COMMUNITY ENGAGEMENT PROJECT PLANNING FORM
OFFICE OF COMMUNITY ENGAGEMENT
UNIVERSITY OF MINNESOTA, MORRIS

1). What individuals or groups are collaborating on the project?

UMM student, faculty, or staff who serves as the primary contact (name, phone, e-mail):
________________________________________________________________________
________________________________________________________________________

Community Partner(s) (agency name, primary contact name, phone, e-mail):
________________________________________________________________________
________________________________________________________________________

UMM group (name of organization or committee) or course (number and name of class) involved in the project:
________________________________________________________________________
________________________________________________________________________

Number of UMM students involved in the project: ______
Number of community members involved in the project: ______

2). For service-learning projects: What are the key themes of this course?
________________________________________________________________________
________________________________________________________________________

For projects organized by a student organization, theme floor, or other group: what is the mission of your group?
________________________________________________________________________
________________________________________________________________________

For projects for individuals: What are the individual participant’s professional or personal goals?
________________________________________________________________________
________________________________________________________________________

3). What are the goals or activities of the partnering agency/organization?
________________________________________________________________________
________________________________________________________________________
4). What are the direct connections between the course themes, group’s mission, or individual professional/personal goals and skills and this project? I.e., why has this person, class, or group been matched with this particular project?

________________________________________________________________________

________________________________________________________________________

5). This project is (check all that apply):

___ Community-Based Research:
   ___ A needs assessment
   ___ An assessment of a program or organization

Direct Service:
   ___ Ongoing, semester-long volunteer
   ___ One-time/short-term project
   ___ Other:

Community Building/Education:
   ___ A discussion or series of discussions
   ___ Delivery of a curriculum
   ___ Creation of a curriculum
   ___ Planning/organizing an event or fundraiser

Other (Explain):

6). What specific activities will the UMM individuals be doing with the Community Partner (if applicable)?

________________________________________________________________________

________________________________________________________________________

7). What are the expectations in terms of time? How often, when, and for how long will students be on site or working on a project for the partner?

________________________________________________________________________

________________________________________________________________________

8). What specific outcome or deliverable does the community partner expect, and when does the partner need this outcome or deliverable? How will the outcome or deliverable be assessed?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

9). What training/preparation will students need before they begin the project, and by whom will this training be provided?

________________________________________________________________________

________________________________________________________________________
10). For service-learning only: what related assignments will the students do in the course? (ie, reflection essays, portfolio of photographs, etc.) Which assignments will be shared with the community partner, and which will be used only for assessment of student learning? 
________________________________________________________________________
________________________________________________________________________

11). How can these connections be best understood by the UMM and community participants? I.e., how will the participants reflect on their work together? 
________________________________________________________________________
________________________________________________________________________

12). What is the project timeline? Include when the participants will complete training, when they will begin the service or project, and when the service or project should be complete. List steps along the way (attach a separate sheet if necessary). 
________________________________________________________________________
________________________________________________________________________

13). If students are working in groups, how will schedules be coordinated and groups be formed? Who is responsible for collecting student schedules and coordinating them? 
________________________________________________________________________
________________________________________________________________________

14). How will students get to and from the site (for projects that require travel)? Who will pay for this transportation (note if you are requesting funds from the Office of Community Engagement)? Are driver liability forms needed (yes, if students will be driving themselves)? 
________________________________________________________________________
________________________________________________________________________

15). What supplies, food, or printing/copying costs will this project require? Are you applying to the Office of Community Engagement for funding, or will another office/group supply the funding? How must will the supplies cost, who will get them, and from where? Who will ensure that they get to the right people or location at the right time? (Please attach another page if necessary). 
________________________________________________________________________
________________________________________________________________________
16). What are the legal constraints we should consider? In other words, does this project require human subjects research approval? Criminal background checks for students? Completion of driver liability forms? Who is responsible for completing these processes, and what is the timeline?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

17). How will you ensure regular communication between faculty/staff/students and community partner(s) during the course of the project?

________________________________________________________________________
________________________________________________________________________

18). Every project has its challenges and potential logistical problems. Where do the challenges lie in this one, and what might we do to prepare for these?

________________________________________________________________________
________________________________________________________________________

Budget Request

Transportation:

Milestone reimbursement (note the beginning and ending address and number of trips, and we can do the math for you):

Transit trips (for trips within Morris--note the number of trips and time trips will occur, and we can do the math for you):

Vehicle rental (note the number of days, size of car, and mileage, and we can do the math for you):

Supplies:

Copying costs (note type and number of copies to be made, and we can do the math for you):

Mailing costs (note size of envelope and number of addresses, and we can do the math for you):

Other supplies (please list what you need and why you need it, and include a cost estimate):

Food:

Please explain why food is necessary, requested food, and number of people to be served, and we can do the math for you. Please note that food is expensive, so explain your reasoning carefully here.
Checklist for Follow-Up Before Project Begins:

__ This worksheet is complete, and both the UMM and community contact have a copy and agree to its content. The worksheet is also on file in the Office of Community Engagement.

__ For service-learning: the faculty member used this worksheet to complete a syllabus and shared the syllabus and schedule with the partner and the service-learning coordinator, who provided feedback.

__ For service-learning: the faculty member finalized the syllabus and schedule based on this feedback and provided a final copy to the community partner and service-learning coordinator.

__ The Office of Community Engagement facilitated the completion of legal paperwork and has paperwork on file. Paperwork includes (check all that apply):
  ___ IRB approval
  ___ Confidentiality Form
  ___ Other:
  ___ Driver liability forms
  ___ Criminal background check

__ The UMM and community contacts have agreed to use standard assessment tools provided by the Office of Community Engagement or have created their own tools to assess the project’s success.

__ Training for UMM individuals is complete.

__ Student participants’ information has been recorded on the student volunteer list.

Checklist for Follow-Up During Project:

__ For semester-long projects: Office of Community Engagement staff or student leaders met with participants halfway through the project to reflect/discuss challenges and outcomes.

__ For semester-long projects: Key UMM contact calls, e-mails, or meets with partner to check-in after third week of service/project implementation. Any adjustments to schedule/scope of project are implemented.

__ For semester-long projects: Key UMM contact calls, e-mails, or meets with partner to check-in after the sixth week of service/project implementation. Any adjustments to schedule/scope of project are implemented.

__ For semester-long projects: Key UMM contact calls, e-mails, or meets with partner to check-in after the ninth week of service/project implementation. Any adjustments to schedule/scope of project are implemented.

__ For one-time and semester-long projects: Office of Community Engagement staff or student leaders met with participants at the end of the project to reflect/discuss challenges and outcomes.
Checklist for Follow-Up After Project:

___ For service-learning: The Office of Community Engagement has on file copies of student assignments and reflections as they are completed.

___ All participants have completed a post-project survey or assessment, or minutes from a post-project meeting are on file in the Office of Community Engagement.

___ The need met (fully or partially) has been documented on the community needs form.

___ Follow-up needs (e.g., those that were not completed, or needs revealed by assessment data) have been recorded on the community needs list.

___ If project was not completed during the semester, participants and a staff or student leader from the Office of Community Engagement have a written plan on file for the project’s completion.

___ For direct service projects: If the need is ongoing and immediate, the Office of Community Engagement staff or student leaders have made efforts to ensure the need continues to be met and communicates those efforts.

___ Final project has been delivered to the partner (when applicable).

___ Copy of final project (when applicable) is on file at the Office of Community Engagement.

___ The student volunteer list has been updated to include the total number of hours served and any changes to the project details, names of participants, etc.