

**FACULTY MANUAL**  
for  
**The Center for Indigenous Service Learning**



**NORTHWEST INDIAN COLLEGE**  
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### **The Center for Indigenous Service Learning Contact Info**

Ane Berrett, Director of ISL  
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(360) 392-4213

[www.nwic.edu](http://www.nwic.edu)

[www.facebook.com/NWICISL](http://www.facebook.com/NWICISL)

# The Center for Indigenous Service Learning



**Mission Statement: The Center for Indigenous Service Learning at Northwest Indian College supports experiential learning to sustain people, communities and the natural world.**

## **What is Indigenous Service Learning?**

Indigenous Service Learning promotes experiential learning to sustain the connections of people, place, and the natural world. Northwest Indian College strives to embed these values of Indigenous Service Learning across the college curriculum beginning with FYE courses all the way through culminating four year projects. Within the course objectives, students will learn to identify a relevant community need, interact with community partner(s), develop and participate in a project varying from 5-15 hours, meet the community needs within or outside of designated class time, and prepare a class presentation which encourages reflective and critical thinking about the impact of the project on students, partners, and the community.

Indigenous Service Learning provides students with the opportunities to deepen academic knowledge through practical application, leadership skills, and connection with people and place through reciprocal relationships of care and service.

At Northwest Indian College, the world is our classroom and through service we are planting the seeds of change for future generations.

## Opportunities to Serve

### ISL Leadership & Service Scholarships

Pending available funds students may have an opportunity to earn a leadership and service scholarship. This scholarship is awarded to a student who has provided service and leadership through developing and implementing a relevant project within their community. One can apply for the leadership and service scholarship at the Center for Indigenous Service Learning (ISL). The student must complete an application and project plan, and then interview with ISL staff. Once approved the student is matched with a viable community partner and assigned a certain number of service hours. When the service hours and project are completed the student earns an education award. This is a great opportunity for students to make a difference in their communities, gain valuable civic and workforce skills, and earn a scholarship for their education.

### Monthly ACT Events (Aligning Communities for Tomorrow)

The Center for Indigenous Service Learning hosts a monthly community action event at Northwest Indian College, known as ACT days (Aligning Communities for Tomorrow). ACT's objective is to get NWIC students off campus and into their community. ACT aims to embrace the cultural significance of each season, and plan an event to encompass these values. ACT was established to offer an opportunity for any student or community member to serve and honor their relations. In collaboration with Student Service a yearly calendar will be provided for faculty and students for advance planning with the goal of incorporating these events into class curriculum.

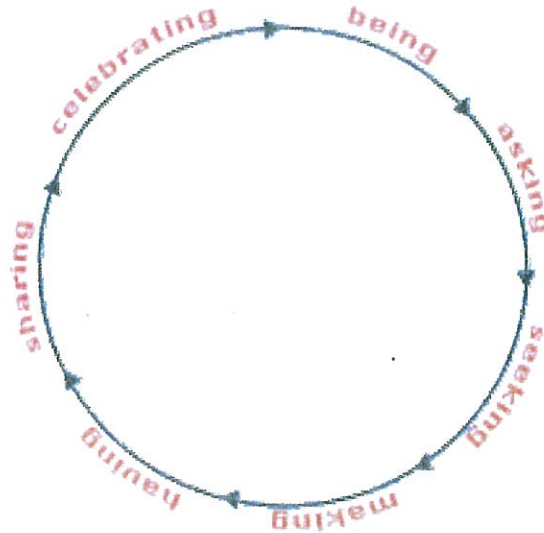
### National Days of Service

The National Days of Service include MLK Jr. Day, Earth Day, Remembrance of September 11<sup>th</sup>, and Make a Difference Day. The Center for Indigenous Service Learning organizes service activities and educational awareness on the National Days of Service that take place during the academic school year.

## Course Development Worksheet

### How to set up your course to include Indigenous Service Learning

Dr. Greg Cajete's educational process model\* adapts a circle to each stage in the cycle of learning. It begins and ends with the student. This model can be adapted to develop and carry out a service learning project successfully in your classroom using this indigenous approach.



