

Chapter 14

Community Projects

Chapter 14 Community Projects

National service recognizes a simple but powerful truth -- that we make progress not by government action alone, but we do best when the people and their government work at the grassroots in genuine partnership.

-- Speech by President Bill Clinton at
Rutgers University, March 1, 1993

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SCOPE

This chapter provides guidance to programs in developing community projects which fit your PST situation and your project focus. It includes model community surveys and community service projects, with instructions for modifying them to fit your project assignments, locations, and members. It also provides guidance on how to use community projects to enable members to

IMPORTANCE

practice and strengthen skills learned in training and to reinforce teambuilding and group identity.

This chapter helps programs find ways to make community projects an integral part of pre-service training. The major purpose of PST is to prepare members for their community assignments. To do this, the PST needs to provide a direct link between the training and their assignments, emphasizing activities and skills that will help them to succeed.

Community projects are important because they help tie together the material learned in the training room, and enable members to apply and practice skills before they begin their project assignments. Properly designed, community projects reinforce skills and contribute to teambuilding.

TARGETED USERS

Individuals responsible for developing community projects as part of the pre-service training, or refining model community projects for use with your members.

EXPECTED LEARNING

This section is designed to prepare program personnel responsible for PST to effectively design and implement community projects, and to integrate them into the training to strengthen the last stage of experiential learning, **application** of knowledge and skills.

Participation in community projects should help members:

- Strengthen their sense of affiliation with the AmeriCorps National Service Network and with their local project or site team.
- Apply and strengthen skills such as planning, community needs assessment, group problem solving, and communications skills.
- Become familiar with community environments and community organizations.
- Prepare for their project assignments by gaining understanding of community characteristics and needs and developing working relationships with their host site supervisor and its staff and volunteers, as well as with other

RELATED CHAPTERS

members (where the community project can be done in the community where they will be assigned).

The community projects should enable members to apply skills included in the other Training Topics & Activities chapters, and should be developed as a supplement and complement to those chapters.

The chapter can be used while developing the PST agenda, along with *Chapter 2: Developing a Pre-Service Training Plan/Package*, page 63, in the Design section.

Hint: Community projects are most effective if they are an integral part of the PST, not an isolated activity. Where possible, projects should be planned sequentially so members can learn relevant skills and then apply them in the community towards the end of the PST.

ACTIVITIES

This chapter includes two sample activities:

- **A community survey**
- **A community service project**

If training is done in the community where members will be working, each of these activities can be directly related to their assignments -- and done in consultation with their site supervisors. If not, community surveys and community service projects can take place in a community near the training site.

LESSONS LEARNED: COMMUNITY PROJECTS DURING PST

Programs have found that community groups in non-host communities are usually very eager to work with programs to implement community projects, from painting a homeless shelter to planning and implementing a field trip for children at a day care center. Planning ahead helps a lot, since there may be issues of liability or parental permission.

**LESSONS LEARNED:
A MEMBER'S PERSPECTIVE
ON COMMUNITY PROJECTS**

Community projects carried out during pre-service training help prepare members for every aspect of their assignment -- from working effectively in teams to learning skills they will use in their project assignments.

Members offer some hints for making PST community projects successful:

- Small successes help build morale and confidence; a PST community project should have attainable goals and get members acclimated to working as a team before a bigger project is undertaken.
- Remember that many members have community experience; be sure they have the opportunity to apply this experience in planning the community project.
- Commitment is important to the success of community projects; get full "buy-in" by having members choose and shape their community project.
- Watch out for projects that may conflict with a member's personal or religious beliefs. Always provide an opportunity for a member to inform a trainer privately of any potential conflict.

Activity #34: Community Survey

Trainer's Notes

Trainer Skills Needed:

Experience with community surveys and needs assessments
Knowledge of the community
Group facilitation

Time Required:

Total of about 15 hours, including:

- 2 hours for initial group planning (Step 1).
- 8 hours per person for conducting the survey and summarizing results, which can be done in half-days or partly on a weekend or in the evening (Step 2).
- 2 hours for the group to prepare its presentation (Step 3).
- 3 hours for the small groups to report back to the full group (Step 4).

Materials Needed:

Member Instructions

Cooperative Learning Roles Chart posted on newsprint
Map of each community or neighborhood where a community survey will occur
Assignment sheet and contact sheet for each group
Background materials such as published reports or needs assessments covering the topic areas of the survey
Easel pad, markers, and masking tape -- so each small group can have several pieces of newsprint and several colored markers

Hint: Be sure facilitators or site supervisors do preliminary planning and identify community contacts for the members. Then provide each team a contact sheet with names, titles, addresses, and telephone numbers of at least three or four key people who have been contacted and are willing to provide information or access to community residents for the members as they conduct their community surveys.

Learning Objectives:

At the end of this activity, all members should be able:

- To carry out a community survey focusing on the priority area in which they will be working
- To describe the process and identify the information sources for conducting a quick community survey or "windshield survey" in a priority area related to their service assignment
- To describe specific aspects of a community's infrastructure, programs, and needs

Skills Development:

Planning
Group problem solving
Community needs assessment
Conflict resolution
Communications
Multicultural competence
Community relations

Directions:**Step 1- Initial Planning**

Divide members into cooperative learning groups of approximately five participants. Group members by priority area if members will work in several different priority areas, or with other members who will be assigned to the same agency or community.

Give them the *Member Instructions*, a map, a contact list, and prepared background materials. Go over the instructions with the members, and give them approximately one hour to do initial planning, with instructions to summarize their plan of action on newsprint. It should include the specific assignments of all group members for the community survey.

If host supervisors are available, have them serve as resources to the groups. If not, arrange to have guest resource people from the community play this role and participate in the initial planning session at the training site. The community survey assignments deliberately use some terms which may be unfamiliar to some members, to encourage them to interact with resource people.

Hint: Step 1 can be used as an activity for applying group planning skills (see *Chapter 13: Planning and Evaluation*, page 527).

At the end of the hour, ask each group to **report** on its experience, addressing the following questions:

- What did you accomplish? What is your plan for organizing and conducting the community survey?
- What additional information do you need in order to proceed?

Then **process** the experience; have the observers from each group, then other members and host site supervisors discuss:

- How did the planning go? How was the group interaction?
- What problems did you encounter?
- How comfortable were you and your group with the assignment and with your specific role? Why?
- Were any terms or parts of the assignment unclear?

Explain to the groups the schedule for completing their planning and carrying out the community survey. Answer any questions they may have. Work with the groups in handling logistical arrangements, such as identifying additional contacts, handling transportation to the community sites, etc., or ensure that someone else has this responsibility and that the groups know whom to approach for help.

Hint: If you are using this step as an application of group planning skills, discuss how this experience can be generalized to other planning situations.

Step 2 - Conducting the Survey

Allocate time for the members to conduct the survey. Be sure that you know when members are in the community, and that you or someone else is available to provide assistance if needed.

Hint: Some members and groups will be comfortable taking responsibility for the community survey. Others may be hesitant to go into the community on their own. Be sure that you or another resource person checks with the group periodically to provide support and assistance as needed, perhaps even accompanying group members to a meeting with an important community contact.

Step 3 - Preparing the Report

Allocate time for the groups to meet, share and analyze information, and prepare a 10-minute presentation to the full group. This can be done during the day, in the evening, or on a weekend. Be sure members have access to newsprint and markers.

Step 4 - Presentations

Ask each group to **report**, making its presentation in 10 minutes. Ask other groups to listen to the reports, and have each group responsible for reviewing and reacting to the report of another group (i.e., Group 1 presents, Group 4 reviews and reacts; Group 2 presents, Group 1 reviews and reacts; Group 3 reports, Group 2 reviews and reacts; Group 4 reports, Group 3 reports and reacts).

Ask the resource people present to comment on the information presented, especially its accuracy and completeness.

Process the experience.

- How did the assignment go? Were you able to get the information you needed? How well did the group interact?

- What problems did you encounter -- in terms of the group process, and in terms of the assignment?

Help the groups to **generalize**:

- What did you learn that could be useful in your assignment? How?
- What group processes might you handle differently based on this experience?

Add other information about community surveys, and have the resource people provide additional information about the community and about how the information can be used in member assignments.

Help **apply** the knowledge and skills. Ask each member to think individually about three things which s/he learned from this process which can be applied in the actual project assignments. Go around the room and have each member state one application, continuing to go around until you have them all on newsprint. Use the list as the basis for full-group discussion.

Activity #34: Community Survey

Member Instructions

Assignment:

To have members actually conduct a community survey, in order to apply and strengthen community needs assessment and other community-related skills.

Directions:

Once in cooperative learning groups, decide on the roles for group members, choosing from the cooperative learning roles list posted in the training room.

Your small group will be responsible for conducting a community survey focusing on a particular aspect of the community -- housing, education, health, the environment, public safety, etc. -- and reporting back to the full group about what you found. Your group's assignment is provided on the attached sheet.

The entire assignment will occur over a one-week period. You will do initial planning first, then carry out the survey, analyze the information you obtained, prepare a report to the full group, and make your presentation. The presentation is scheduled for *XXX date*.

Step 1 - Planning

Have each of your group members take one of the usual cooperative learning roles for the planning process: facilitator, recorder, reporter, timekeeper, and observer.

Review the attached assignment sheet, along with the map of the community, the contact information sheet listing people who can provide information and assistance, and some written materials about the community.

Make decisions as a group and outline on newsprint, for presentation to the full group:

- What specific information you will collect
- How you will go about getting it, including tasks required and information sources
- What will be the division of responsibilities
- What deadlines you will set for each task

Also schedule time for sharing information, analyzing it, and preparing your survey report to share with the full group.

If you need other information, consult with one of the resource people.

Step 2 - Conducting the Survey

In conducting the survey, follow your work plan and use the contacts and information sources provided, plus others that you identify. For help with transportation, additional contacts, understanding what you find, or just talking through any aspect of the survey, talk to your resource person. Your group's observer should document your group interactions during the entire survey process.

Step 3 - Preparing the Report

Your small group will have 10 minutes to make its presentation to the full group. You should also be prepared to answer questions from another group which will be reviewing and reacting to your report. Prepare any desired newsprint or other materials to support your presentation. Decide which group members will make the presentation and how. The format of your report is up to you; be sure to address the key questions included in your assignment sheet. Assign someone to serve as your observer during the presentation. Also think as a group about what you have learned during the community survey process, and how you will be able to use it in your own project assignment.

Step 4 - Presentations

Be prepared to make your presentation. You are also expected as a group to review and react to the presentation of one other group. Decide how you will handle this review; you may want certain individuals to focus on particular aspects of the other group's presentation.

Have your observer ready to assist with the processing of the exercise.

Follow-up

Spend some time writing in your journal or put something in your portfolio which documents your work on the community survey.

PREPARING THE COMMUNITY SURVEY ASSIGNMENT

Two sample *Community Survey Assignment Sheets* are provided with this activity. You will need to revise these and/or add others which reflect the priority areas, types of assignments, and communities included in your program. A completed Community Survey Assignment should include topics and questions, general information sources, a list of specific contacts, a map of the community, and some background reports or data if available. Use the following process to modify the sample Assignments or prepare your own:

- 1. Decide how you will group the members,** based on the content and location of their project assignments. You may want to group the members who will be assigned to a particular agency, site, or type of projects. Keep the number of group members to not more than five or six. Once you know what the groups will be like, you can prepare their assignments.
- 2. Decide on a manageable size neighborhood or rural community which will be surveyed and provide a map of it.** Get a detailed map and highlight the geographic boundaries of the community for use by the group. If the community survey is being done where members will be assigned, use that community; if the PST is centralized, try to identify a similar size community near the training site.
- 3. Determine the key questions each group should address in its community survey.** Try to define major areas for investigation, then identify some key questions within each area (for example, for housing, identify broad areas like housing quality, cost, and homelessness, and provide sample questions for each). The two sample *Community Survey Assignment Sheets* provide you with samples.
- 4. Identify and arrange for cooperation by key contacts within the community.** If the community survey is not being conducted in the site where members will be assigned, this identification process may take some time. Based on the content of the community survey, decide on at least three to five individuals or agencies that can provide data or perspectives on these questions. Include one or two entities which can provide access to residents -- parents, students, activists -- within the community. Talk to potential contacts and arrange to have someone in the agency willing and available to assist the members in their surveys during the specific period during which the members are likely to be calling and wanting to meet. List these contacts -- names, organizations, addresses, phone numbers, and the nature of their work or the kinds of help they can provide -- on a sheet to be given to members with the *Community Survey Assignment Sheet* and map.
- 5. Review the Information Sources list at the bottom of the sample *Community Survey Assignment Sheets*, and modify it as needed,** based on the topic and the community.
- 6. Collect some background information,** such as census data, past needs assessments, or other community information related to the assigned topic, to give to the group.

Community Survey Assignment Sheet

TOPIC A: HOUSING AND HOMELESSNESS

Your assignment is to do a quick community survey on housing and homelessness in **XXX** community. The boundaries of that community are shown on the attached **MAP**. You are expected to gather information on at least the following topics; feel free to add others.

1. Housing mix in the community -- What is the mix of single-family houses, subdivided homes, small multi-family dwellings, large apartments, etc.?
2. Housing quality -- Does housing seem to be in good condition and well maintained? Are there many boarded-up structures? Does the housing look overcrowded? Are yards well kept? Is there off-street parking?
3. Community stability -- Do you see a lot of for-sale or for-rent signs? Do there seem to be many empty lots or unusable structures? Is much housing construction or rehabilitation under way?
4. Cost -- How expensive is the housing, in terms of rents and purchase prices? Is the property "red-lined"?
5. Resident mix -- Do you see a mix of families, elderly, and young adults? Does one particular type of household unit predominate? What about the racial/ethnic mix?
6. Homelessness -- Do you see signs of homelessness, such as people sleeping on the street, in vacant buildings, or in other community locations? Are there homeless shelters in the area?
7. Housing needs -- What seem to be the most important housing needs in the community, in the opinion of community residents and activists?
8. Resources available -- [Identify host site supervisors and other community representatives].

INFORMATION SOURCES

In addition to the specific contacts provided for you, consider using the following sources of information:

- Published reports available from the library, newspaper, public or community agencies
- News articles, editorials, or letters to the editor in daily or weekly newspapers, including a community newspaper if one exists
- Agendas and discussions of the City Council, County Supervisors, planning agency or other municipal agencies
- Information from local radio talk shows and from radio and TV news
- Community observation and informal discussions with residents -- homeless and those with housing

Community Survey Assignment Sheet

TOPIC B: EDUCATION

Your assignment is to do a quick community survey on elementary and secondary educational services in **XXX** community. The boundaries of that community are shown on the attached **MAP**. You are expected to gather information on at least the following topics; feel free to add others.

1. Schools -- What are the public schools in the community? What grades does each cover? Where are they located? Based on discussions with your resource person, which two or three should you focus attention on for the rest of the survey?
2. School environment -- In what kind of community is each major school located -- residential, commercial, mixed? Does the neighborhood seem relatively stable and well maintained? Are there many boarded-up buildings or empty lots?
3. Student mix -- What is the mix of students, in terms of racial/ethnic identity? Socio-economic status? Do school personnel see the schools as diverse?
4. Safety -- Is there evidence of violence in or near the schools? Gang activity? Are guns in the schools considered a problem? Do students, parents, and school personnel indicate a fear of violence in the schools or in the communities that surround them?
5. Accessibility -- How do most students get to school? Do they come from the neighborhood or farther away? Are school buses provided? Do distances make participation in after-school programs difficult?
6. Quality of education -- How do the schools rate in terms of course offerings, dropout and completion rates, percent of graduates entering postsecondary education, and other achievement measures?
7. Education needs -- What do students, parents, and school personnel see as the most important educational problems, needs, and challenges?
8. Resources available -- [Identify host site supervisors and other community representatives].

INFORMATION SOURCES

In addition to the specific contacts provided for you, consider the following sources of information:

- Published reports available from the library, newspaper, public or community agencies
- News articles, editorials, or letters to the editor in daily or weekly newspapers, including a community newspaper if one exists
- Agendas and discussions of the City Council, County Supervisors, Educational Board planning agency or other municipal agencies
- Information from local radio talk shows and from local radio and TV news
- Community observation and informal discussions with residents, students, school personnel, and parents

Activity #35: Community Service Project

Trainer's Notes

Trainer Skills Needed:	Experience working with community-based agencies; knowledge of the local community also helpful Group facilitation
Time Required:	Total of about 10 to 14 hours, depending upon the duration of the service activity itself, including: <ul style="list-style-type: none">● 2 hours for organizing the assignment (Step 1)● 2 hours of additional planning (Step 2)● 4 to 8 hours doing the community activity, which can often be done on a weekend (Step 3)● 2 hours of feedback and debriefing (Step 4)
Materials Needed:	Equipment related to the project itself -- e.g., paint, tools, educational materials Easel pad, markers, and masking tape -- so each small group can have several pieces of newsprint and several colored markers <i>Member Instructions</i> <i>Community Service Project Information Sheet</i>
Learning Objectives:	At the end of this activity, members should be able: <ul style="list-style-type: none">● To describe how a community-based organization or public agency provides specific services related to their service assignment● To help plan and implement a direct service project beneficial to a community
Skills Development:	Planning Group process and problem solving Conflict resolution Communications Multicultural competence Community relations Project-related skills

Directions:

Step 1 - Organizing the Assignment

Divide members into groups of a size appropriate for the kinds of community service projects they will be doing. If there is to be only one project, ask the members to form themselves into a planning group. If there are to be several projects, divide the members into the appropriate number and sizes of groups. Groups may be very large or quite small, depending on how many service projects you have identified and how many people are needed for each. Assign members to specific community service project groups by priority area or service assignment if projects will be related to these assignments.

Hint: If this exercise is done after at least three or four days of training, don't tell the group how to organize themselves or to select a facilitator, reporter, recorder, timekeeper, and observer. See how they organize themselves and ask them about it as part of the processing. If they automatically assign roles (as they probably will), letting them see this helps them realize that they have developed some useful group planning and process skills.

Give each group the *Member Instructions* and *Community Service Project Information Sheet*. Go over the instructions with the members, and give them an hour to organize their group to prepare for the community service project. Tell them they will need to report back to the group their plan, with assignments, for finalizing arrangements for the community service project, orienting everyone in the group about the project, and making all necessary arrangements to implement it. One of their responsibilities will be to organize the group so that one or more members assume responsibility for these tasks.

Staff who did the arrangements for the community service projects should be available to serve as resources to the groups.

At the end of the hour, ask each group to **report** how it has organized itself to complete the planning and implement the community service project.

Then **process** the experience, asking:

- How did the planning go?
- How did the group organize itself and assign responsibilities? Did this occur efficiently?
- What problems, if any, did you encounter?

Generalize the plans, by discussing:

- Do you foresee any problems in implementing this community service project? How can they be overcome?
- How is this community service project relevant to your service assignment? What do you expect to learn from it that will help you in your service activities?

Answer any questions groups may have about their community service project. Emphasize that they are responsible for making the final plans (Step 2), carrying out the project (Step 3), and coming back afterwards prepared to reflect upon the experience, what they learned from it, and whether it has led to any changes in attitudes or feelings (Step 4).

Step 2 - Additional Planning

Step 3 - Carrying Out the Community Service Project

Let the groups know who will be their resource person for Steps 2 and 3 -- and be sure that person is readily available for consultation.

Step 4 - Feedback and Debriefing

Arrange a feedback and debriefing process for the group or groups to report on the community service project experience. If possible, have both resource people and representatives of recipient agencies present. The following is just one approach:

- Ask each member to individually reflect on the most important lesson s/he learned about the community, about the group, and about her/himself. This should be written

down for inclusion in their journals or portfolios. Allow 10 minutes for this activity.

- Ask members to share their responses with one other person, allowing 10 minutes for discussion within the pairs.
- Now discuss this learning in the full group. See if there are patterns in member responses, or if they differ by type of community service project or by the role each member played in the project.
- Now ask the group to discuss what they feel they have accomplished for the community, and if they feel doing something differently which would have enabled them to accomplish more. Ask the resource people or recipient organization representatives to comment on the same topics.
- Ask the members to form small groups based on their priority areas, service sites, or host organizations. Ask that they discuss in these groups how they feel they can apply this experience in their service assignments, and try to come up with a list (on newsprint) of at least four applications. Allow 20 minutes for this discussion, and be sure the members take on the usual cooperative learning group roles (facilitator, recorder, reporter, timekeeper, observer).
- Have each group **report**, compare, and discuss responses with the full group, and allow for any other member comments and for comments from the resource people.

Hint: Designing objectives and an evaluation plan for the community service project could become an **application** activity for a training unit on evaluation.

Activity #35: Community Service Project

Member Instructions

Assignment:

To carry out a community service project which provides experience in working in the community, with community-based agencies, thus strengthening your community-related skills.

Directions:

Your group will be responsible for carrying out a community service project benefiting XXXX. Your project is described on the attached *Community Service Project Information Sheet*. The project should be something you can accomplish in XXXX hours.

Step 1 - Organizing the Assignment

Your responsibilities as a group are to:

1. Review the information sheet.
2. Structure the group for an initial planning session.
3. Identify any questions about the assignment, and consult with the resource person or arrange to talk to the community contact.
4. Organize yourselves to prepare for the assignment and to see that it is carried out and that the experience is evaluated.
5. Report back to the full group about your plans.

Step 2 - Additional Planning

If additional planning is needed to prepare for your group's community service activity, be sure that your group arranges for its completion. There should be clear responsibilities for all tasks, including evaluation.

Step 3 - Carrying out the Community Service Activity

Carry out the community service activity, being sure that everyone in the group has a role to play. Don't forget to assign responsibility for evaluating the project.

Step 4 - Feedback and Debriefing

1. Lessons Learned:

- Working individually, reflect on the most important lesson you learned during the community service project -- about the community, about the group you were part of, and about yourself. Write down this information to include in your journal or portfolio.
- Now share your responses with another person who was involved in a different kind of activity. Spend 10 minutes sharing. Be prepared to discuss these topics in the full group.

2. Applications:

Work in a small group. Be sure someone in the group takes each of the following roles: facilitator, recorder, reporter, timekeeper, observer. Spend 20 minutes discussing how you feel you will be able to **apply** the community service project experience in your service assignment. Identify a list of at least four practical ways to apply this experience, and put them on newsprint. Be prepared to present your list to the full group.

Supporting Information

STAFF PLANNING FOR COMMUNITY SERVICE PROJECTS

Sample *Community Service Project Member Instructions* are provided with this activity. You will need to prepare such a sheet for each community service project. Use the following process to prepare your own Information Sheet; a form is provided.

- 1. Look at the mix of priority areas and types of service assignments for your members, and form groups of members.** Determine how many different community service projects you will need to be sure every member can be involved with a project -- preferably one related to his/her actual service assignment. You may choose to do one or two large projects or half a dozen small ones. Figure out how you will group members for these projects, and how many members will be in each group -- and prepare a list of groups with member names.
- 2. Determine how much time you can allocate to community service projects and where they will fit in your pre-service training schedule** -- perhaps a whole weekend day, or one or several half-days during the week. If you can do the project at least halfway through the training, this will allow for member involvement in planning. Consider how much planning time is available, since planning time varies greatly depending on the project.
- 3. Identify possible types of community service projects which would fit member needs and could be done in the time available;** for example:
 - Painting a homeless shelter or a community center
 - Making minor repairs to the homes of some elderly people
 - Taking children from a school or day care center on a field trip
 - Arranging a picnic and outdoor activities for some homeless families
 - Participating in or arranging a community clean-up and beautification effort
 - Helping to staff a special event that is already planned, such as a health fair or immunization outreach program
 - Distributing flyers and staffing a booth for an anti-violence project
- 4. Identify agencies in a community near the PST site which may be interested in having your members do service projects with them.** See what their interests are, and whether you can match them with your needs. Be specific about what the members will do, the scheduling, and who pays what costs. If training is done in or near the service sites, then develop projects with the host organizations if possible.
- 5. Prepare an Information Sheet for each project,** using the sample format provided, with changes as needed. Check it with your agency contact and be sure it has the recipient agency's approval.
- 6. Develop an evaluation plan for your project,** indicating measurable objectives and how you will determine whether they have been met.

Sample Community Service Project Information Sheet

Assignment:	Your community service assignment is to work with residents to repaint the interior of the Community Living Shelter in Midtown, which houses up to 7 homeless families at any given time. The common rooms -- living area, kitchen, and dining room, plus the children's center -- need painting. The old peeling paint should have been removed and the walls prepared for painting the day before you come, but check with the Director to be sure.
Location:	75 Third Street, MidTown (Corner of Third and Main),
Contact Person:	Juan Doe, Director, Telephone 111-1110
AmeriCorps Resource Person:	Billi Jones, MidTown Housing Coalition Staying at the hotel, Room 203
Date for Project:	Saturday, September 23, from 9:00 a.m. to 4:30 p.m.
How to Get There:	(Get instructions from Director)
Number of Members Needed:	7-12 (In addition, about 5 residents are expected to participate)
Equipment and Materials Needed:	Shelter has ordered the paint; AmeriCorps will provide paint thinner, brushes, rollers, drop cloths to protect the furnishings, and masking tape. Check with the Director to be sure no other supplies for preparing the walls are needed. Money has been set aside to cover these costs; members need to get budget approval from the resource person and find and purchase these materials.
Transportation:	Need to arrange cars, taxis, or other transportation; see resource person for budget
Planning Tasks:	<ol style="list-style-type: none">1. Purchase equipment and supplies2. Arrange transportation3. Establish service project objectives, criteria for evaluation, and evaluation plan4. Arrange coordination with residents5. Identify any special concerns of the Director6. Assign responsibilities for all tasks (add other tasks as needed)

Community Service Project Information Sheet

Assignment:

Location:

Contact Person:

**AmeriCorps Resource
Person:**

Date for Project:

How to Get There:

**Number of Members
Needed:**

**Equipment and
Materials Needed:**

Transportation:

Planning Tasks:

