

2005

Community Service Work-Study Program (CSWSP) Student Handbook - For Student Employees 2005-2006

Center for Service and Learning at Oberlin College

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**Community Service Work-Study Program
(CSWSP)
Student Handbook**



**For Student Employees
2005-2006**

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Signature: [Signature]
Name: Linda Arbogast
Title: Program Director, Community Service Work-Study Program
Organization: Oberlin College Center for Service and Learning
Address: 68 S. Professor St
City/State/Zip Code: Oberlin, OH 44074
Phone: (440) 775-8055 Fax: (440) 775-8754
E-mail: Linda.Arbogast@oberlin.edu

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Introduction:

Welcome to the Community Service Work-Study Program (CSWSP) Student Handbook. This guide is a resource for all students who are working at off-campus organizations affiliated with the CSWSP. Use this handbook as questions arise concerning your employment with CSWSP agencies. The Community Service Work-Study Program is funded in part through a Learn and Serve America grant from the Corporation for National and Community Service. This handbook is a collaborative effort between the Office of Financial Aid and the Center for Service and Learning at Oberlin College. We are working together to make sure that your experience as a work-study student is a positive one. Feel free to call the Center for Service and Learning, the Student Employment Office, or Financial Aid with questions or suggestions.

What is the Community Service Work-Study Program?

The Community Service Work-Study Program is exclusively for students who have a Federal Work-Study award in their financial aid package. This federally funded program allows students to work off-campus, in community service oriented positions, while being paid through Oberlin student payroll.

The Community Service Work-Study Program serves the City of Oberlin and the broader Lorain County community, which face significant economic, educational, and environmental challenges. According to the 2000 census, 69% of female-headed households with related children under 5 live in poverty in Oberlin. Census statistics indicate that 17% of Lorain County adults over 25 lack a high school diploma and 37% have a high school diploma but no college experience. Overall, many Oberlin children are at a high risk for educational failure. Oberlin College focuses much of its CSWSP service on literacy, education and youth. Of the 20 agencies where Oberlin places CSWSP students, ten serve children and youth who are low-income and at-risk for academic failure.

The Community Service Work-Study Program focuses on engaging students more fully in service learning through consistent outreach activities, stimulating service experiences, meaningful orientation and reflection, and connections between service and coursework. Students employed at CSWSP-affiliated agencies learn more about their community, impact the lives of local residents, and earn the money they require to pay for college.

Student Eligibility

If a student has a Federal College Work-Study (FCWS) award as part of their Financial Aid package then they are eligible to work at any of the off-campus sites affiliated with the Community Service Work-Study Program. Job descriptions for approved sites are listed in this handbook as well as on the Oberlin Online Classifieds (Follow link from main page of www.oberlin.edu). Students may not use their Federal College Work-Study award at any other off-campus sites.

Community Service Partners:

The Community Service Work-Study Program currently is affiliated with 20 agencies serving the City of Oberlin and the greater Lorain County community. Students working in these agencies tutor academically at-risk youth, complete clerical tasks, plan arts projects, contribute creative ideas to community initiatives, and participate in environmental restoration programs, among other things. In looking for the right organization to work with, students should consider special skills and strengths that they would enjoy sharing with children and residents of the Lorain County community.

CSWSP Affiliated Agencies

America Reads

America Reads is a national initiative, established by President Clinton in 1996, which is designed to ensure that every child learns to read well and independently by the end of third grade. Research shows that if children cannot read well by this time, their chances for success shrink, while their chances for dropping out of school increase. America Reads, which is run through the Center for Service and Learning at Oberlin College, places federal work-study college students in schools and community centers to assist children with their literacy skills in the hope of fulfilling this challenge.

The Oberlin College America Reads Program currently employs between 60 and 70 college students as tutors each semester. These tutors work at several sites throughout the community, including Eastwood and Prospect Elementary Schools, Oberlin Early Childhood Center, the local Head Start, and various after-school programs. Each semester America Reads tutors works with roughly 350 students in the community on a regular basis. Over the course of a semester, America Reads tutors spend over 3,600 hours with these children.

For more information visit: <http://www.oberlin.edu/csl/americanreads/index.html>

America Counts

This tutoring program reaches out to the children and youth of the Oberlin community. America Counts provides after-school math/citizenship tutoring for Oberlin fourth graders, after-school math/computer literacy tutoring for sixth graders, and a three-week summer math tutoring workshop for high school students preparing to take the Ohio Ninth Grade Proficiency Test. Students work as tutors in these different programs.

For more information visit: <http://www.oberlincommunityservices.org/homepage.htm>

The Boys and Girls Club of Lorain County –Oberlin Unit

The Boys & Girls Clubs of Lorain County is a youth-oriented agency that promotes decency and prevents delinquency through services directed to providing behavioral guidance and the promotion of health, social, educational, vocational, and character development. Programs and activities are designed to help individual members by stressing health and fitness, citizenship education, inter-group understanding, leadership development, personal adjustment, and educational career motivation. Oberlin College students employed at the Oberlin Unit of the Boys and Girls Club of Lorain County generally work as both tutors and mentors for local youth.

For more information visit: <http://www.loraincounty.com/bgc/>

The Bridge

The Bridge, Oberlin's Community Technology Center, is the product of a community process undertaken by a group of townspeople to raise awareness about, and eventually eliminate, the digital divide in Oberlin; to expand access to computer skills and electronic information for all Oberlinians; and to build a sense of community that transcends social differences among Oberlinians. Students employed with The Bridge work with computers and with people from all age group.

For more information visit: <http://www.oberlin.net/~thebridge/>

Common Ground

Common Ground's mission is to create and support community building and leadership through an understanding of the natural environment, with the purpose of renewing the spirit of individuals and communities in all dimensions of life and work. The original and continuing vision of Common Ground is to create a space that fosters the development of human potential.

The majority of Common Ground's work includes services for workplaces, services for youth, and programs for personal and professional development. A significant percentage of organizations that make use of Common Ground's services are non-profit organizations serving residents of Lorain County. Children and youth programs include Earth Camp, a six-week summer day camp for children ages 6-11, focusing on nature education and recreation, and a school-based outdoor education program offered year round.

For more information visit: <http://www.commongroundcenter.org/>

Deaf and Deaf-Blind Committee on Human Rights

The Deaf and Deaf-Blind Committee on Human Rights (DDBCHR) is a small nonprofit organization based in Northeast Ohio that works to expose the injustices and human rights violations that the Deaf and Deaf-Blind community experience daily. Some of the most common violations include job insecurity, non-provision of interpreting services by public accommodations, cuts in closed captioning, housing discrimination and the closing of many

Deaf residential schools around the country. The DDBCHR acknowledges these violations and works to address the appropriate authorities to provide the basic human rights that all people deserve, including: good housing, health care, education, communication and living wage jobs.

For More Information visit: <http://www/deafhumanrights.org>

Firelands Association of the Visual Arts (FAVA)

Founded in 1979, The Firelands Association for the Visual Arts is an independent, not-for-profit art organization in Oberlin dedicated to enhancing public appreciation of and participation in the visual arts through exhibitions and related educational and community activities. FAVA presents changing exhibits of high quality artwork in a variety of styles and media. Students working for FAVA generally work with children in Art classes along with doing other office work for the organization.

For more information visit: <http://www.favagallery.org/>

Firelands Land Conservancy

The Firelands Land Conservancy (FLC), a land trust, is a member-supported, not-for-profit organization created to protect natural lands, waters, open spaces and historic resources in Huron, Erie, and Lorain counties. FLC was established in 1997 and is funded entirely by grants and individual contributions. The land conservancy is bound together solely by a common interest in preserving a healthy balance between natural areas, farmland, and development in the Firelands and surrounding areas, and the need to protect our natural heritage and the integrity of this precious land. The Firelands Land Conservancy is one of more than 1200 land trusts nationwide dedicated to preserving natural lands.

Students employed at Firelands work as administrative assistants. Job responsibilities include: website maintenance, grant writing, letter writing, etc.

For more information visit: <http://www.firelandslc.org/>

Good Food Co-Op

The Good Food Co-Op is a co-operative store offering natural foods and personal care items. It is open year round and is run by both student and community members. The Good Food Co-Op is located in the basement of Harkness House on the Oberlin College campus.

For information visit: <http://www.oberlin.edu/stuorg/gfc/>

Kendal At Oberlin

Founded on Quaker values, Kendal at Oberlin offers older people a vibrant, diverse, caring community, encouraging individual lifestyles by promoting independence, continuous learning, social relationships and excellence in health care. Students employed at Kendal

work a variety of jobs, including administrative office work and as facilitators of activities and celebrations.

For more information visit: <http://kao.kendal.org/>

Langston Middle School

Oberlin College students employed at Langston Middle School work at the Girls In Motion after school program. The program's title (Girls In Motion) and its motto, "Move Smart - Talk Smart - Be Smart" reveal the philosophy behind it. By introducing girls in middle school to a series of fun and integrative movement experiences, Girls in Motion can help heal their often disenfranchised relationship with their own bodies and activate the connections between physical and intellectual perceptual and organizational skills, thus building self-esteem and laying the foundations for a more holistic relationship with their bodies.

For more information visit: <http://www.oberlin.k12.oh.us/langston/>

Lorain County Joint Vocational School

At the Lorain County JVS, students receive individualized, hands-on learning experiences in their chosen career fields. Students are taught job skills on modern equipment with an emphasis on the technical approach to learning. The JVS philosophy emphasizes strengthening work ethics, and linking skilled individuals with the business and industrial community through job placement. The JVS student concept is enriched through a well balanced program of academics, technical experiences and youth club activities.

Oberlin College students employed at Lorain County JVS can work as Adult Basic Education Tutors. These tutoring positions assist students who are working toward their GED and teach basic reading, writing and mathematical skills.

For more information visit: <http://www.lcjvs.com/>

The MAD* Factory

The MAD* (Music, Art and Drama) Factory offers year round instruction to students ages 3-19 in theatre arts and employs Oberlin College students with strong theatre backgrounds who have experience working with youth in a culturally diverse atmosphere as instructors. Classes include: improvisation, moviemaking, duets and monologues for intermediate actors, acting for the camera, playwriting, young actors, etc. The MAD* Factory also hosts four separate age-appropriate summer camps and produces two full-length productions each year.

Main Street Oberlin, Inc.

Main Street Oberlin, Inc. uses the resources that exist in the community to strengthen and broaden the economic base of downtown Oberlin, encourage visual improvements and to entice residents and visitors to utilize the district while preserving its historic integrity.

For more information visit: <http://www.oberlin.org/main-street-program/index.shtml>

Northern Ohio Youth Orchestra (NOYO)

The Northern Ohio Youth Orchestra exists to provide a progressive orchestra program with challenging educational musical opportunities in orchestral and small ensemble training and performance for young instrumentalists under the guidance of professional musicians, using the resources of the Oberlin Conservatory of Music. Employment opportunities include administrative positions.

For more information visit: <http://www.noyo.org/>

Oberlin Historical and Improvement Organization (O.H.I.O.)

O.H.I.O. is a dynamic nonprofit organization that owns and operates the Oberlin Heritage Center in Oberlin, Ohio. O.H.I.O.'s mission is to preserve and share Oberlin's unique heritage and to make our community a better place to live, learn, work, and visit. Responsibilities of students employed at O.H.I.O. include leading tours, working with the Oberlin Oral History Project, and performing general administrative/office duties, as well as taking on special projects and research.

For more information visit: <http://www.oberlinheritage.org/>

Oberlin Choristers

The Oberlin Choristers is a community-based choral program for children pre-school through twelfth grades. Based in Oberlin, Choristers draws most of its singers from northern Ohio, particularly Lorain County. Choristers trains children in choral music and vocal performance, provides them with an opportunity to improve their vocal and social skills in a variety of choir settings, and gives children an opportunity to perform in concerts both close to home and in some of the world's greatest musical venues. It is the Choristers' mission both to provide an intense and enjoyable musical training program and to create in its singers an appreciation for the arts and the importance of vibrant arts programs in the community.

For more information visit: <http://www.ochoristers.org/>

Oberlin Community Services (OCS)

Oberlin Community Services is a non-profit, responsive community organization that provides direct assistance, referrals, and other services to Oberlin area residents and groups who need help in meeting basic needs. The needs of OCS clients are significant: individuals and families struggle with unemployment, unstable and inadequate income, hunger, lack of healthcare coverage, and substandard housing. Many OCS clients have mental health issues or physical disabilities that keep them out of a job. A high number of single mothers and single fathers, trying to care for their children while earning enough income to survive, come to OCS. OCS seeks to address and alleviate these problems and needs through direct assistance and case management.

OCS services include: an Emergency Assistance Program, providing clients with food, diapers and personal hygiene items, prescription vouchers, utility assistance to avoid shut-offs, rent/mortgage assistance to avoid evictions, bus/gas vouchers, and emergency

household/clothing items; monthly Mass Distributions of government surplus commodities; a Meals On Wheel Program, providing healthy meals delivered to elderly or home-bound Oberlin residents; and a Holiday Food and Adopt-a-Family Program, where low-income families receive gifts and extra food for the holidays.

For more information visit: www.oberlincommunityservices.org

Oberlin Early Childhood Center (OECC)

The mission of OECC is to nurture the healthy growth of young children and their families. Students working at the OECC directly interact with young children and work as teacher's aids in classrooms.

For more information visit: <http://www.oberlinearlychildhood.org/>

Oberlin Sustainable Agriculture Project (OSAP)

The Oberlin Sustainable Agriculture Project (OSAP), located at the George Jones Memorial Farm in Oberlin, is a non-profit, community supported farm. The mission of the farm is to become a model of agricultural sustainability through responsible resource management. This model will serve to educate: aspiring farmers, established farmers looking to transition to organic methods, and the entire Oberlin community about the importance of agricultural sustainability, appropriate technology and healthy food!

Peace Community Church

Peace Community Church, its pastors, and its members are involved in a wide range of ministries, including peace and justice concerns reflective of the church's mission as articulated in the name, Peace Community Church. Students employed at Peace Community Church work as interns and office assistants.

For more information visit: <http://peacecommunity.mychurch.com/>

Finding Employment

Students can check the Oberlin Classifieds on the Oberlin College website for more extensive job descriptions and job opportunities at any of the above listed community sites. Just click on student jobs, search for *Federal Work-Study required* and look for off-campus jobs.

Financial Information

Every student at Oberlin College must fill out withholding forms. This includes students who obtain employment through the Center for Service and Learning, including Bonner Scholars. Students work in conjunction with the Student Employment Office and the Office of Financial Aid in to order to complete and file required forms. Failure to complete all documentation will result in delays, affecting both the issuing of time cards and pay for the student.

Required Forms

(This paperwork its available at the Student Employment Office and the Office of Financial Aid)

- **W-4 Form: Federal Employee's Withholding Allowance Certificate.** Students must complete their name, social security number, permanent home address (please do not use Oberlin College campus mailbox addresses), marital status, i.e. single or married, and number of withholding exemptions claimed. Students may claim zero or one exemption. One exemption results in less income tax withheld, however, students may then have to pay taxes when they file their annual returns. This form must be signed and dated by the student at the time of completion.
- **The State of Ohio Department of Taxation Employee's Withholding Exemption Certificate.** This form is to be completed in the same manner as the W-4. In general, students must indicate school district number 4712 (Oberlin) on Ohio Form IT-4 as they are liable for Oberlin school district income tax. However, students who were residents of Indiana, Kentucky, West Virginia, Michigan, or Pennsylvania before arriving on campus may claim EXEMPTION from Ohio and School District income tax withholding, by completing Form IT-4NR.
- **I-9 Form: Employment Eligibility Verification.** The student must complete section one including full name, permanent address, and social security number. In addition, the student must provide original documents of verification of employment eligibility. Acceptable documents include a passport, a State ID/Driver's License plus a birth certificate or State ID/Driver's License plus an original Social Security Card. **No copies will be accepted.** All forms must be current, with the exception of the US Passport.

Functions of the Student Employment Office

The Student Employment Office (SEO) is a resource for both students and employers. The SEO is a student-run organization that is a part of the Office of Financial Aid. Because students run the SEO, office hour vary during the semester. Office hours are always posted on the door, and the Office of Financial Aid is directly across the hall for additional help. The Office of Financial Aid is open from 8AM until 4:30PM during the week. If the SEO is closed and have a question, please feel free to leave a voice mail or email and someone will get back to you in two business days. If you need immediate attention, you may call the Office of Financial Aid for help.

The main function of the SEO is to handle the necessary paperwork for student employment. This paperwork includes W-4 forms, state of Ohio tax forms, I-9 forms, and Student Employment Cards. If you have questions concerning this paperwork, please contact the SEO. More information on this paperwork can be found on page . ***If this paperwork is not filled out, you will not get paid!!***

The student interns who work at the SEO may not be able to answer all of your questions, but will be able to direct you to the right person to help you. Please feel free to think of the SEO as a contact point for student employment questions.

Student Employment Office Phone: (440) 775-8144

Student Employment Office E-mail: Student.Employment@oberlin.edu

Policies and Procedures for Employment

Equal Opportunity Employment

Oberlin College is committed to providing equal opportunity for employment regardless of race, religious creed, color, age, sex, sexual orientation, national origin, ancestry, marital status, medical condition, or disability in accordance with federal, state, and local regulations. If members of the Oberlin College or town experience or witness any apparent incidence of harassment or discrimination by students, faculty or staff, they may discuss their concerns with the SEO supervisor or request advice from other appropriate official College administrators such as an academic advisor.

Break and Meal Times

A student who works a 4-6 hour shift should get one 15 minute paid break per shift. Any student who works a 6-7 hour shift is entitled to one 15 minute paid break and one 30 minute unpaid meal break. A student working a 7-8 hour shift is entitled to two 15 minute breaks and one 30 minute unpaid meal break.

Benefits

Students are exempt from Social Security tax during academic years in which the student is enrolled and attending classes. Students must pay Social Security taxes during any summer employment. Student employees are not eligible for holiday pay, sick pay, unemployment benefits, or vacation pay.

Job Safety

All employees and employers have a responsibility to promote safety in the workplace.

Student Resources

Student Responsibilities:

- Report to work on time and inform the supervisor if you know that you will not be able to report on time.
- Be sure to call in when you're sick and give notice of any scheduling conflicts.
- Maintain strict confidentiality regarding workplace issues and information including but not limited to:
 - a) Discussion of workplace issues with anyone outside the workplace
 - b) Releasing or sharing information about other students
 - c) Removing files or other materials from the workplace
- Remember: you deserve to be treated with respect and dignity, as do your coworkers.
- Observe appropriate workplace behaviors and protocol and follow office policies and procedures.
- Remember that your job is a privilege, not a right. There are a lot of students looking for off campus employment.
- Plan to call/visit friends on your own time. In general, work time is not social time.
- Respect for others extends to your dress and hygiene. Be neat and clean when you report to work.
- Take your job seriously –the organization depends on you to perform tasks you were hired to do.
- Take the initiative –offer assistance.
- Be sure to understand what is expected of you. Continue to ask about your responsibilities as long as necessary.
- Notify your supervisor of any changes in your work study awards, as all Work Study students are required to do.
- Try to establish a good working relationship with your supervisor and coworkers.

Service Reflection Toolkit

Produced by the Northwest Service Academy, Metro Center, Portland, OR

Visit: www.northwestserviceacademy.org

Further reflection ideas are available online at www.oberlin.edu/csl

Why Reflect?

We do not learn from doing, we learn from thinking about what we do. Research shows that reflection has some positive impact on the attitudes of the volunteers regarding service. However, the lack of reflection has a **STRONG NEGATIVE** impact on the volunteers' attitudes about service and service activity.

Reflection is a crucial part of community service, which allows volunteers to look back on, think critically about, and learn from their service experience. Reflection may include acknowledging and/or sharing of reactions, feelings, observations, and ideas about anything regarding the activity. Reflection can happen through writing, speaking, listening, reading, drawing, acting, and any other way you can imagine.

Benefits of Reflection

- Can help volunteers understand the limitations and opportunities of the service site or community organization
- Relieves tension and provides re-energizing and renewal (especially important when service is emotionally challenging)
- Can create a sense of accomplishment that is crucial, especially where there are limited external rewards
- Can integrate service into the rest of one's life – developing a “spirit” of service and civic mindedness
- Can improve service – as volunteers examine the effects of their behavior, they discover ways to improve the quality and quantity of their service.
- Can create a sense of closure, especially important after a long service period, project, or emotional experience
- Fosters life-long learning skills – develops an ability to learn from positive and negative experiences
- Guards against reinforcing inaccurate perceptions/biases
- Creates shared understandings, open communication, and better teamwork through group problem solving
- Encourages volunteers to do higher level thinking, as they look for root causes of complex issues

What? So What? Now What?

This is a well-used and successful model to assist you in designing the reflection activities. Although you can derive learning from each question, focusing on all three will provide broader insights and keep participants from getting stuck on only the facts or just the feelings.

1. **What?** (Report objectively what happened.) Without judgment or interpretation, participants describe in detail the facts and events of the service experience.

Possible questions include: What happened? What did you observe? What issue is being addressed, or what population is being served? What were the results of the project? What events or “critical incidents” occurred? What was of particular notice? How did you feel about that?

2. **So What?** (Analyze what was learned and what difference the event made.) Participants discuss their feelings, ideas, and analysis of the service experience. Questions can be focused on the meaning or importance of the activity to specific groups or individuals, such as:

- **The Participant:** Did you learn a new skill or clarify an interest? Did you encounter anything that surprised you? What feelings or thoughts seem most strong today? How was your experience different from what you expected? What struck you about that? How was that significant? What impacts the way you view the situation/experience? (eg, what lens are you looking through?) What did the critical incidents mean to you? How did you respond to them? What did you like/dislike about the experience?
- **The Recipient:** Did the “service” empower the recipient to become more self-sufficient? What did you learn about the people/community that was served? What might impact the recipient’s views or experience of the project?
- **The Community:** What are some of the pressing needs/issues in the community? How does this project address those needs? How, specifically, has the community benefited? What is the least impact you can imagine for the project? With unlimited creativity, what is the most impact on the community that you can imagine?
- **The Group (group projects):** In what ways did the group work well together? What does that suggest to you about the group? How might the group have accomplished its task more effectively? In what ways did others help you today? (and vice versa) How were decisions made? Were everyone’s ideas listened to?

3. **Now What?** (Describe how you will think or act in the future as a result of this experience.) Participants should consider broader implications of the service experience and apply their learning. Be open to both realistic, reachable goals and spontaneity and change.

Some questions include:

What seem to be the root causes of the issue/problem addressed? What kinds of activities are being done in the community related to this project? What contributes to the success of projects like this? What hinders success? What learning occurred for you in this experience? How can you apply this learning? What would you like to learn more about, related to this project or issue? What follow-up is needed to address any challenges or difficulties? What information can you share with your peers or community volunteers? If you were in charge of the project, what would you do to improve it? If you could do the project again, what would you do differently? What would “complete” the service?

Whereas the “What?, So What?, Now What?” model focuses on group processing and discussion, ideal reflection activities allow the participants to reflect publicly and privately, utilizing a variety of forms of expression.

Designing a Reflection activity: Tips for Success

An effective reflection activity should:

- Have an outcome in mind (i.e. leadership, team building, improved critical thinking, acknowledgment)
- Be appropriate for the team (age, culture, etc.)
- Happen before, during, and as soon after the service experience as possible
- Be directly linked to the project or experience
- Dispel stereotypes, address negative experiences, increase appreciation for community needs, increase commitment to service
- Be varied for different learning styles, ages, etc.
- Actively involve the service recipients for a really compelling reflection session
- Be facilitated well for maximum participation, creativity, and learning

Facilitating a Reflection activity: Tips for Success

An effective reflection facilitator should:

- Seek a balance between being flexible to address member’s needs, and keeping the process consistent with the theme. In other words, if some notable incident happens during the day, or has been forming for some time, it will probably be on the member’s minds enough to prevent their presence in any other conversation. Thus, even if you have an outcome in mind, what needs to get said may be the most important thing to discuss or reflect upon. Similarly, the conversation cannot be allowed to veer with no focus; reflection questions often lead to other questions, which lead to other questions. While these diversions can lead to great discussion, they can, as easily, go all over the place with little value for participants. Maintain focus by bringing it back to the theme or significant topic, and presenting “so what, now what” questions before leaving a decent topic.
- Use silence: People need some silence to reflect internally, some more than others do. Ask the question then wait.
- Ensure that all participants have an equal opportunity to become involved.

Journaling: A Primer

Journaling is one of the best reflection tools. Ideally, a community service program or project would allow for a ten to fifteen minute period every day for the volunteers to journal; preferably at the end of the day or during/after a debrief. It is helpful if staff or the project leader provides substantial structure to insure quality, conscientious journaling; and it is even more helpful if the person leading the reflection activity keeps a journal themselves! Regardless of the time allotted, it is important to encourage participants to write whatever comes to mind, and to not worry about grammar, spelling, punctuation, etc. This entails a commitment to confidentiality, that nobody will ever share what they have written unless they want to. You should also be definite and clear about the time allotted (five to fifteen minutes), and let them know when it is almost finished.

A Few More Reflection Suggestions:

- Question discussion: Randomly, or in a circle, each person responds to a posed question (such as “What was the project highlight?”).
- Snapshot: Create a silent snapshot of the service project. One person starts with a pose or action related to the project, everybody else joins the “snapshot.”
- Senses: Before activity, project, event or even before the first day or service, ask participants to share what they expect to hear, smell, see, touch and taste. Then follow up after the activity with what the participant actually sensed.
- Parables/Stories: Read a piece of pertinent literature and have participants respond and draw correlations to service experience.
- Object sharing: Each person brings in and passes around an object, and shares how the object is like them or like a specific project they were involved in. The object can be something found in nature, a type of food, a book, etc. (Pick one!)

2004-2005 Academic Calendar

First Semester

Orientation Begins
 New Student Advising/Registration
 Add/Drop Begins
 Enrollment – Returning Students
 Classes Begin
 Labor Day – free day
 Yom Kippur – free day
 Fall Recess
 Thanksgiving Day – free day
 Free Day
 Classes End
 Reading Period
 Final Exam Period
 Fall Semester Ends
 Winter Term 2005 Winter Term Begins
 Martin Luther King Jr. Day – free day
 Winter Term Ends
 Free Day

Second Semester

Orientation
 Enrollment – Returning Students
 Classes Begin
 Spring Recess Begins
 Spring Recess Ends
 Classes End
 Reading Period
 Final Exam Period Begins
 Spring Semester Ends
 Commencement Weekend
 Commencement Exercises

Fall 2004

Sunday, August 29
 Monday, August 30 – 31
 Thursday, September 2
 Thursday, September 2 – 8
 Thursday, September 2
 Monday, September 6
 Saturday, September 25
 Saturday, October 16 – 25
 Thursday, November 25
 Friday, November 26
 Tuesday, December 14
 Wednesday, December 15 – 17
 Saturday, December 18 - 22
 Wednesday, December 22
 Wednesday, January 5
 Monday, January 17
 Monday, January 31
 Wednesday, February 2

Spring 2005

Thursday, February 3
 Monday, February 7 – 11
 Monday, February 7
 Saturday, March 26
 Monday, April 4
 Saturday, May 14
 Sunday, May 15 -17
 Wednesday, May 18 – 22
 Sunday, May 22
 Friday, May 27 – 31
 Monday, May 31

For the most up to date academic calendar, please go to www.oberlin.edu/regist/10yrca.html

Frequently Asked Questions

What is the Community Service Work-Study Program (CSWSP)?

The Community Service Work-Study Program (CSWSP) is exclusively for students who have a Federal Work-Study award in their financial aid package. This federally funded program allows students to work off-campus, in community service oriented positions, while being paid through Oberlin student payroll.

Where can I work?

Students can work at any of the agencies affiliated with the Community Service Work-Study Program. Visit the Community Organizations section of the CSWSP website for more information. Students may only work at agencies that are affiliated with the CSWSP office at the CSL in order to fulfill their work-study award.

How do I know if I am eligible for employment with the CSWSP?

The only requirement to work at Community Service Work-Study Program Partner Agencies is the inclusion of a Federal College Work-Study Award in your financial aid package.

What is the work-study program?

The Federal College Work Study (FCWS) program provides part-time employment to students attending institutions of higher education who need the earnings to help meet the costs of post-secondary education. For more information, contact the Office of Financial Aid.

How do students become eligible to receive Federal College Work-Study?

Eligibility is determined by the information received from the Free Application for Student Assistance (FAFSA). Based on this information and using a formula established by the federal government, the Office of Financial Aid then determines a student's eligibility.

How do students know when they have been awarded Federal College Work-Study?

Work-study will be listed as such in the student's financial aid award letter. To check the award letter, students may log on to PRESTO from the Oberlin website (www.oberlin.edu).

Can eligibility change once students are awarded Federal College Work-Study?

Yes. Federal College Work-Study is awarded based on the financial information provided at the time a student file is evaluated. If additional information is provided, the award can change; subsequently, Federal College Work-Study can be changed. If a student's family receives a "revised" award letter, they should check to see if Federal College Work-Study is still awarded. If it is not, the student is responsible for notifying his or her supervisor as soon as possible.

Will the Student have earning limitations?

Students on Federal College Work-Study have a maximum amount that they can earn for the academic year. The most common amount is \$1700 - \$1850. When a student exceeds his or her Federal College Work-Study limits, the student can no longer be paid for work with a Community Partner unless the organization will pay the student out of the organization's funds.

How many hours a week can students work?

We recommend 8-12 hours per week. However, the student will make that decision. Students should review their class schedules and other school commitments before deciding how many hours they can work.

How does a student find a job with a CSWSP Partner Agency?

Job opportunities will be posted on the Oberlin College Website Classifieds at www.oberlin.edu. This information can be accessed from any computer. It is the student's responsibility to search and apply for a job. Students should search for jobs that require Federal College Work-Study Awards on off-campus sites. The SEO is available for advice on the process. Linda Arbogast in the CSWSP office at the Center for Service and Learning can also be contacted (Linda.Arbogast@oberlin.edu).

How are students paid?

The students are paid through the College payroll system. A schedule will be determined for participating agencies to reimburse the college for 25% of these wages. This is coordinated through the office of Financial Aid.

Office:	Contact Person:	Phone Number:	Email & Website:
Student Employment Office	Student Staff	775-8144 Fax: 775-8249	Student.Employment@oberlin.edu www.oberlin.edu/studemp
Financial Aid Office	Karen Tijanich <i>Assistant Director</i>	775-8142 Fax: 775-8249	Karen.Tijanich@oberlin.edu
	Amy Knowles <i>Sr. Assistant Director</i>	775-8142	Amy.Knowles@oberlin.edu
	Rob Reddy <i>Director of Financial Aid</i>	775-8142	Financial.Aid@oberlin.edu
Center for Service and Learning	Beth Blissman <i>Director</i>	775-8055	Beth.Blissman@oberlin.edu www.oberlin.edu/csl
	Linda Arbogast <i>Program Director</i>	775-8055	Linda.Arbogast@oberlin.edu
Controller's Office	Linda Amburgy <i>Payroll Tech</i>	755-5607	Linda.Amburgy@oberlin.edu

