation Session – CSUS Amador 260 - 1:00-3:30pm
Saturday, February 7: Make-up Orientation Session – Amador 305 – 10am – 12pm

TRAINING SESSIONS – ON-SITE PLACEMENT:

Friday, February 13: Training Session - HJHS Library - 3:30-5:00pm,
(HJHS tutors only)
OR
Friday, February 13: Training Session - WCW M-29 - 2:30-4:00pm,
(WCW tutors only)

REFLECTION SESSIONS:

Wednesday, March 11: Reflection Session 1A—CSUS Amador 252 - 3:00-5:00pm, OR
Thursday, March 12: Reflection Session 1B—CSUS Amador 309 - 4:30-6:30pm

Wednesday, May 6: Reflection Session 2A— CSUS Amador 252 - 3:00-5:00pm, OR
Thursday, May 7: Reflection Session 2B— CSUS Amador 309 - 4:30-6:30pm

PROGRAM START DATE AND OTHER IMPORTANT DATES:

Wednesday, February 11: Turn in Completed Documents listed on pg. 3 of this handbook

Monday, February 23: Tutors/Mentors Begin Service

Friday, February 27: Turn in Completed Student Service Learning Agreement (SSLA) to Amador 463 (by 4pm)

Monday, March 30 – Friday April 3: CSUS Spring Break (Tutoring is Optional)

Monday, April 6 – Friday April 10: WCW/HJHS Spring Break (NO Tutoring)

Friday, May 15: Turn in All Required Paperwork: Time Log, Evaluations, and Final Reflection Paper to Amador 463 (by 4pm)
List of REQUIRED Documents

Service Learning Program - Spring 2009
65th Street Corridor Community Collaborative Project

All documents must be turned in to Amador Hall, Room 463 by 4pm no later than the due dates listed below in order for you to participate in the program and receive credit. All of the forms below can be found online at http://www.csus.edu/indiv/k/kimjug/PSY195F/195F.htm

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<td>o SCUSD Volunteer Registration Form</td>
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<td>o Volunteer Interest Form (Complete Photo Release Box Only)</td>
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<td>o SCUSD Volunteer Sex Offender Check Authorization Form</td>
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<td>o Student Availability Schedule Form (HJ or WCW)</td>
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<td>o Copy of Driver’s License</td>
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<td>o Tuberculosis Test Results (page 6 of Information Handbook)</td>
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<td>o Service Learning Student Emergency Contact and Information Form</td>
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<td>o Service Learning Student Conduct Guidelines and Limitations</td>
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<td>o Informed Consent, Agreement, Release, Waiver of Liability, and Assumption of Risk</td>
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<td>o 2 page Reflection Paper (page 5 and 6 of Information Handbook)</td>
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<td>o Sacramento State Student Service Learning Time Log (Appendix B) (page 12 of Information Handbook)</td>
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<td>o Service Learning Placement Evaluation (Appendix C) (page 13 and 14 of Information Handbook)</td>
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MISSION STATEMENT
The mission of the Tutoring/Mentoring Program is to make a positive difference in the educational attainment and lives of community youth while simultaneously providing undergraduate students a valuable learning experience that inspires future service to youth and the community. The Tutoring/Mentoring Program is part of the Service-Learning partnership between the Department of Ethnic Studies at California State University, Sacramento and Hiram Johnson High School (HJHS) and Will C. Wood Middle School (WCW) as well as the surrounding communities where Sacramento State University students, faculty and staff are meaningfully engaged in a partnership to provide for the valuable experience and education of our students and for the empowerment of youth and the community.

PROGRAM GOALS AND OBJECTIVES
- To tutor middle school and high school students in Math, English, Ethnic Studies, Foreign Languages, and the Sciences.
- To mentor middle school and high school students in becoming successful students and bridging their access to higher education.
- To raise awareness of diversity and educational issues.
- To provide opportunities for practical application of knowledge in diverse settings.
- To provide leadership opportunities to higher education students.
- To promote university collaboration and community partnerships.

