2005

Community Service Work-Study Program (CSWSP) Student Handbook

Center for Service and Learning at Oberlin College

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Community Service Work-Study Program

(CSWSP)

Student Handbook

Office of Financial Aid
and
Center for Service and Learning at Oberlin College
Be Proud! Be Responsible!
CONGRESO do Latinos Unidos, Inc.
June 14 - 15, 2005

Day 1
8:30 - 9:00  Registration

9:00 - 12:30  Introductions and Overview
Why BPBR is Unique
BRBR Overview/Coming Attractions
Break
Sexuality Jeopardy
Session 1: Introduction to HIV and AIDS

12:30 - 1:30  Lunch

1:30 - 4:30  Attitudes and Beliefs about HIV
Session 2: Building Knowledge About HIV and AIDS
Break
Session 3: Understanding Vulnerability to HIV Infection
Evaluation

Day 2
9:00 - 12:30  Day 2 Overview
Session IV: Attitudes and Beliefs about HIV, AIDS, and
Safer Sex
Break
Session V: Condom Use Skill Building
Contraceptive and STD Overview
Session VI: Building Negotiation and Refusal Skills

12:30 - 1:30  Lunch

1:30 - 4:30  Answering Sensitive Questions
Teaching Practice Sessions
Break
Where Do We Go From Here?
Closure and Feedback
An Organization’s Eligibility

Federal College Work-Study students may use their FCWS award at pre-approved community service organizations. Contracts must be in place each academic year before an off campus employer is designated as a Federal Work-Study approved site. Copies of such contracts should be filed with the Center for Service and Learning and the SEO.

Job descriptions for approved sites are also listed on the Oberlin Online Classifieds at www.oberlin.edu and with the Center for Service and Learning. Students may not use their FCWS award at any other off campus sites.

Criteria for Community Service Partners Participating in the Community Service Work-Study Program Oberlin College

The following criteria will be used to determine whether or not an organization may be part of the Community Service Work-Study Program. This does not guarantee that Oberlin College students will be placed in your agency. Although the Center for Service and Learning works with students to place them in appropriate positions, the recruitment process is primarily up to the individual partner agency.

1. Community Partners must submit a completed application that includes the following:
   - Proof of ability to meet required 25% match of student employee’s salary by submitting annual budget.
   - Completed Agency Agreement.
   - Completed Job Description(s) that accurately reflect the work to be done, time frame of work and how the work fits in to overall mission of organization on the Oberlin College Website Classifieds, see page 5 for more information.
   - Completed Supervision Plan. (see page 19)

2. Partner agencies must be a federal, state or local public agency (these include city or county government offices, public schools, community-owned hospitals, public libraries and community centers) or a private nonprofit organization.

3. Agencies must be based in Lorain County and serve residents of Lorain County.

4. Student employees must provide services that are designed to improve the quality of life for community residents or to solve particular problems related to those residents’ needs.

5. If the work to be performed by student employees is outside of the Oberlin area, participating partners must have a transportation plan for student employees to get to and from their work sites, at the agencies’ own expense and in a manner acceptable to Oberlin College.

6. Agencies must provide a work environment conducive to student employees that is flexible, provides for open communication and allows the employee to grow professionally and personally from the experience.
7. Agencies must agree that student employees will not participate in proselytizing activities of any kind.

8. Site supervisors must agree to attend mandatory fall orientation and supervisor meetings each semester.

9. Site supervisors must agree to conduct evaluations with student employees at least once per semester, allowing for student employees to give feedback to supervisors in the process. (see page 16)

10. Community Partners in the Community Service Work-Study Program must be committed to the principle of equal opportunity and equal treatment in employment regardless of a person's race, color, religion, creed, sex, sexual orientation, marital status, age, disability, veteran's status, national origin, or family relationship to Oberlin College or Community Partner Agency.
How to Post Job Opportunities on the Classifieds

This is the first year that the Job Postings will be available on the Classifieds section of the Oberlin College website! We are very excited about this new opportunity. You, the employer, will be able to post your available job positions directly on the Classifieds site. You will be in charge of updating this site as needed. You are totally in control of keeping this information up to date.

Checking a Student’s Eligibility

The students in most need of employment have been given Federal College Work-Study (or FCWS). The typical work-study allotment is $1700–$1850 for this academic year. This amount is the award determined by need-based aid eligibility. If you have questions regarding a student’s eligibility, please direct students or questions to the Student Employment Office or Office of Financial Aid.