#### **BEING:** Opening to the learning process

- What is indigenous service learning?
- Where are you, your students and community in the process of implementing and collaborating on a service learning project?
- What gifts skills and talents do you all have to bring to the table?

#### **ASKING:** Creative exploration of course, student and community relevant needs

- Which of your courses or course learning objectives could be related to service?
- What are your student and community relevant needs?
- What do your students want to learn and gain from the experience?

#### **SEEKING:** Looking for meaningful answers and contacts

- Who are the campus or community partners you or your students need to contact and build relationship with to prepare for the project?
- What research, design, or interviews are needed?
- How will you prepare your students for the indigenous service learning projects?
- How is your project connected to the people and land of this place and how does it incorporate indigenous values?

- Can your project incorporate cultural occurrences of season and time of year?

### **MAKING: Making the vision concrete**

Describe the service activities through which students will learn and/or apply the course objectives and outcomes.

- What project plan will you use to help students and partners design the plan?  
*(See logic model in packet as an example)*
- Will you help students develop the service learning project plan and objectives?
- What strategies for critical thinking skills and reflection will you use?
- How will you purposely foster reciprocal relationships in this project?
- What time tables, deadlines, hours of service are needed to complete the plan?
- What tools are needed for student partner and instructor assessment, reflection and course credit?

*(Credit relates to demonstrated learning, not simply putting in hours. Learning can be assessed via academic assignments that help connect the service experience with teaching/learning objectives.)*

### **HAVING: Internalizing the learning (Outcomes of Service Learning)**

*How will you assess for basic service learning goals?*

- Critical thinking skills -higher level of thinking and problem solving
- Commitment of civic engagement
- Meeting course objectives - in depth understanding of course material
- In-depth understanding of community needs

### **Application of indigenous values in an academic course**

*How will you assess for indigenous service learning goals?*

Serving, sustaining and caring for one another in relational communities of people and place .

Did your project do the following?

- Demonstrate belief in the spiritual knowledge of the natural world
- Recognize responsibility for individual actions in the natural world and relational circles.
- Participate and collaborate in teams to meet relevant community needs
- Exhibit leadership skills through service, respect, gratitude and reverence for all life.
- Acknowledge joy, self-empowerment and a sense of belonging that comes through providing service.

- Sustain and honor intergenerational relationships and knowledge through service
- Reflect impact of service learning within circles of people and place

**SHARING: Distributing information about the project**

What reflection tools will you use?

Are your reflections on-going or at end of course? (*e.g. readings, written assignments, journals, class discussions, presentations, guest speakers, creating educational materials, posters, videos, art etc.? See reflection section for more ideas*)

**CELEBRATING: Marking successful creation of the project**

How will you honor students, community and campus partners for their participation in the project?

**BEING:** Bringing continuing life to the creation of the project through investment of the self.

This stage brings new insights and understanding as student return to the beginning of the circle.

\* Roy, Loriene, and Peter Laresen. "An Indigenous Approach to Creating A Virtual Library of Education Resources." *D-Lib Magazine* 8.3 (2002)

## Reflection Guide

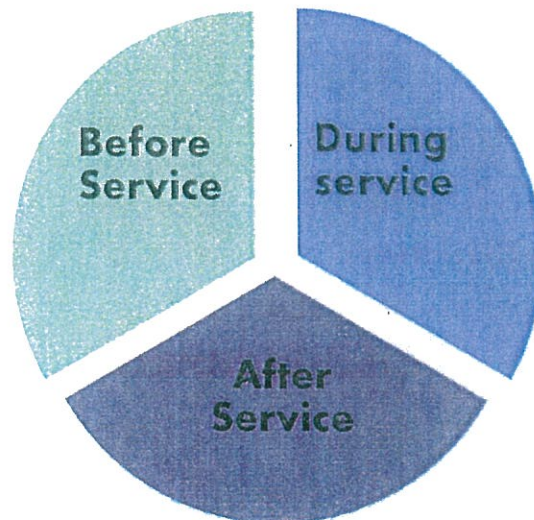
“Reflection is a skill, more accurately a cluster of skills, involving observation, asking questions and putting facts, ideas, and experiences together to add new meaning to them all. Learning to learn in this way, and instilling the practice as a habit, can allow program experiences to live on in the students’ lives in new experiences and new learning”.