BACKGROUND INFORMATION
Ethnic Studies has a rich tradition of giving back to the communities from which we all come. Beginning with the introduction of the first Ethnic Studies classes at San Francisco State University and the University of California, Berkeley in 1969, students and faculty alike believed that our efforts would be exploitative in nature without providing meaningful services to the communities we study. Over the last few years, the Department of Ethnic Studies at California State University, Sacramento has committed itself to becoming engaged in the communities surrounding our University.

Hiram Johnson High School and its surrounding community were selected by the Department to be the community we would be engaged in. In the spring of 2002, students from the Department worked with the Healthy Start office at Hiram Johnson High School to administer a door-to-door Needs Assessment Survey. Once completed, the Department of Ethnic Studies used the findings to determine where our efforts could be the most useful. Beginning in the fall of 2002, an Ethnic Studies class was taught to four sections of Hiram Johnson High School Freshman by Instructor James Fabionar and a team of Sacramento State undergraduate and graduate students.

Data showed that Hiram Johnson High School and Will C. Wood Middle School students benefited from the extra assistance of university students serving as tutors in the areas most highly tested in mandatory standardized tests: English and Math. Beginning in the spring of 2003, the Ethnic Studies launched its English and Math Tutoring/Mentoring Program at Hiram Johnson High School and Will C. Wood Middle School and received incredible feedback from the teachers and administrators of these schools. The middle and high school students benefited greatly from having extra help from university students; university students benefited greatly from their experiences in the community.
TRAINING

Attendance at Orientation and Training Sessions is required for all service-learners. The Orientation Session is designed to familiarize you with the history and culture of the schools you will be serving. This training session discusses the social, racial and economic shifts that have occurred at Hiram Johnson High School and Will C. Wood Middle School and their surrounding communities. This training session also defines service-learning and describes the history of service-learning in Ethnic Studies. You will be given an account of the creation of Ethnic Studies and the Third World Liberation Front and its strong ties to community service. At this training, you will also be introduced to the principals of each school. The on-site Training Session provides you with the tutoring and mentoring tools you need when you step into the classroom. You are also given the opportunity to meet and hear from teachers at your site concerning your roles as tutors and mentors and from past tutors regarding their experiences. You will then participate in small group sessions with teachers and principals discussing your role as a tutor/mentor, the type of experience you may have, and the overall program.

REQUIREMENTS OF THE PROGRAM

Pre-Service Requirements
Prior to service all tutors must have completed all of the following:
- Attend all training sessions. See your tutorial coordinator if you have any time conflicts.
- Complete the Pre-Service Surveys.
- Complete all mandatory background checks and safety procedures required by the assigned site.
- Provide current TB test and copy of driver’s license.

NOTE: If you are enrolled for a course or participating in lieu of an assignment, you should speak to your instructor about requirements.

Journal Requirements
An essential and valuable element of the service-learning experience involves journal reflections. You are required to respond to several journal questions during the 10-week program. The journal questions are designed for you to reflect on your experiences as a tutor in relation to educational and diversity issues and to evaluate the shared experiences that you may have with other tutors. This is also an opportunity for you to voice your impressions of the program’s strengths and weaknesses.

Reflection Requirements

Reflection Sessions
An essential and valuable element of the service-learning experience involves the guided reflection sessions where you are given the opportunity to share your experiences and make connections between the community experience and content in your college courses. Reflection Session #1 is designed to provide a forum to discuss any problems and observations that may have arisen during the first few weeks of tutoring and allows you to “own” the program by developing it together. It also focuses on learning from each other and sharing what you have learned from the students you are tutoring. Reflection Session #2 will take place at the end of the 10-week period. This session is designed for you to analyze and make broader connections between what your experiences as a tutor may mean in relation to what you are learning in your college coursework. You will also have an opportunity to share your impressions on the strengths and weaknesses of the Tutoring/Mentoring Program. Note: You are required to attend one of the dates for Reflection Session #1 and one of the dates for Reflection Session #2.
Reflection Paper
You are required to write a short (2 pages) final Reflection Paper to be turned in at the final reflection session. This paper should be informal and discuss the experience you have had as a service-learner during your time in the program. You may want to consider the following questions when writing this paper as possible starting points; however you are free to explore your own questions:

- In what ways did your involvement in this program benefit your personal, academic and/or professional development?
- What similarities do you perceive between you and the people you are serving?
- How can you positively impact educational/diversity issues at your school (from the level of individuals, communities, education, and government)?
- What issues did you become more aware of that affect student success/failure at your school? What do you perceive as underlying issues, and why do they exist?
- Do you think that this program is helping to deal with any of the problems facing these institutions (schools)? If so, how? If not, how could we be doing better?

Documentation Requirements
Tutors are required to use the included Sacramento State Student Service Time Log (APPENDIX B) to document their hours of service throughout the 10-week service period.

Tutors are also required to have their site supervisor (teacher at site) complete the included Site Supervisor Evaluation (APPENDIX C) at the end of the service. If tutors are working with more than one teacher, tutors should use a separate Site Supervisor Evaluation for each.

TB TESTING!
Every person participating in the Service Learning Program is required to take a TB test.

WHAT is it: Tuberculosis Skin Test. It’s a simple skin test on the arm that only takes a couple minutes.

WHERE to get it: It’s FREE at the Student Health Center at CSUS. No appointment needed!

WHEN to get it: You must go to the health center twice. The first time is for the initial testing. You must return 48-72 hours later, for the reading of the results.

The Student Health Center is open for the initial TB test during these times:
M & Tue – 8:00am-11:00am
Wed – 2:00pm – 4:00pm
Fridays – 2:00pm – 4:00 pm

*No initial TB tests given on Thursdays! Readings of the results are done Monday through Friday.
* Appointments available for immunizations on Tuesdays from 2:00pm – 4:00pm. Call 916-278-6461 to schedule.

Bring your Student ID to the Health Center with you!
PRACTICAL TIPS FOR TUTORS/MENTORS

- **Remember that you don’t have to be an “authority” or an “expert.”** Rather, you can consider yourself a partner in a mutual learning process that, at best, is beneficial to both you and those with whom you come in contact.

- **Balance desires and realistic expectations.** Keep alive your desire to be helpful and to make a difference in the world. However, remember that the issues which people face are complex and multifaceted, and whole solutions may require a larger system of support. Also, keep in mind that change is a process that takes time, and each step in that process is worthwhile.

- **Avoid creating a negative self-fulfilling prophecy.** Realize that sometimes community learning experiences are accompanied by an initial questioning of your own values, privileges, and life experiences.

- **Allow time for adjusting.** Give yourself time, space, and support for your personal, emotional, and intellectual growth and adjustment during the community service process.

- **Use recommended resources available to you.** The better use you make of resources, the better prepared you will feel. Your professors, other staff, and experienced student colleagues may also recommend additional resources to you.

- **Get advice when in doubt.** When you are feeling personally responsible for an uncomfortable situation, or when you are feeling particularly bothered by something and are not sure whether to take it personally, or are not sure what to do about it, consult as soon as possible with one of your community learning advisers, administrators, professors, or counselors.

- **Seek additional support when you need it.** Reach out to those who are in place to assist you in the community service process. When you feel that you need to, seek the administrators, staff members, professors, and student colleagues who have made themselves available to listen and provide support.