Note: Eligibility for off campus employment in community service positions is limited to students who receive Federal College Work study as part of the financial aid packages. Students who receive Oberlin College Employment as part of their award package are not eligible to work in community service organizations, unless the organization agrees to pay 100% of their earnings.

Off campus supervisors should check a student's work-study status before hiring any student for off campus work. There are a few ways to do this:

1. Have the student check the PRESTO system for their financial aid award letter. This will list federal work-study if any is awarded.

2. Have the student check the financial aid letter sent by the college. As does PRESTO this will list federal work-study if any is awarded.

3. Call the Student Employment Office, and the SEO Intern will be glad to help determine the student's work-study status.

4. Email Student.Employment@oberlin.edu

Billing for Off-campus Federal Work Study Wages

Off-campus organizations are billed 25% of the total FCWS wages earned by student employees. The billing period includes the previous summer and most recent academic school year. This billing will occur during the summer of 2005. Please note that the Controller’s Office handles the billing process. The Office of Financial Aid is not involved in any way with this process. If you have any questions concerning the billing process, please contact Linda Amburgy in the Controller’s Office at 440-775-8428.
Filling an Open Position

Position Advertisement

It is the responsibility of the employer to post available job opportunities on the Oberlin College Classifieds website at www.oberlin.edu. The SEO is available for assistance with this task if needed.

A binder with descriptions of each off-campus organization will be kept at both the Center for Service and Learning and the Student Employment Office for students to peruse.

What to do when a position has been filled

Once a position has been filled, it is the employer’s responsibility to update the Classifieds website. This should decrease the number of requests for interviews for filled positions. This will also help streamline the employment process for students by eliminating filled positions. All job postings on the Classifieds site will terminate after one month if you do not choose to keep it on there longer. This should help keep the Classifieds site up to date. You will have the option to change the job posting default to three months, or re-post the position if it is still available.

Hiring

Your organization is responsible for the entire hiring process. The following suggestions are recommended for making the hiring process consistent for all potential employees:

- A job description must be on file with the Center for Service and Learning.
- Check the federal work-study status of the student.
- Conduct all interviews for the same position in an identical manner.
- Notify all applicants of hiring decisions.
- It is the responsibility of the employer to turn in a Student Employment Card to the SEO.
- The employer should make sure that the new employee has turned in his or her paperwork before allowing the student to begin work.
**Paperwork Necessary for Employment**

Every student employed by Oberlin College must fill out withholding forms. This includes students who obtain employment through the Center for Service and Learning, including Bonner Scholars. Listed below are all forms required by the SEO in order to enter job assignments in the computer system. Failure to complete all documentation will result in delays, affecting both the issuing of time cards and pay for the student.

**Student’s Responsibility**
(This paperwork is available in both the Student Employment Office and the Office of Financial Aid.)

- **W-4 Form: Federal Employee’s Withholding Allowance Certificate.** This form must coincide with the State of Ohio Department of Taxation form. More explicitly, the number of exemptions claimed on one form must be consistent on all others. Students must complete their name, social security number, permanent home address (please do not use Oberlin College campus mailbox addresses), and marital status, i.e. single, married, etc. 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. Students who are from the state of Ohio must include a school district code on their application. This code can be obtained from a list housed in the Controller’s Office. If the student is not an Ohio resident, the school district section may be left blank, but the rest of the form must be completed.

- **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.

**Employer’s Responsibility**
(This paperwork is available in both the Student Employment Office and the Office of Financial Aid.)

**Student Employment Card (SEC)**

The Student Employment Card is used to generate payroll information. Without this information, the Center for Information Technology (CIT) will be unable to print time cards. Once a student is hired, a SEC must be sent to the SEO with a supervisor’s signature and campus extension. Student Employment Cards may also be submitted electronically via electronic mail to the SEO at student.employment@oberlin.edu. Please visit the SEO website at www.oberlin.edu/studemp/ for further details. Please be sure to include the full account number, which was given to you by the Controller’s office once you were accepted in the community service program. **SEC’s will be returned to the employer if that student has not yet submitted an I-9 form.**

Please note that a new SEC must be completed for all academic year positions and summer positions. At the end of the summer and academic year, all positions are canceled in the system.

* Please see example on next page.
Student Employment Card
Student Employment Office
125 Carnegie, 52 West Lorain Street
(440) 775-8144

Student's Legal Name: __________________________ SSN: ___-___-____
Student's Phone (Campus): _______ T#: ______

STUDENT MUST FILL OUT AN I-9 FORM BEFORE ELIGIBLE TO WORK.

EMPLOYERS ARE REQUIRED BY FEDERAL LAW TO KEEP A RECORD OF THE HOURS WORKED BY THE STUDENT AND SEE THAT IT DOES NOT INTERFERE WITH HIS/HER CLASS.

Department: ___________________________ Account Number: ___________________________
Job Title: ___________________________ Hourly Pay Rate: $____ Flat Rate (If any): ______

THE COMPLETED SEC MUST BE RECEIVED BY OUR OFFICE 14 DAYS PRIOR TO THE SCHEDULED PAYDAY.

Signature of Time Card Processor/Employer __________________________________________________________________________
Processor/Employer Phone No. __________________________________________________________________________

Campus Address of the Processor/Employer __________________________________________________________________________

For Office Use Only:
Position Number ____________________

White Copy - SEO
Pink Copy - Employer

* Please note that this form will be returned if it is not complete.
Please call the Student Employment Office at 775-8144 if you need assistance completing this card.

Student Employment Time Cards

After all of the necessary information has been submitted to the SEO for processing, the CIT will generate a Student Time Card that will be used by your organization for documentation of hours worked. The time card will contain the following information:

- Student’s name
- ID number
- Organization’s name
- Account Number (given to you by Controller’s Office, when first accepted into program)
- Pay rate (if the student is being paid hourly)
- Pay Period
If you have questions when filling out the student time cards, please contact the SEO. Please be sure to send all time cards to the Controller’s Office, not the SEO. Refer to page 17 of this guide for the pay periods and dates.

Grade Level System for Student Pay Rates:

Oberlin College

In order to establish fairness and consistency in student hiring, it is highly recommended that all employers use the following grade level system when hiring students:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Minimum Pay Rate</th>
<th>Maximum Pay Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>$6.25</td>
<td>Employer’s discretion</td>
</tr>
<tr>
<td>II</td>
<td>$6.60</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>$6.85</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>$7.10</td>
<td></td>
</tr>
</tbody>
</table>

A student job is assigned a grade level according to the following criteria:

- Level of skills required, including special skills
- Level of experience/training required
- Level of independent work, confidentiality and supervision
- Level of mental activity
- Level of accountability

Grade levels

I. Clerical work; does not require any special skills or previous training (excluding typing and basic computer skills); routine tasks and clearly established duties; no decision-making/leadership involved. RECOMMENDED STARTING WAGE: $6.25 / hour

II. Some special skills required; low level of accountability; some decision-making may be required; may involve some supervisory tasks (for instance, supervising students from level 1). RECOMMENDED STARTING WAGE: $6.60 / hour

III. Require special skills, knowledge, ability, and training. Leadership and decision-making involved; may require a certain level of confidentiality and independent work; supervising students at levels II and I. Increased level of accountability. RECOMMENDED STARTING WAGE: $6.85 / hour

IV. Requires highly specialized/advanced skills, knowledge, and training. Works with low level of supervision; high accountability; job may require a high level of confidentiality; high degree of mental activity; may involve a great deal of supervisory work (i.e. supervising students at levels I, II, and/or III). RECOMMENDED STARTING WAGE: $7.10 / hour

The following guidelines are recommended for a pay raise at the end of each semester and/or year. After a positive evaluation, a $.05 to $.10/hour increase in pay for a student working in the same position is fair. An employer must submit a Student Pay Rate Change Card to the SEO before the employee will receive a raise.
Please see the example on the next page.

Example

**Student Pay Rate Change Card**  
Student Employment Office  
125 Carnegie, 52 West Lorain Street  
(440) 775-8144  

<table>
<thead>
<tr>
<th>Student's Name:</th>
<th>SSN: <strong>-</strong>-____</th>
</tr>
</thead>
</table>

DO NOT USE THIS FORM IF THE STUDENT IS NOT WORKING FOR YOU AT THIS TIME.  
USE THE STUDENT EMPLOYMENT CARD TO HIRE A STUDENT FOR A NEW JOB.  
STUDENTS MUST COMPLETE ALL APPROPRIATE PAPERWORK TO GET PAID.

EMPLOYERS ARE REQUIRED BY FEDERAL LAW TO KEEP A RECORD OF THE HOURS WORKED BY THE  
STUDENT AND SEE THAT WORK DOES NOT INTERFERE WITH HIS/HER CLASS.

<table>
<thead>
<tr>
<th>Department:</th>
<th>Account No:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Job Title:</th>
<th>Previous Rate of Pay $</th>
<th>New Pay Rate $</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date that the new pay rate should take effect:</th>
<th></th>
</tr>
</thead>
</table>

(must be the beginning of a pay period-see current year student payroll schedule)

THIS COMPLETED FORM MUST BE RECEIVED BY OUR OFFICE 14 DAYS PRIOR TO THE DATE YOU WANT THE  
INCREASE/DECREASE TO OCCUR.

<table>
<thead>
<tr>
<th>Signature of Time Card Processor/Employer</th>
<th>Date Completed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Email Address of Time Card Processor/Employer</th>
<th>Processor/Employer Phone No.</th>
</tr>
</thead>
</table>

* Please note, this form will be returned if it is not complete. Please call the Student Employment Office  
ate 775-8144 if you need assistance completing this card.
Policies and Procedures of Employment

Equal Opportunity Employment (Policy on Discrimination)

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 administrator such as an academic advisor.

Expectations

As a student employee supervisor/employer, it is important to remember that students are students. They should be shown the same respect and consideration as other employees. However, their job is not likely to be their primary focus. Expectations should be discussed in a frank and open manner to ensure that both parties are in understanding.

Break and Meal Times

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

Benefits

Students are exempt from Social Security tax during academic years in which the student is enrolled and attending class. 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 employers and employees have a responsibility to promote safety in the workplace.

Termination

When termination of a student employee is a necessary measure, the employer should follow the procedures designated for all staff members at Oberlin College. This should include a verbal warning and written notification of unacceptable work habits. You may contact the Office of Human Resources to get more detailed information. When termination by the employer occurs, a report should be filed with SEO, which includes an effective date of termination.
**Supervisor Responsibilities:**

- Submit a Student Employment Card to the Student Employment Office for each job position filled by a student employee.

- Turn student time cards into the Controller’s office, on time, every two weeks.

- Submit a Pay Rate Change form (see page 10) every time there is a change in student’s hourly pay rate. This form must be submitted two weeks prior to the date you want the increase/decrease to be made effective. (see page 17 for dates)

- Establish clearly defined work schedules that are compatible with the student employee’s academic schedule.

- Provide adequate training to allow the student employee to perform job duties in a satisfactory manner.

- Be available on a regular basis for ongoing support and supervision of student employees.

- Perform a written evaluation of student employees each semester (see page 14) This form also allows for the student employee to give feedback to his or her supervisor. At the end of the academic year, the employer should consider a pay increase based on the student’s overall work performance.

- Monitor student employee attendance and work habits.

- Ensure that student workers are aware of all laws governing the right of privacy and confidentiality. It is recommended that each agency develop a confidentiality policy to be signed by student employees and placed in his/her employee file.

- Attend annual orientation for all site supervisors and ongoing Community Partner trainings.

- Reflection is an integral part of a student employees work experience in the Community Service Work-Study Program. As such, it is required that supervisors implement reflection opportunities in to the job. Please refer to the Service Reflection Toolkit on page 20.

- Encourage student participation in CSWSP reflection and training sessions (that students will put on their time sheets).

- Please notify the Student Employment Office of all student employee terminations, immediately.
Student Responsibilities:

- Report to work on time and inform the supervisor if you know that you will not be able to report to work 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 co-workers.

- 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 the tasks you were hired to do.

- Take the initiative – offer assistance.

- Be sure you understand what is expected of you. Continue to ask about your responsibilities as long as necessary.

- Work Study students are required to notify their supervisor of any changes in their work-study awards.

- Try to establish a good working relationship with the supervisor and co-workers.
Example
Evaluation Form

Please evaluate your student employee. Use this form or an established one within your organization. Comments and discussion are particularly useful to further the development of your student employee. Please complete an evaluation of each student employee once a semester.

In addition, each student employee should be given an opportunity to evaluate and give feedback to his/her supervisor. Page three of this document should be given to them to complete in advance of the evaluation for this purpose.

It may be useful to use this form as a mid-semester check-in to allow an opportunity to discuss issues early on.

Student Name: ________________________________

Job Title:______________________________ Organization: ________________

1. Student performed duties as outlined in his/her job description:

   (Poor) 1 2 3 4 5 (Excellent)

   Comments and/or suggested improvements:

2. Student observed appropriate office protocol (including dress, behavior, etc.):

   (Poor) 1 2 3 4 5 (Excellent)

   Comments and/or suggested improvements:

3. Student reports to work on time and informs supervisor when he/she will not be able to report on time:

   (Poor) 1 2 3 4 5 (Excellent)

   Comments and/or suggested improvements:
4. Student accurately kept a record of his/her time worked:

(Poor) 1 2 3 4 5 (Excellent)

Comments and/or suggested improvements:

5. Student used time appropriately while working:

(Poor) 1 2 3 4 5 (Excellent)

Comments and/or suggested improvements:

6. Student informed employer appropriately of any plans to change hours or to end employment:

(Poor) 1 2 3 4 5 (Excellent)

Comments and/or suggested improvements:

7. Student responded to feedback in an appropriate manner.

(Poor) 1 2 3 4 5 (Excellent)

Comments and/or suggested improvements:
Student Employee Feedback for Supervisor
This page is meant to enable student employees to give feedback to their supervisors at some point in the evaluation process. Its purpose is to open a dialogue about issues that have come up over the semester.

1. Supervisor Accessibility (Is your supervisor available to speak to you on an ongoing basis?)

2. Training for Position (Do you feel that you are adequately trained to perform duties as outlined in job description?)

3. Infrastructure (Are you provided with adequate space, materials, equipment, etc. to do job effectively?)

4. Work Environment (Is the environment in which you work supportive, friendly, and overall a good place to be?)

5. Ongoing Supervision and Direction (Are you receiving adequate direction, instruction and feedback from your supervisor?)

6. Other (Anything else you would like to discuss with your supervisor)
PAY PERIODS AND PAY DATES FOR THE 2004-2005 ACADEMIC YEAR

Please consult the below payroll schedule to ensure timely delivery of time cards to the Controller’s Office for on time pay for students. Student payroll checks will be issued on alternate Fridays during the academic year. Student time cards must be received by the Controller’s Office by 10:00 am the Monday preceding the student pay date.

<table>
<thead>
<tr>
<th>Student Employment Cards due in the SEO by Wednesday at noon</th>
<th>Time Cards due in the Controller’s Office by Monday at 10 a.m.</th>
<th>Pay Date Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 15</td>
<td>September 20</td>
<td>September 24</td>
</tr>
<tr>
<td>September 29</td>
<td>October 04</td>
<td>October 08</td>
</tr>
<tr>
<td>October 13</td>
<td>October 18</td>
<td>October 22</td>
</tr>
<tr>
<td>October 27</td>
<td>November 01</td>
<td>November 05</td>
</tr>
<tr>
<td>November 10</td>
<td>November 15</td>
<td>November 19</td>
</tr>
<tr>
<td>November 24</td>
<td>November 29</td>
<td>December 03</td>
</tr>
<tr>
<td>December 08</td>
<td>December 15</td>
<td>December 17*</td>
</tr>
<tr>
<td>January 05</td>
<td>January 10</td>
<td>January 14</td>
</tr>
<tr>
<td>January 19</td>
<td>January 24</td>
<td>January 28</td>
</tr>
<tr>
<td>February 02</td>
<td>February 07</td>
<td>February 11</td>
</tr>
<tr>
<td>February 16</td>
<td>February 21</td>
<td>February 25</td>
</tr>
<tr>
<td>March 02</td>
<td>March 07</td>
<td>March 11</td>
</tr>
<tr>
<td>March 16</td>
<td>March 21</td>
<td>March 25</td>
</tr>
<tr>
<td>March 30</td>
<td>April 04</td>
<td>April 08</td>
</tr>
<tr>
<td>April 13</td>
<td>April 18</td>
<td>April 22</td>
</tr>
<tr>
<td>April 27</td>
<td>May 02</td>
<td>May 06</td>
</tr>
<tr>
<td>May 11</td>
<td>May 16</td>
<td>May 20</td>
</tr>
<tr>
<td>May 25</td>
<td>May 31</td>
<td>June 03</td>
</tr>
</tbody>
</table>

* Note: There will be no student payroll on December 31, 2004. Hours worked December 13th through December 26th will be included on the January 14, 2005 payroll.
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

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

Winter Term 2005
Winter Term Begins
Martin Luther King Jr. Day – free day
Winter Term Ends
Free Day

Winter 2004
Wednesday, January 5
Monday, January 17
Monday, January 31
Wednesday, February 2

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

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

The information in this calendar is accurate as of July 9, 2004. The dates are subject to change. For the most up to date academic calendar, please go to www.oberlin.edu/registry/10yrca1.html
COMMUNITY SERVICE WORK-STUDY PROGRAM
SUPERVISION PLAN

This form should be completed as part of the application process to become part of the CSWSP program at Oberlin College. Each question requires only one or two sentences.

1. Name and title of direct supervisor.

2. Briefly describe the experience of this person in supervising college-age students (or others, if no experience with college-age students).

3. Describe the specific methods that will be used, if any, to adequately prepare the student to complete the tasks in their job description (e.g., orientation, training, etc.)

4. Describe the nature of expected on-going communication between student and supervisor (e.g., weekly check-in meeting for 15 min., regular contact every time student is on site, bi-weekly review of progress, formal review process, etc.)

5. Describe the specific ways that you expect a student might grow personally and professionally from their experience with your organization.

6. Is there anything else we should know about the supervisor or the environment that your organization creates for student workers that will contribute to a successful experience for both student and supervisor?
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 the 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
- Integration of service into the rest of one's life – developing a “spirit” of service and civic-mindedness
- Improved 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
- Group problem solving creates shared understandings, open communication, and better teamwork
- Encourages volunteers to do higher level thinking, as they look for root causes of complex issues

1 “Key Elements of Service Learning,” Indiana Department of Education, Service Learning Program
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? (Reporting what happened, objectively). Without judgment or interpretation, participants describe in detail the facts and event(s) of the service experience.

Questions include:
What happened? What did you observe? What issue is being addressed or 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? Let’s hear from someone who had a different reaction?

2. So What? (What did you learn? What difference did the event make?) Participants discuss their feelings, ideas, and analysis of the service experience. Questions can also be focused on the meaning or importance of the activity to:

- **The Participant**: Did you learn a new skill or clarify an interest? Did you hear, smell, feel anything that surprised you? What feelings or thoughts seem most strong today? How is 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? (What lens are you viewing from?) What do 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 we 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 everybody’s ideas listened to?

3. Now What? (How will they think or act in the future as a result of this experience?) Participants consider broader implications of the service experience and apply learning. Be aware to strike a balance between realistic, reachable goals and openness to spontaneity and change.
Some questions include:

What seems to be the root causes of the issue/problem addressed? What kinds of activities are currently taking place 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

- 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, the 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 even more helpful if the person leading the reflection activity is journaling 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 the have written unless they want to. You also want to 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 responses to a posed question (such as “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. The follow up after the day with what the participant actually senses.

- **Parables/Stories**: Read a piece of pertinent literature and have participants respond and draw correlations to service experience.

- **Object share**: Each person brings in and passes around an object, and shares how the object is like them or the project they just did (pick a specific one) examples include: “what I contributed to the team, how I felt about this project, what I learned, etc.” The object can be something found in nature, a type of food, a book, etc. (pick one!)
Frequently Asked Questions

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.

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 logon to PRESTO.

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 and 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 work for 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 on campus?

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. The SEO is available for advice on the process.
Once a student finds a job, do they need to do anything else?

Yes.

1. Every student must complete a Student Employment Card (SEC) for each job he or she is working. The SEC must be completed and signed by both the student and the employer.

2. A Form I-9 must be completed. The federal government requires all employers to verify the identity and employment eligibility of their employees, including students.

   By law the Form I-9 must be completed before the student begins working. A list of acceptable documents appears on page 2 of the I-9. Originals of these documents must be presented to the Student Employment Office or Office of Financial Aid.

   If the student cannot produce the original document(s), he or she will not be allowed to begin work or be paid.

3. W-4 (State and Federal) Since work-study earnings are taxable under federal and state law, the student is required to complete both forms. A student's withholding is based on the data the student provides on the form.
## Contact Information:

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