-Dan Conrad and Diane Hedin, *Youth Service: A Guidebook for Developing and Operating Effective Program*

### Why Reflect?

Reflection is critical to the service learning process, since this is where a lot of the learning takes place. Reflection serves as a bridge for connecting what a student learns in class and what they are experiencing in the community. Reflection activities ignite a sense of ownership in the student, a better understanding of one’s own abilities, and a greater awareness of oneself.

### When to Reflect:



**Before:** Course material provides stimulus to determine community or campus needs in order to focus the project around. Teach students to use the Project Planning Guide and Logic Model to clearly identify goals, resources, partners and activities, address potential problems and identify contingency plans.

**During:** Connection and application to course material and personal insights through opportunities for continual observation and analysis of the project.



After: Guided reflections promote increased civic engagement, awareness of community needs, deeper application of course material, increased indigenous knowledge and connection and individual development.

### HOW TO REFLECT:

#### Telling

Storytelling remains one of the most important ways that humans transmit information to each other and both the teller and the listener increase understanding from communicating and listening. Oral class presentations, honor circles, electronic story telling through digital or power point media, art, collage, puppetry, drama, music all ways to tell the story.

#### Activities

Reflection through action can also offer some specific advantages in meaning-making. Often, these sorts of exercises speak to a variety of learning styles, help to develop groups, and allow forward momentum to be built into the project. Case studies, interviewing classmates, class discussions, role playing, drama, art are some examples of engagement through action.

#### Writing

There are numerous strategies to design a writing assignment and have some advantages over other reflection modes. They provide an opportunity to refine writing skills, challenge the students to organize their thoughts, and generate a permanent record of the service experience. Portfolios, guided and directed assignment, or journal entries are some examples.

#### Sharing and honoring the circle

Reflecting at the closure of the service project in a circle provides a unique opportunity for students to share their experience with one another. It also is a great opportunity to express gratitude and thanks.

#### **A FINAL NOTE: *The 4 C's of Successful Reflection***

**Continuous:** Reflection must take place before, during and after the completion of the service project to be fully useful

**Challenging:** Effective reflection involves pushing ourselves out of our comfort zones to make new connections between concepts and to think in new ways

**Connected:** Successful reflection can serve as a bridge between the service experience and our discipline-based academic knowledge

**Contextualized:** Effective reflection is framed in a manner that is appropriate for the context in which the service experience takes place.

Cress, Christine, Peter Collier, and Vicki Reitenauer. *Learning through Serving*. Sterling: Stylus, 2005

## Current Community Partners Contact List

### **Juanita Jefferson**

Drug Task Force & Lummi CEDAR Project, Lummi Elder/Activist  
2885 Haxton Way  
Bellingham, WA 98226  
Phone: (360) 739-8920  
Email: Juanitajeff@hotmail.com

### **Early Learning Center, Northwest Indian College- Lummi Campus**

Contact: Ashia Smock, Director of ELC  
Phone: 360-392-4260  
Email: ashias@nwic.edu

### **Grandma's Little Helper**

Contact: Toni Jefferson  
Email: ToniJ@lummi-nsn.gov  
2616 Kwina Road  
Bellingham, WA 98226  
Phone: (360) 312- 2374

Mission: Grandma's Little Helper aims to address and alleviate Lummi elders' needs and help them maintain independency in their own homes.

### **Little Bear Creek**

Contact: Lori McClung  
Email: LoriM@lummi-nsn.gov  
Jack Cagey, Activities Coordinator  
2400 Lummi View Drive  
Bellingham, WA 98226  
Phone: (360) 758-3500

Mission: Provide independent living apartments for Elders. Recreation/activities, meal site program, assisted living, and specialized services are available.

### **Lummi CEDAR Project**

Contact: Shasta Cano-Martin, Executive Director  
Email: Shasta@cedar-project.org  
Misty Oldham, Program Director  
Email: mistyO@cedar-project.org  
2659 Mackenzie Rd.  
Bellingham, WA 98226  
Phone: (360) 380-1464

Mission: Organization led by Lummi youth interested in philanthropy and leadership guided by the support of adults and elders. This project supports youth, adults, and elders coming together and working together, using and preserving

Lummi schelangen to create a safe, healthy and just community for all of its members.

### **Lummi Nation Head Start**

Contact: Bonnie Hayward, Director  
Email: [bonnieh@lummi-nsn.gov](mailto:bonnieh@lummi-nsn.gov)  
2616 Kwina Road  
Bellingham, WA 98226  
Phone: (360) 384-2260

Mission: Head Start and Early Head Start provide center based and home based comprehensive and family centered early childhood services and education to support children, families, and community.

### **Lummi Nation Ventures Partnership**

Contact: Nancy Jordan, Executive Director  
Email: [nancyj@lummi-nsn.gov](mailto:nancyj@lummi-nsn.gov)  
Melanie Solomon, Communication & Outreach  
Email: [melanies@lummi-nsn.gov](mailto:melanies@lummi-nsn.gov)  
2530 Kwina Road, Bldg  
Bellingham, WA 98226  
Phone: (360) 384-2331

Mission: Develop and implement strategic planning around eliminating poverty in the Lummi community, concentrating on economic development, healthy families, and education

### **Lummi Natural Resources Department**

Contact: Frank Bob  
Email: [FrankB@lummi-nsn.gov](mailto:FrankB@lummi-nsn.gov)  
Gregg Dunphy, TFW/FFR Program Manager/Biologist  
Email: [GreggD@lummi-nsn.gov](mailto:GreggD@lummi-nsn.gov)  
Ben Starkhouse, Harvest Manager  
Email: [BenS@lummi-nsn.gov](mailto:BenS@lummi-nsn.gov)  
2616 Kwina Road, Bldg. I  
Bellingham, WA 98226  
Phone: (360) 384-2267

Mission: Enhance, manage and protect the natural resources into perpetuity for the benefit of the Lummi people in accordance with the policy and procedures of the Lummi nation.

### **Lummi Se-Eye Chen Youth Program-Youth Wellness**

Contact:Adrienne Hunter, Director

Email: [adriannah@lummi-nsn.gov](mailto:adriannah@lummi-nsn.gov)

Kimberly, Activities Coordinator

Email: [kimberlyls@lumm-nsn.gov](mailto:kimberlyls@lumm-nsn.gov)

3212 Balch Road

Bellingham, WA 98226

Phone: (360) 758-2026

Mission: The program offers 24/7 chemical dependency services for female and male Lummi and the surrounding Coast Salish youth age 13-18 years.

### **Lummi Victims of Crime**

Contact:Nikki Finkbonner, LVOC Coordinator

Email: [nikkif@lummi-nsn.gov](mailto:nikkif@lummi-nsn.gov)

Olivia Solomon, Crime Victim Advocate

Email: [olivias@lummi-nsn.gov](mailto:olivias@lummi-nsn.gov)

2616 Kwina Road

Bellingham, WA 98226

(360) 384-2285

Mission: Advocate for any elder, adult, child, or adolescent who has been affected by domestic violence, sexual assault, elder abuse, assault & battery, survivor of homicide, child abuse, sexual assault. Programs include: legal advocacy, crisis counseling, safety planning, transportation to medical, legal and therapy appointments, domestic violence shelter, prevention of teen dating violence, education, teen girl groups, therapy referrals and traditional healing

### **Lummi Youth Academy**

Contact:Darrell Hillaire

Email: [DarrellH@lummi-nsn.gov](mailto:DarrellH@lummi-nsn.gov)

Misty Newall

Email: [misty.newell@gmail.com](mailto:misty.newell@gmail.com)

2330 Lummi View Drive

Bellingham, WA 98226

Phone: (360) 758-4218

Mission: The Lummi Youth Academy provides safe, structured and culturally competent environment that fosters excellence in learning opportunities for Lummi Youth to reach higher education goals, family unification, and wellness.

### **Lummi Youth Build**

Contact: Matt Magrath

Email: [mattm@lummi-nsn.gov](mailto:mattm@lummi-nsn.gov)

2652 War Chief Circle

Bellingham, WA 98226

Phone: (360) 410-0812

Mission: Youth ages 16-24 are provided "Educational" and "Training" activities to prepare them for employment. Youth Build creates opportunities for in-school and out-of-school youth by providing: tutoring, alternative school access, summer employment, occupational training, work experience, supportive services, leadership development, mentoring, counseling, and follow up services.

### **Lummi Youth Wellness Center**

Contact: Rena Priest, Center Development Coordinator

Email: [renap@lummi-nsn.gov](mailto:renap@lummi-nsn.gov)

2616 Kwina Road, Bldg. G

Bellingham, WA 98226

Phone: (360) 389-0365

Mission: The Lummi Youth Wellness Center is the developmental stages of establishing a youth center at Lummi. This project has been ongoing in some capacity over the course of several years, but has recently left and bounded toward the realization of our community's long held dream of having a place for our youth to engage in meaningful and fun activities.

### **Nooksack Salmon Enhancement Association (NSEA)**

Contact: Rachel Vassek, Director of NSEA

Annitra Ferderer, Program Coordinator

Email: [aferderer@n-sea.org](mailto:aferderer@n-sea.org)

2445 East Bakerview Road

Bellingham, WA 98226-7694

[www.n-sea.org](http://www.n-sea.org)

(360) 715-0283

Mission: NSEA is a community-based nonprofit organization dedicated to restoring sustainable wild salmon runs in Whatcom County

### **RE Sources for Sustainable Communities**

Contact: Lindsay Taylor, North Sound Baykeeper Project Coordinator

Email: [Lindsay@re-sources.org](mailto:Lindsay@re-sources.org)

2309 Meridian St.

Bellingham, WA 98225

Phone: (360) 733-8307

[www.re-sources.org](http://www.re-sources.org)

Mission: Re-Sources builds healthy communities by promoting and supporting waster reduction; advocating for clean water, air and energy; empowering schools to reduce their carbon footprint and putting sustainability tools into the community's hands.

### **Sustainable Bellingham**

Contact: Jeff West

Phone: (360) 738-8148

[www.sustainablebellingham.org](http://www.sustainablebellingham.org)

Mission: To reach the goal of Sustainability, Sustainable Bellingham advocates for the strategy of Relocalization – becoming self and community-reliant (not self-sufficient) at the local level and rebuilding communities based on the local production of food, energy, and goods as well as the relocalization of governance and culture. Relocalization includes a firm commitment to reducing consumption and improving environmental and social conditions.

### **Sustainable Connections**

Creekside Building

1701 Ellis St. Suite 221

Bellingham, WA 98225

Phone: 360.647.7093

[www.SustainableConnections.org](http://www.SustainableConnections.org)

Mission: To be the local forum where businesses come together to transform and model an economy built on sustainable practices. Sustainable Connections is supporting a community of innovators in green building, sustainable agriculture, renewable energy, supporting independent businesses in town centers, and mentoring a new breed of entrepreneurs that have designed their business with a sustainable vision.

### **Traditional Plants & Foods Program, Cooperative Extension, NWIC- Lummi Campus**

Contact: Vanessa Cooper, Traditional Plants & Foods Program Coordinator

Email: [vcooper@nwic.edu](mailto:vcooper@nwic.edu)

Phone: (360) 392-4343

Mission: The Traditional Plants and Foods Programs promote self-sufficiency and wellness for indigenous people through culturally grounded, multi-generational, and holistic classes related to native foods and medicines.

### **Whatcom Human Rights Task Force**

Contact: Barbara Rofkar

Email: [Barbara.rofkar@wwu.edu](mailto:Barbara.rofkar@wwu.edu)

P.O. Box 2191

Bellingham, WA 98227

Phone: (360) 733-2233

[www.whrtf.org](http://www.whrtf.org)

Mission: The mission of the Whatcom Human Rights Task Force is to promote and protect the rights of the human family. The WHRTF works to ensure an individual's right to be treated with dignity and to live without fear of violence, intimidation, or discrimination based on group identification or personal characteristics. Such

groups include, but are not limited to: race, ethnicity, gender, national origin, sexual orientation (gender expression/identity), religion, age, class, disability, veteran/military status, political opinion or other arbitrarily assigned status.

### **Whatcom Peace & Justice Center**

PO Box 2444

1155 North State St. #300

Bellingham, WA 98227

Phone: (360) 734-0217

[www.whatcompjc.org](http://www.whatcompjc.org)

Mission: The Whatcom Peace & Justice Center promotes lasting peace, social justice, and a culture of nonviolence at home and worldwide. We accomplish this through partnerships, education, and direct action.





**Center for Indigenous Service Learning  
Community Partner Interest Form**

*Please complete this form (you may use additional pages) and return it to:*

Director of Indigenous Service Learning  
Attn: Ane Berrett  
2522 Kwina Road  
Bellingham, WA 98226  
  
Phone: (360) 392- 4213  
Fax: (360) 594-4084  
Email: aberrett@nwic.edu

Agency/Organization Name: \_\_\_\_\_

Agency/Organization Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Contact Name: \_\_\_\_\_

Contact Phone: \_\_\_\_\_ Contact Email: \_\_\_\_\_

Please briefly describe the mission of your organization and the services you provide to the community:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please briefly describe the program(s) or project(s) for which you are seeking service learning partnership, and the need that will be filled by our students:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you do not have a project in mind at the moment, but would be interested in our office contacting you with service-learning ideas in the future, please indicate that here:

*Thanks you for your interest! We will contact you shortly with more information.*

## How to Write a Project Proposal

When you are planning a project that involves stakeholders or financial backing, it is important to write a project proposal with clearly stated goals, activities that you will provide to meet these goals, needs for resources and your plans for obtaining these resources. Use the LOGIC MODEL, and the following format to organize your proposal and ask yourself the following questions to organize your thoughts.

1. Who is your audience and who will be reading this proposal?
2. Why are you doing this project?
3. Who will be doing it?
4. Where will it be done?
5. How long will it take?
6. How much will it cost?

Use the following format to organize your proposal:

**Introduction:** Provide a brief description of your project.

**Proposal or Executive Summary:** This section provides an overview of the project. Describe the plan of action, overall approach (how are you going to complete project), its relevance (why you believe this needs to take place), and the project's innovation (why you believe that your project will work). Describe the population being served, and how you will manage anticipated barriers (e.g. student population low in summer, weak partnership relations). This is a long summary of your project that describes what your project's ultimate goal is and how your project will make an impact.

**Inputs (Resources):** This section describes what resources are available and what resources are needed for your project (e.g. time, volunteers, materials).

**Outputs (Activities):** This section describes what activities will support the goal of your project (e.g. services, training, member development).

**Timeline:** Compile tasks and assign completion dates. Often this includes a milestone chart.

**Budget (if needed):** List the expenses in a line item budget. Include travel, supplies and equipment needed. Supply matching or indirect cost if applicable.

**Conclusion (Outcomes):** This section describes your intended outcome(s) of your project. How will the project benefit your community? What are the knowledge and skills gained from your project? What are the impacts of your project?

## Project Plan

### *Using the Logic Model*

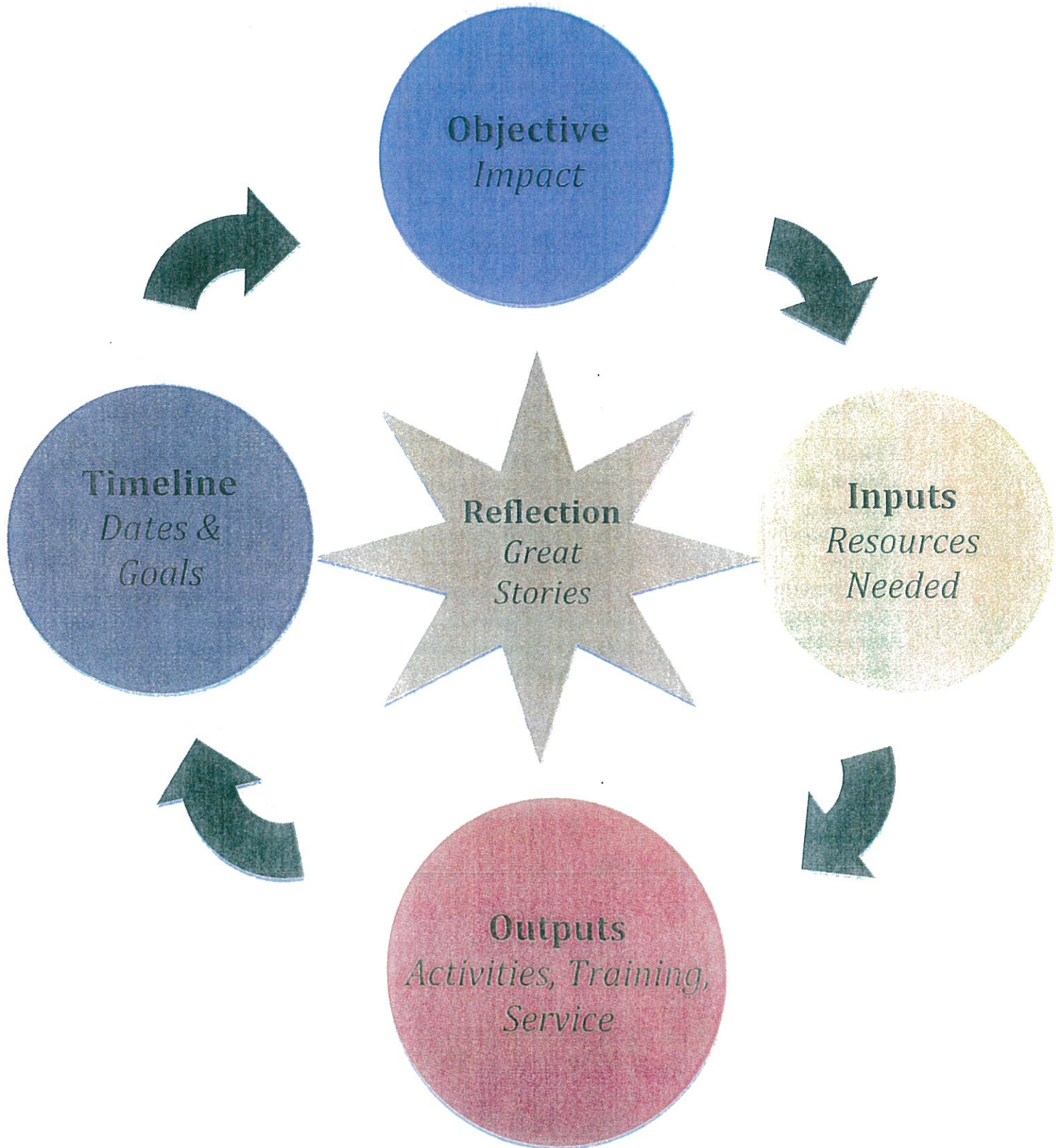
This is a useful structure to form a logical relationship between Inputs (Resources Needed), Outputs (Activities, Training, Service), and Outcomes (Impacts, Objective). It helps identify plans, gaps in the project logic, and clarifies assumptions and underlying beliefs so success may be more likely. It helps to build understanding, consensus, and teamwork. It provides a structure for project evaluation, reflection and self-assessment. It also clarifies project to obtain funding and resources. It provides students with a framework useful in student success, grant requests, and project development.

Helpful Hint: Plan backwards. Identify outcome (objective, impact, goal) first then identify the inputs, outputs, and timeline needed to achieve your outcome/goal.

<b>INPUTS</b> <i>Identify resources needed</i>	<b>OUTPUTS</b> <i>Identify activities to accomplish goal(s)</i>	<b>OUTCOMES</b> <i>Identify impacts/goal(s)</i>
<ul style="list-style-type: none"> <li>- Time</li> <li>- Materials</li> <li>- Partners</li> <li>- Volunteers</li> <li>- Money</li> <li>- Equipment</li> <li>- Technology</li> <li>- Data Base</li> <li>- Research</li> </ul>	<ul style="list-style-type: none"> <li>- Service Delivery</li> <li>- Workshops &amp; Training</li> <li>- Media</li> <li>- Curriculum Development</li> <li>- Media Engagement</li> <li>- Participant Engagement <i>(decision makers, student agencies, clients, customers)</i></li> </ul>	<ul style="list-style-type: none"> <li>- Benefits for individuals, families, groups, community</li> <li>- Knowledge &amp; skill development</li> <li>- Behavior Change &amp; Value Development</li> <li>-Social Justice &amp; Community Change</li> <li>-Economic &amp; Environmental Change</li> <li>-Decision Making Capacity</li> <li>-Policy Change &amp; Development</li> </ul>
Etc.	Etc.	Etc.

# Project Plan

*(Using the Logic Model)*



# STUDENT PROJECT PLAN



Indigenous Service Learning at Northwest Indian College promotes experiential learning to sustain the connections of people, place and the natural world.

**OBJECTIVE and IMPACT:** What is the ultimate goal? Who are the beneficiaries of your service? Identify how your service will positively impact an unmet need of your community?

**INPUTS and RESOURCES** Who needs to be involved and what resources are needed or available. What specific training or research do you need to provide this service?

**OUTPUT and ACTIVITIES:** What are your specific duties and responsibilities? What do you expect to learn from this service?

<b>TIME and COMMITMENT:</b>	start date	end date	hours committed per week	total
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**REFLECTION:** What did you learn? How did your service impact your community? Turn your great story into faculty, community partner, and copy to Center of Indigenous Service Learning

# CONTACT SIGNATURES AND AGREEMENTS

## FACULTY

I agree to assist this student in connecting community based learning with course learning, facilitate collaboration with community partner and provide structure to reflect and evaluate service learning experience.

---

Faculty Signature \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Date \_\_\_\_\_

E-mail \_\_\_\_\_

## COMMUNITY PARTNER:

I agree to provide supervision and training and participate in the evaluation process for this student from Northwest Indian College. As the community partner, we are responsible for screening applicants as needed to determine agency requirements.

---

Community Partner Signature \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Date \_\_\_\_\_

E-mail \_\_\_\_\_

I agree to this service learning educational experience and will adhere to community partner's organizational rules and procedures. I will participate in self-reflection and evaluation and devote the hours needed to fulfill the service learning plan indicated above.

## STUDENT:

---

Address \_\_\_\_\_

Phone \_\_\_\_\_

Date \_\_\_\_\_

E-mail \_\_\_\_\_

# CLASS PROJECT PLAN



*Indigenous Service Learning at Northwest Indian College promotes experiential learning to sustain the connections of people, place and the natural world.*

**Course name and faculty:**

**Completed service hours:**

**Student name:**

**Placement site and partner name:**

**Description of service project:**

**Personal reflection:** Provide a brief written reflection and attach it to this form. Identify new skills or attitudes you learned from this project, how it benefitted and met a relevant community or campus need, and how it linked to a course outcome. Your instructor may additionally request a longer reflection paper, oral presentation or honoring circle in your course syllabus to receive course credit.

**Photo/reflection release:** I give Northwest Indian College permission to use my name, reflection, photos or digital media, moving or broadcast of me for publicity, recruitment or fund raising to support College programs to promote student success.

---

Signature

---

Date

# Data Collection

Course and Quarter: \_\_\_\_\_  
 Instructor Name: \_\_\_\_\_  
 Community Partner: \_\_\_\_\_  
 Service-Learning Site: \_\_\_\_\_

*Please return to the Center of Indigenous Service Learning at the end of each quarter or end of your project. Please attach student reflections if you use this form.*

	Students Name	# Of Service Hours	Check All That Apply			
			College Student	Middle/High School Student	Non-Student/Community Member	Baby Boomer (Born Between 1946-1964)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
Total						