- **Communicate with your classroom teacher.** Good communication between your program coordinator, classroom teacher, and yourself makes for a successful program.
WHAT THE HJHS & WCW TEACHERS HAVE HAD TO SAY

Below are some comments from the teachers at Hiram Johnson High School and Will C. Wood regarding the tutors and the program:

“My students with special needs (ADD) do very well with 1 on 1 attention. They both appreciated having the extra help and joyfully great Ms. Breeden when they walked into the classroom.” — S. Yeager, 8th Grade Science, Will C. Wood Middle School

“The service learners allow more of my students to get one-on-one attention. I hope this program continues until I retire...in 11 years!” — M. Lucht, RSP Language Arts and Math, Will C. Wood Middle School

“My students looked up to the college students; they are good role models to high school kids. Thanks.” — L. Matsumoto, Algebra, Hiram Johnson High School

“My students and I look forward to the days our service learner is scheduled to work with us. He has a wonderful personality and takes the initiative in assisting students with assignments.” — L. Torres, Math, Will C. Wood Middle School

“It was great to have the extra help and attention for my students—the students love working with someone they think they can relate to better.” — K. Sours, Algebra, Hiram Johnson High School

SOME COMMENTS FROM PAST TUTORS

Below is a selection of comments from CSUS students who have participated in the program.

“The students were able to connect with me in ways [other than academic] because of my age, ethnicity and understanding. When I first introduced myself, I let them know English was not my first language. This is what helped me connect with them. It felt wonderful” — Guadalupe

“I found that when I allowed myself to open up to these students most did the same in return. I think this affected the way they acted in class after this. Knowing that they could relate to me in a number of ways in which they probably never imagined, made them a little more comfortable with me and settled in class.” — Silvia

This class has changed my life, and I hope [the students I worked with] can say the same of me.” — Kara

“What I was learning in Chicano and Latino Studies was unfolding in front of me. I feel that this was a great experience. It truly brought what we were learning in the classroom to life and it made me have a whole different understanding and perspective that I wouldn’t have gotten if I had not been given the chance to participate in the program.” — Jocelyn

“This community learning experience was very relevant to my Ethnic Studies class. I saw the conditions that the school was in and used to be in. I got to know some of the students’ backgrounds and what type of environment they were growing up in.” — Silvia

“My experience was inspiring because I have always wanted to teach and this experience put me that much closer to a career as an educator.” — Julie

“This experience has helped me out a lot because I have learned what my purpose really is in this world, and that is to help others so that they can be successful—and so they can pass it on to future generations.” — Julio
### BELL SCHEDULES

**Hiram Johnson High School**

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<td><strong>2 Period</strong> 10:17-11:02</td>
<td><strong>1 Period</strong> 8:30-10:25</td>
<td><strong>2 Period</strong> 8:30-10:25</td>
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<td><strong>3 Period</strong> 11:09-11:54</td>
<td><strong>3 Period</strong> 10:32-12:27</td>
<td><strong>4 Period</strong> 10:32-12:27</td>
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<td><strong>4 Period</strong> 12:01-12:46</td>
<td><strong>Lunch</strong> 12:27-1:03</td>
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<td><strong>Lunch</strong> 12:46-1:22</td>
<td><strong>5 Period</strong> 1:10-3:05</td>
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<td><strong>5 Period</strong> 1:29-2:14</td>
<td><strong>7 Period</strong> 3:12-4:20</td>
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<td><strong>6 Period</strong> 2:21-3:06</td>
<td><strong>8 Period</strong> 4:27-5:35</td>
<td><strong>8 Period</strong> 4:27-5:35</td>
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<td><strong>7 Period</strong> 3:13-4:21</td>
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<td><strong>8 Period</strong> 4:28-5:36</td>
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**Will C. Wood Middle School**

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<td><strong>1 Period</strong> 8:15-8:51</td>
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<td><strong>2 Period</strong> 9:11-10:01</td>
<td><strong>2 Period</strong> 8:56-9:32</td>
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<td><strong>3 Period</strong> 10:06-10:56</td>
<td><strong>3 Period</strong> 9:37-10:13</td>
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<td><strong>4 Period (class)</strong> 11:01-11:51</td>
<td><strong>4/5 Period</strong> 10:18-10:54</td>
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<td><strong>4 Period (lunch)</strong> 11:01-11:31</td>
<td><strong>6 Period</strong> 10:59-11:35</td>
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<td><strong>5 Period (class)</strong> 11:36-12:26</td>
<td><strong>7 Period</strong> 11:40-12:15</td>
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<td><strong>5 Period (lunch)</strong> 11:56-12:26</td>
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<td><strong>6 Period</strong> 12:31-1:21</td>
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<td><strong>7 Period</strong> 1:26-2:16</td>
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**FOR ANY QUESTIONS:**
Throughout the service-learning experience, feel free to contact Program Coordinator, Fahm Saelee at 65thCorridor.Fahm@gmail.com. You may also contact HJHS Tutorial Coordinator, Jocelyn Merino at 65thCorridor.Jocelyn@gmail.com and WCW Tutorial Coordinator, Hien Nguyen at 65thCorridor.Hien@gmail.com.
DEPARTMENT OF ETHNIC STUDIES
Sacramento State University
Student Service Learning Agreement (SSLA)

The SSLA form is **REQUIRED** of all students who participate in a service-learning course or in a service-learning program as part of a course. The SSLA form is to be completed by the student **AFTER** discussion with his/her site supervisor (teacher at the site). After the student and site supervisor have signed the SSLA indicating mutual agreement to its contents, the student must also have his/her course instructor sign the SSLA after reviewing and agreeing to its contents. The student should then return the SSLA to his/her program coordinator. The SSLA is due to Amador 463 by 4pm Friday 02/27, the end of the first week of service. The student is responsible for returning the original to his/her program/site coordinator, making and distributing copies to the site supervisor, course instructor and for his/her records. If tutors are working with more than one teacher at the site, tutors should use a separate SSLA form for each.

**STUDENT INFORMATION**

Student Name:_________________________________________  Student ID#:
________________________________________________________________________

Address:
________________________________________________________________________
________________________________________________________________________

Phone:________________________________  Email:__________________________________

**COURSE/INSTRUCTOR INFORMATION**

Course Name:________________________________________________________________
Course Number:_________________________  Section #:_________________________  Semester/Year:_________________________
Instructor:_________________________________________________________________
Phone:________________________________  Email:__________________________________

**AGENCY/SITE SUPERVISOR INFORMATION**

Agency/Site:________________________________________________________________
Address:
________________________________________________________________________

Site Supervisor: (Teacher @ Site):______________________________________________
Phone:________________________________  Email:__________________________________

**Learning Objectives:** What do you hope to learn from the service-learning experience? The learning objectives should be based on the service needs of the agency and on the student’s learning.

1. ________________________________________________________________________

2. ________________________________________________________________________

3. ________________________________________________________________________

**Service Objectives:** Identify and describe the type of service activities in which you will be engaged. Be as specific as possible in describing your responsibilities and duties. You can often get this information from training, your course syllabus and after your initial meeting with your site supervisor.

1. ________________________________________________________________________

2. ________________________________________________________________________

3. ________________________________________________________________________
The Student:
1. I agree to act in a responsible manner while representing the Sacramento State University, Department of Ethnic Studies at the service-learning placement site, and abide by all rules and regulations that govern the site in which I have been placed.
2. I understand the connection between the service-learning course (or component of course), and the service and learning objectives to be fulfilled at the service site.
3. I have participated in all required training/orientation at Sacramento State University and my service site and understand my role as a service-learning student in working with the community partner.
4. I agree to complete all forms, evaluations or other paperwork required by either the program coordinator, course instructor or the site supervisor.
5. I agree to work according to the schedule below to fulfill my service assignment:

Number of hours for semester: ___________________ Hours Per Week: ____________

Beginning Date: 02/23/2009 Ending Date: 05/15/2009

Your Tutoring Schedule:

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The Site Supervisor (Teacher @ Site):
1. I have reviewed the student’s service and learning objectives and have determined that they constitute an appropriate service learning assignment.
2. I agree to guide this student’s work and to submit a brief final evaluation of his/her achievement to the program coordinator and/or the course instructor at the end of the service assignment, if requested.
3. I agree to discuss any concerns about the service learner’s performance with him/her directly, and/or with the program coordinator and if necessary, the course instructor or the Director of the Service-Learning Program.

Course Instructor:
1. I have examined and approved the student’s service and learning objectives. They are appropriate to the themes and topics of this course.
2. I agree to provide assignments that will contribute to the student’s ability to fulfill this Service-Learning Plan, and I agree to discuss concerns the site supervisor or service-learner may have about this course.

Course Instructor:

Print First & Last Name

_________________________ Date: ____________

Signature

Site Supervisor:

(Teacher @ Site)

Print First & Last Name

_________________________ Date: ____________

Signature

Student:

Print First & Last Name

_________________________ Date: ____________

Signature

☐ Student Service-Learning Agreement has been Reviewed and Approved

Project Coordinator:

Print First & Last Name

_________________________ Date: ____________

Signature
The Student Service Learning Time Log is required of students and is used to assist the student in tracking the number of hours served at the placement site. Grades may be withheld at the discretion of your course instructor until this and all other service learning forms have been completed and submitted to Community Engagement Center AND to the Service Learning Program BOX in Amador 463.

**Upon completion of student hours the Student Time Log must be:**
1) Signed by the student
2) Signed by student’s site supervisor/teacher at the site
3) Signed by the course instructor and,
4) A copy submitted to the Ethnic Studies Service Learning Program box (4th floor of Amador Hall, room 463) and the original to Community Engagement Center (4th floor of the library, room 4028) NO LATER THAN May 15th, 2009.

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<th>Date:</th>
<th>Time In:</th>
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<th>Total Time:</th>
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Total Hours Served:

PLEASE NOTE: FAILURE TO TURN IN YOUR TIME LOG MAY IMPACT YOUR GRADE!!!

Course Number and Section: ____________________________ Placement Site: ____________________________

Student Name (print): ____________________________ Signature: ____________________________ Date: ____________

Site Supervisor Name (print): ____________________________ Signature: ____________________________ Date: ____________

Course Instructor Name (print): ____________________________ Signature: ____________________________ Date: ____________
Dear Teachers, I would appreciate your assessment of the tutor who has been working in your class throughout this semester. This tutor has been working in your class as part of a service-learning component added to many classes in the CSUS Department of Ethnic Studies as a way to utilize our resources to benefit the communities surrounding the University. Please complete this evaluation and place it in a sealed envelope for the student to return to me at the end of the semester. Your feedback will not only provide valuable information for measuring the progress of students but will also help us to improve the design of future trainings and courses.

This evaluation must be submitted to the Ethnic Studies Dept. (Amador Hall, Room 463) by 4pm Friday 05/15.

Student’s Name: ____________________________
Teacher’s Name: ____________________________
Phone: ____________________________
Email: ____________________________
Subject(s): ____________________________
School: ____________________________

1. Using the following number scale, please circle the number best assessing the service-learner’s performance in your classroom.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Cannot Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Reliability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>b. Motivation</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<td>c. Involvement</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>d. Commitment</td>
<td>1</td>
<td>2</td>
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<td>e. Productivity</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<td>f. Cooperativeness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>g. Knowledge of community and issues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>
2. Do you feel that the service-learner was adequately prepared to accept the responsibilities that were given? In what way(s) could this service-learner have been better prepared?

3. Do you feel that this experience was worthwhile for your classroom and students? How did having a service-learner in your classroom benefit you?

4. In your opinion, what can I, as the project coordinator, do to enhance a service learner exchange such as this one and make it a more beneficial experience for you, your students and my students?

5. Do you feel that you had a good rapport with this service learner? Why or why not?

6. Would you want to have a service-learner from Sacramento State University again in the future? Why or why not?

7. I would greatly appreciate any additional feedback relating to the service-learner, your students response to the service-learner, your thoughts on the tutorial program as a whole, etc. Please use the attached sheet for that purpose. This will help me to better prepare my students for the service-learning experience. Thank you so much for your participation and valuable input.

Additional Comments: