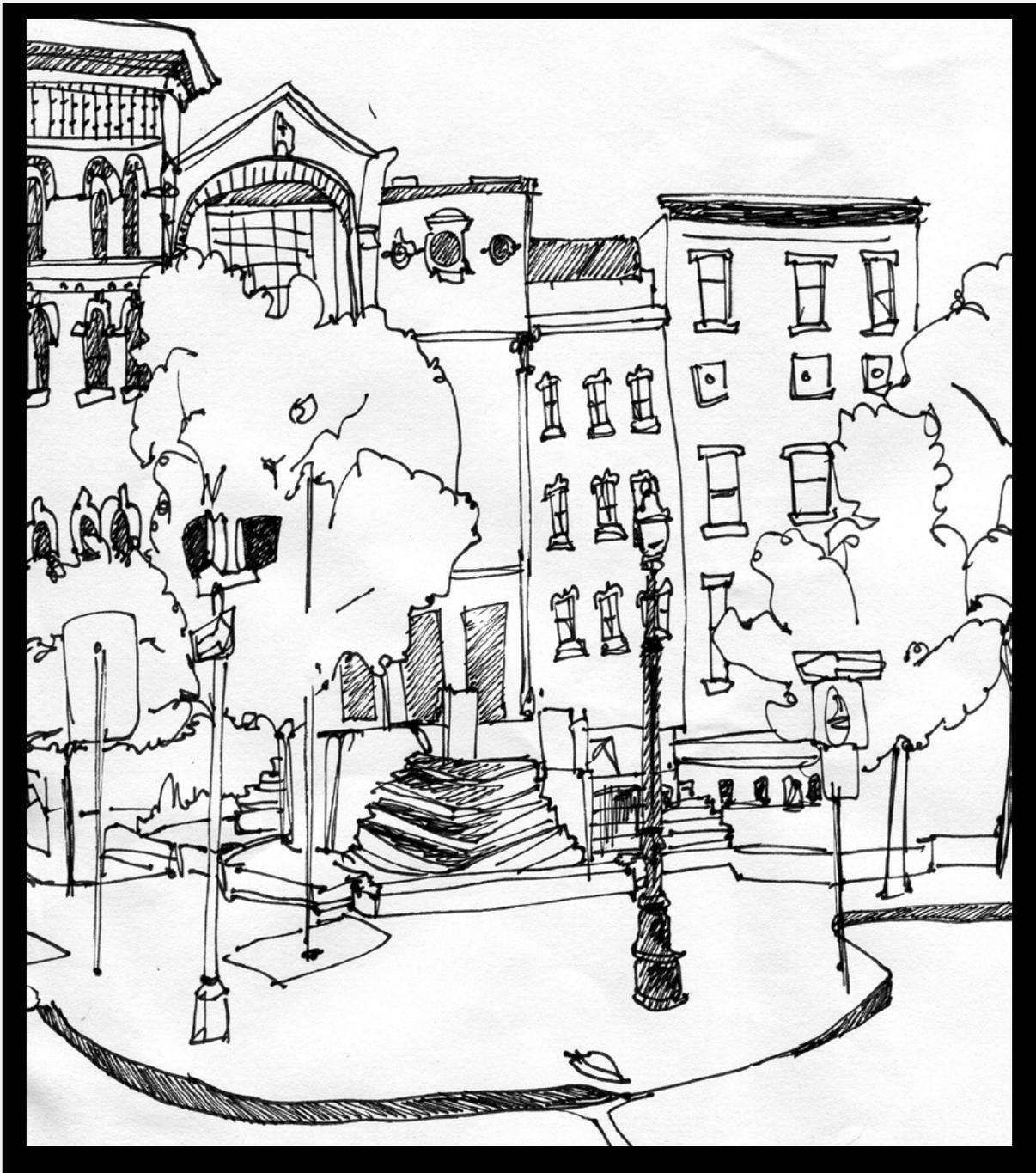


The Mary Ann **Shaw Center** for Public and Community Service
Orientation Manual for
Community Based Service Learning
in Syracuse/Onondaga County
2016 – 2017



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Student Reflection

Through my experiences at the Mary Ann Shaw Center for Public and Community Service (Shaw Center) I have learned that community based service learning is not charity and it is not a donation. Community based service learning is about more than stepping off the hill in order to help a community in need; it is a mutually beneficial partnership between two members of a community. The size of the community you are involved with will vary. It may be a classroom, a school, a neighborhood, a city, a nation, or the world. The notion of service thrives when we recognize our membership within all these communities and acknowledge that active citizens are necessary for any community to prosper.

Service allows you to take an active role by building relationships between yourself and the community at large. This will require effort, flexibility, openness, and communication. It is an opportunity to gain real world experience and to help shape the world. The Shaw Center is a framework of support for your endeavors with the world beyond campus borders.

This guide has been developed to introduce you to the environment where you will be working. It discusses the environment of nonprofit agencies, the Syracuse/Onondaga County community, how to be an effective volunteer, how to work with all kinds of people and how to be responsible for your own safety. Taking time to familiarize yourself with these things before you start your service puts you more in control and down the path to a successful and rewarding experience.

Please feel free to drop by the Shaw Center at 237 Schine Student Center anytime if you have questions or concerns about your community based service learning experience. Best of luck with your experience and beyond.

**Tim Rudd, A&S '04, MAX '07
Shaw Center Leadership Intern &
Service Learning Student**

Student Reflection

My very first semester at Syracuse University, I took WRT 109, a course I was drawn to because of the community service component. I was placed at the North Side Learning Center (NSLC), a center that teaches English to refugees and immigrants on the North Side of Syracuse. As an International Relations major, I was very excited to interact with people from around the world. And I was not disappointed. In my first Adult Beginning English class at the NSLC, we went around the room and the students introduced themselves. In a classroom of nine students, eight different countries were represented. Many were shy to speak at first, but when asked about their home countries or families, their English skills just flowed naturally.

Currently, there is a lot of discourse about refugees in the media. Due to my experiences working at the NSLC, which I continued to do for a year after I originally was required to for class, I observed what it is like to be a refugee in a foreign country. Oftentimes in the U.S. refugees are concentrated in one area/community, where they are often not assimilated into the larger community or speaking the English language regularly. I see the benefits of living in a community primarily of people from the same country or area. As a student who went abroad for a semester, being able to hold onto any part of home or familiarity was so important to my mental wellbeing. At the same time, I learned how incredibly important knowing English is to becoming a member of the U.S. Without immersion and training programs, refugees will have a challenging time fully integrating into a foreign society.

Before I went abroad, I didn't understand why many would like to return home one day, even though there are conflicts in their home countries that forced them to leave. I assumed refugees would be happy to be away from this turmoil and have a better life here in the U.S. However, I realize now that despite the flaws, home is what is familiar, home is what they are used to, **home is home.**

My experience at the NSLC not only opened my eyes to a community I never would have known otherwise, it also fit into my career interests. I one-day hope to become a Foreign Service Officer or Ambassador for the U.S. This involves communicating and working with people from other backgrounds, countries, cultures, and more. This also may involve uncomfortable moments only caused by language and cultural barriers. I learned through this experience that moments like this are valuable to both parties and help to facilitate cultural exchange. I will never forget my experiences at the NSLC and am forever grateful for them.

Emilie Scardilla
A&S '17
Shaw Center Leadership Intern &
Service Learning Student

Introduction to
Syracuse

A Look at Syracuse

Before thinking about what kind of service you're going to be doing, let's look at the community itself. To get the most out of your service, it's important to have a basic understanding of the residents, neighborhoods, city, and county.

Syracuse is a medium-sized city of about 140,000 people located in Onondaga County (U.S. Census, 2014). The geographic location and diverse population offers a wide range of activities to neighborhood residents, including the arts, museums, cultural festivals, eclectic dining, shopping centers, athletics, and parks.



Source: Syracuse Police Department

The Post-Standard

While there are several neighborhoods overall, the city is divided into four main neighborhoods:

- Near Eastside**
- Near Westside**
- Northside**
- Southside**

Main Neighborhoods

Below are the four main neighborhoods of Syracuse, including the loosely defined “borders,” or neighborhood boundaries. Although not all-encompassing, the sections below include community organizations and schools within each neighborhood.

Near Eastside

Borders: Comstock Ave. to Erie Blvd. to Beattie St. to Salt Springs Rd. to E. Genesee St. (back to Comstock Ave.)

Community agencies:

- B&G Club East Fayette
- Elmcrest Children’s Center
- Hillside Work-Scholarship Connection
- Housing Visions
- Jowonio School
- Menorah Park
- Westcott Community Center

Syracuse City School District (SCSD):

- Edward Smith Pre-K-8 School
- Hughes Elementary School
- Huntington Pre-K-8 School
- H.W. Smith Pre-K-8 School
- Nottingham High School
- Syracuse Latin School

Near Westside

Borders: W. Fayette St. to S. Geddes St. to Bellevue to West St. (back to W. Fayette)

Community agencies:

- ACR Health
- B&G Club Shonnard Street
- Habitat for Humanity
- Most Holy Rosary
- Partners in Learning, Inc.
- Spanish Action League
- St. Lucy’s Food Pantry
- Westside Learning Center
- Vincent House

SCSD:

- Bellevue Elementary
- Westside Academy at Blodgett
- Delaware Elementary School
- Frazer K-8 School
- Fowler High School
- Porter Elementary School
- Public Service Leadership Academy at Fowler
- Seymour Dual Language Academy

Northside

Borders: Burnet Ave. to N. Salina St. to Wolf St. to Grant Blvd. to James to Midler Ave. (back to Burnet Ave.)

Community agencies:

- Assisi Center
- Cathedral Academy at Pompeii
- Enable
- Francis House
- Girls, Inc.
- Interreligious Food Consortium
- InterFaith Works
- Northside CYO
- North Side Learning Center
- Reformed Church of Syracuse
- Syracuse Northeast Community Center

SCSD:

- Dr. Weeks Elementary School
- Franklin Elementary School
- Grant Middle School
- Henninger High School
- Huntington Pre-K-8 School
- LeMoyne Elementary School
- Lincoln Middle School
- Salem Hyde Elementary School
- Webster Elementary School

Southside

Borders: Rt. 81 to Ostrander Ave. to Valley Dr. to South Ave. to W. Onondaga St. to W./E. Adams St. (back to Rt. 81)

Community agencies:

- Bishop Foery Foundation
- Boys and Girls Club Central Village
- Brady Faith Center
- Chadwick Residence
- Meals on Wheels
- Parkside Children's Center
- Salvation Army
- Southwest Community Center
- SUNY Upstate Childcare Center
- Southwest Community Center

SCSD:

- Clary Middle School
- Corcoran High School
- Danforth Middle School
- Dr. King Elementary School
- Expeditionary Learning Middle School
- Institute of Technology at Syracuse
Central
- McCarthy at Beard
- McKinley-Brighton Elementary
- Meachem Elementary School
- Roberts K-8 School
- Van Duyn Elementary School

Syracuse Public High Schools

Corcoran High School

Corcoran is part of the International Baccalaureate (IB) program, and students who graduate are eligible to receive an IB diploma if they successfully complete the coursework. The IB curriculum is noted for its academic excellence. Corcoran students are also able to take college classes and receive credit at the State University of New York College of Environmental Science and Forestry and Syracuse University.

George W. Fowler High School

Fowler High School's mission statement reveals its dedication to creating lifelong learners. The school is divided into three smaller learning communities, known as career academies, where students can focus on academic areas that interest them. Internships, job shadow programs and career chats with a variety of professionals allow students to actively engage in planning and deciding their futures. In fall 2014, Fowler High School began the process of phasing into the 'Public Service Leadership Academy at Fowler,' transitioning one grade level each year until the process is complete in 2017.

Public Service Leadership Academy at Fowler

The Public Service Leadership Academy has a Career and Technical Education focus with four career academies and eleven pathways. Students have the opportunity for mentorships, internships and job shadowing in a range of fields. Through the rigorous academic program, students develop the self-discipline that will help them thrive in college and careers that make them community leaders in Syracuse and beyond.

Anthony A. Henninger High School

With over 1,700 students, Henninger is the largest high school in Syracuse. It has an active sports program for both boys and girls. Because of its large size, Henninger offers students the opportunity to attend one of four academies: art focus academy; health careers academy; business academy; or media and communications academy.

Johnson Vocational Center

The Johnson Vocational Center caters to the city's vocational students. It offers classes to both high school students and adults seeking to learn a trade. There are 17 different programs offered including auto repair, fashion, technology, and computer science.

Institute of Technology at Syracuse Central

ITC, one of Syracuse City's smaller high schools with just over 400 students, has implemented a college-preparatory curriculum with a focus on Automotive Technology, Biotechnology, Computer Engineering, Culinary Arts, Media, and Robotics. ITC has the highest graduation rate among all of SCSD's high schools at 77%.

William Nottingham High School

Nottingham one of the larger schools in the area, enrolling over 1,200 students. Established in 1921, it is the oldest high school in Syracuse. Nottingham serves as the "musical arts" public high school in Syracuse and is renowned for its theater and music programs.

(Source: syracusecityschools.com)

Statistical View

The only way for you to truly get to know the community is to spend time in it. However, the statistics shown here can help provide some background and context for your service.

Population

| | 1990 | 2000 | 2010 | 2014 |
|------------------|---------|---------|---------|---------|
| City of Syracuse | 163,860 | 147,306 | 145,170 | 144,669 |
| Onondaga County | 468,973 | 458,336 | 467,026 | 468,196 |

(Sources: U.S. Census Bureau, <http://quickfacts.census.gov>)

Contrary to the population decline in recent decades, the 2010 U.S. Census shows that Central New York's population grew 1.4 percent in the last decade, an all-time population high (742,603) for the four-county area (Onondaga, Cayuga, Oswego, and Madison). The city of Syracuse only had a 1.5 percent population decrease, the smallest decline since 1960. City officials contribute the stabilized population to neighborhood programs, including the Syracuse Neighborhood Initiative and refugee resettlement agencies.

(Source: http://www.syracuse.com/news/index.ssf/2011/03/central_new_york_halts_decline.html)

Race/Ethnicity

| | Syracuse (2010 est.) | Onondaga County (2010 est.) |
|---|-------------------------|--------------------------------|
| White | 56% | 81.1% |
| Black or African American | 29.5% | 11.0% |
| American Indian and Alaska Native | 1.1% | 0.8% |
| Asian | 5.5% | 3.1% |
| Native Hawaiian and Other Pacific Islander | 0.0% | 0.0% |
| Two or more races | 5.1% | 2.8% |
| Hispanic or Latino (of any race) | 8.3% | 4.0% |

(Source: U.S. Census Bureau, American Community Survey, www.census.gov)

Economy

The following are the poverty guidelines used by federal agencies. Any family making less than the listed figure is considered to be living below the poverty level.

| 2015 Health and Human Services Poverty Guidelines | |
|--|-------------------|
| Persons in Family | Poverty Guideline |
| One | \$11,770 |
| Two | \$15,930 |
| Three | \$20,090 |
| Four | \$24,250 |
| Five | \$28,410 |
| Six | \$32,570 |

(Source: www.aspe.hhs.gov, 48 Contiguous States and the District of Columbia)

| Percentage of People Whose Income is Below the Poverty Level | | |
|---|----------|-----------------|
| | Syracuse | Onondaga County |
| Percentage of population living in poverty | 34.6% | 14.8% |
| Children (<18 yrs.) living in poverty | 49.4% | 21.2% |
| Elderly (>65 yrs.) living in poverty | 15.5% | 7.4% |

(Source: U.S. Census Bureau, 2013 American Community Survey)

In 2013, the estimated **median household income** for Onondaga County was \$54,242, while Syracuse's median was \$31,365. This is compared to the median household income of New York State, which was \$58,003 (U.S. Census Bureau, 2013 American Community Survey).

Adult Literacy

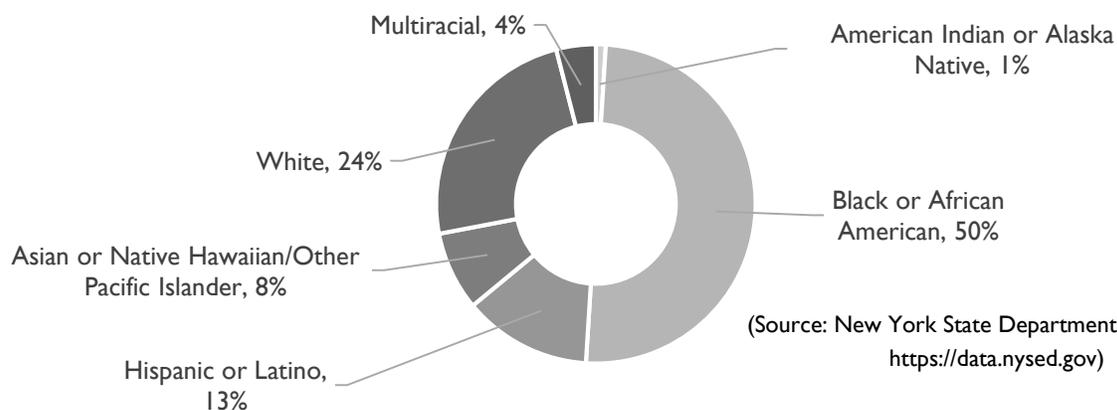
Based on the 2003 National Assessment of Adult Literacy, it is estimated that 10% of adults in Onondaga County lack basic prose literacy, or the ability to read newspapers, books and other written materials from daily life (<http://nces.ed.gov/naal/>).

| Educational Attainment (2013 est.) | | |
|------------------------------------|---|--|
| | Percent high school graduate or higher | Percent bachelor's degree or higher |
| New York | 84.5% | 33.2% |
| Onondaga County | 89.9% | 33.1% |
| Syracuse | 80.4% | 26.0% |

(Source: U.S. Census Bureau, 2013 American Community Survey)

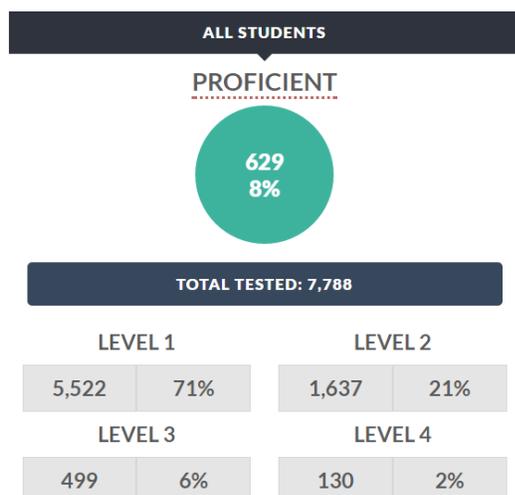
Education

2014-2015 Syracuse City School District Enrollment by Ethnicity

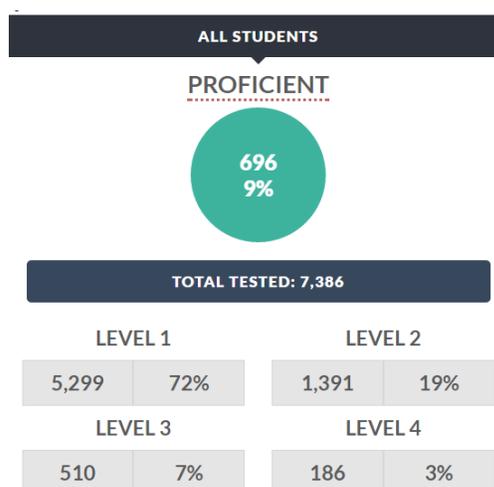


2014-2015 Syracuse City School District Performance, Grades 3-8

English Language Arts (ELA) Assessments



Mathematics Assessments



(Source: New York State Department of Education, <https://data.nysed.gov/>)

Fast Facts for 2014-2015

- 20,084 K-12 students in the Syracuse City School District
- 55% graduation rate
- 74% of students receive free or reduced price lunch
- 77% of students enrolled are considered “economically disadvantaged”
- 17.3% of students are receiving special education services
- 15% of students are English Language Learners
- 74 different languages spoken by students (2013-2014)

(Source: New York State Department of Education, [nysed.gov](https://data.nysed.gov/))

Best of Syracuse

According to Livability.com, in 2014 Syracuse was named one of the “Best Places to Live in New York” (<http://www.livability.com/new-york/best-places-to-live-in-new-york>). The list below highlights aspects of the city that make Syracuse, Syracuse!

Growing Economy:

- Syracuse ranked number one for the most affordable city to live in the U.S. (*Post Standard* article, August 20, 2010).
- The cost of living in Syracuse is 11.1% lower than the U.S. average (www.city-data.com).
- Syracuse was named one of the nation’s top 50 cities for business expansion and relocation by *Expansion Management* magazine (www.syracuse.ny.us).

Ample Nature and Science Recreation:

- The Syracuse and Onondaga County area has several nature trails, lakes, and places to explore. Thornden Park, with its rose garden and amphitheater, are close to campus. The Erie Canal, Green Lakes State Park, Onondaga Lake, Skaneateles Lake, and Cazenovia Lake are all relatively close and popular among locals and students alike.
- The MOST (Museum of Science and Technology) in Armory Square offers IMAX movie showings and other fun interactive exhibits (www.most.org).

Expansive Arts and Food:

- Syracuse has 40 museums and galleries, including the nationally known Everson Museum of Art, designed by I.M. Pei (www.visitsyracuse.org).
- The newly built Lakeview Amphitheater sits adjacent to Onondaga Lake and hosts a variety of concerts every year (www.lakeviewamphitheatre.com).
- Syracuse Opera is the only year-round professional opera company serving Central New York (www.syracuseopera.com).
- In 2010, Syracuse came in fifth among small cities for being one of the most vegetarian-friendly cities in North America in a survey by *People for Ethical Treatment of Animals*. The organization had praise for restaurants Strong Hearts Café and Alto Cinco (www.syracuse.com).

Environmentally Friendly and Conscientious:

- The city of Syracuse received national recognition for outstanding efforts to protect the earth’s climate and stratospheric ozone layer by initiating a model program to conserve energy for all government facilities (surface.syr.edu).
- Since recycling went into effect July 1, 1990, Onondaga County residents and businesses have recycled over 3.8 million tons of newspapers, cardboard, magazines, junk mail, bottles and cans (www.syracuse.com).
- The Syracuse City School District received a 2007 New York State Environmental Excellence Award for successfully implementing “Going Green” in 30 schools throughout the District (www.syracusecityschools.com).

Syracuse Community Geography

Website: www.communitygeography.org

Community Geographer to use technology and public health expertise to improve life in Syracuse community

September, 2005

By Carol Masiclat

Syracuse University has announced the appointment of Jonnell Allen as Community Geographer. Allen's primary task will be to use sophisticated geographic tools such as geographic information systems (GIS) technology to support local projects in the Syracuse community. Allen joined SU on September 6th. She will be on the staff of the Department of Geography in the Maxwell School of Citizenship and Public Affairs. The position was created in response to the success of the first phase of the Syracuse Hunger Project, an initiative of the Samaritan Center, which brings hot meals to the hungry of downtown Syracuse and addresses the emergency food needs in the area. "The Hunger Project showed us the real value of community-based mapping," says Don Mitchell, professor and chair of the geography department. "It taught us to see the problems of the community—and their solutions—in new ways. But mostly it showed us how important it is to have available someone with geographical skills and the resources of the University at hand, who truly works with and for the community. Jonnell has these skills and will be a great asset to Syracuse and Central New York." The objectives of the community geographer and the volunteer advisory board are to contribute a geographic perspective to the goals and initiatives of community partners and to ultimately affect positive change in Syracuse in the areas of social justice, community development and public health. The area Allen will cover is broadly defined, and includes the city and suburbs of Syracuse, Onondaga County and the Central New York region. Her work will result in the production of maps that may:

- identify underserved areas for particular resources or services
- highlight the locations of existing community resources to better inform community members about them
- inform service providers about where their clients are located and the barriers clients may encounter while trying to access services
- address relationships between the natural, built and social environments and human health



The Community Geographer will assist the community by making and distributing maps and providing assistance in more elaborate spatial analyses of community challenges—for example, studying the relationships between the demographic characteristics of a community, its geographic location, access to resources and health outcomes. Maps generated this way can be the departure point for community-wide decision-making by focusing attention on the objective depiction of a wide range of social and economic data.

(Source: <http://www.syr.edu/news/archive/story.php?id=2828>)

Community
Health Initiatives

Health-Related Opportunities

There are various career paths to take after graduation if you are interested in health or nutrition related careers. With any path you choose, you will find that many volunteer opportunities in the Syracuse area will not only benefit the community in their mission to become healthier, but will also allow you to gain more experience and knowledge for your health-related career choice.

Food Preparation and Service

Assisting with food preparation is a great way to start gaining nutrition and food service experience. Food prep-related tasks are ideal for underclassmen. Volunteers have the opportunity to organize, prepare and serve meals to a specific group or groups of people depending on the agency.



Public Health Education

Sites throughout Syracuse are looking for volunteers who see their future in the medical profession. Whether it is volunteering in a clinical setting, like a hospital or working with children on issues of health literacy, public health students can find an agency that fits with their future professional goals. Students can create lesson plans for a variety of populations to promote health or provide support for already existing programs organized by nonprofit agencies. Those who prefer a more clinical setting can volunteer at one of the many area hospitals for first-hand experiences. Note that due to popularity and background checks/health screenings, hospitals often have a 2-6 month volunteer intake process, so plan ahead.

Nutrition Education

Many agencies may request that volunteers provide educational workshops and cooking demonstrations or create nutritional bulletin boards, brochures, and handouts. Providing nutrition education is highly beneficial in helping families learn about healthy eating and living, with anticipated outcomes of a potential decline in health issues.

Menu Planning

Agencies that offer menu planning opportunities provide beneficial experiences to students especially interested in working in a clinical environment. Volunteers will analyze nutrient contents of individual recipes and full menus. They may have the opportunity to help decide which foods will be appropriate for people with specific dietary needs.

Syracuse Community Health Initiatives

From growing local gardens to low cost/no cost medical services, Syracuse offers a wide variety of services that cover issues affecting the community's health. Here are some of the organizations in the city that are dedicated to improving the health of the community.

Syracuse Grows

Syracuse Grows aims to achieve a more sustainable community through advocacy, programming and education. The program connects individuals and groups by planting community gardens to develop a natural foodscape in the city of Syracuse.

Read more at: www.syracusegrows.org

Mobile Market

The Farm Fresh Mobile Market was inspired by a similar project originally located in California. Community residents, local farmers and educators collaborate to bring fresh produce to the Southside of Syracuse, where access to grocery stores is extremely limited.

Read more at: www.ssinterfaithcdc.org/projects/farm-fresh-mobile-market

Meals on Wheels

The mission of Meals on Wheels is to organize, plan, and administer the service of delivering nutritious meals, nutrition education, and resource assistance to people living in the Syracuse community unable to do so for themselves. Each day, volunteers help prepare, package, and distribute hundreds of nutritious meals to homebound seniors.

Read more at: www.meals.org

Amaus Medical Services

The Amaus health center is located on East Onondaga Street of Syracuse. It serves individuals and families of the community who have limited access to health care or are without health insurance.

Read more at: www.cathedralsyracuse.org/amausmedicalservices.html

Syracuse Community Health Center (SCHC)

The SCHC provides quality health care to individuals with limited access to health care. The SCHC staffs over 100 Board Certified Providers throughout 15 neighborhood-based Health Centers located in Onondaga County.

Read more at: www.schcny.com

Poverello Health Center

Staffed by physicians, nurse practitioners, nurses, chiropractors and even optometrists, the Poverello Health Center strives to deliver free health care for individuals and families with limited health care.

Read more at: www.franciscanm.org/index.php?page=poverello-health-center

Crouse Hospital

Crouse Hospital is a private, non-profit hospital that has been caring for the community since 1887. Their mission is to provide the best in patient care by exceeding the expectations of their patients and striving to promote community health.

Read more at: www.crouse.org

SUNY Upstate Medical Center

Upstate Medical Center aims to improve the health of the communities through education, biomedical research and health care.

Read more at: www.upstate.edu

St. Joseph's Hospital

The staff at St. Joseph's are passionate healers dedicated to honoring the Sacred in their sisters and brothers through high quality healthcare.

Read more at: www.sjhsyr.org

Upstate University Hospital at Community General

Recently acquired by Upstate Medical center, Community General opened its doors in 1963. Since then, the hospital has pursued and acquired many achievements, which includes increasing their number of services dramatically to better serve the community.

Read more at: www.upstate.edu/community

Syracuse VA Medical Center

The VA Medical Center utilizes state-of-the-art technology to provide a full range of services to their patients. The medical center has been named a Center of Excellence for its Operation Enduring Freedom/Operation Iraqi Freedom and Polytrauma Programs.

Read more at: www.va.gov

National Health Initiatives in the News

Eat an Apple (Doctor's Orders)

Published August 12, 2010

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By: Natasha Singer

The farm stand is becoming the new apothecary, dispensing apples — not to mention artichokes, asparagus and arugula — to fill a novel kind of prescription.

Doctors at three health centers in Massachusetts have begun advising patients to eat “prescription produce” from local farmers’ markets, in an effort to fight obesity in children of low-income families. Now they will give coupons amounting to \$1 a day for each member of a patient’s family to promote healthy meals.

“A lot of these kids have a very limited range of fruits and vegetables that are acceptable and familiar to them. Potentially, they will try more,” said Dr. Suki Tepperberg, a family physician at Codman Square Health Center in Dorchester, one of the program sites. “The goal is to get them to increase their consumption of fruit and vegetables by one serving a day.”

The effort may also help farmers’ markets compete with fast-food restaurants selling dollar value meals. Farmers’ markets do more than \$1 billion in annual sales in the United States, according to the Agriculture Department.

Massachusetts was one of the first states to promote these markets as hubs of preventive health. In the 1980s, for example, the state began issuing coupons for farmers’ markets to low-income women who were pregnant or breast-feeding or for young children at risk for malnourishment. Thirty-six states now have such farmers’ market nutrition programs aimed at women and young children.

Thomas M. Menino, the mayor of Boston, said he believed the new children’s program, in which doctors write vegetable “prescriptions” to be filled at farmers’ markets, was the first of its kind. Doctors will track participants to determine how the program affects their eating patterns and to monitor health indicators like weight and body mass index, he said.

“When I go to work in the morning, I see kids standing at the bus stop eating chips and drinking a soda,” Mr. Menino said in a phone interview earlier this week. “I hope this will help them change their eating habits and lead to a healthier lifestyle.”

The mayor’s attention to healthy eating dates to his days as a city councilman. Most recently he has appointed a well-known chef as a food policy director to promote local foods in public schools and to foster market gardens in the city.

Although obesity is a complex problem unlikely to be solved just by eating more vegetables, supporters of the veggie voucher program hope that physician intervention will spur young people to adopt the kind of behavioral changes that can help forestall lifelong obesity.

Childhood obesity in the United States costs \$14.1 billion annually in direct health expenses like prescription drugs and visits to doctors and emergency rooms, according to a recent article on the economics of childhood obesity published in the journal “Health Affairs”. Treating obesity-related illness in adults costs an estimated \$147 billion annually, the article said.

Although the vegetable prescription pilot project is small, its supporters see it as a model for encouraging obese children and their families to increase the volume and variety of fresh produce they eat.

“Can we help people in low-income areas, who shop in the center of supermarkets for low-cost empty-calorie food, to shop at farmers’ markets by making fruit and vegetables more affordable?” said Gus Schumacher, the chairman of Wholesome Wave, a nonprofit group in Bridgeport, Conn., that supports family farmers and community access to locally grown produce.

If the pilot project is successful, Mr. Schumacher said, “farmers’ markets would become like a fruit and vegetable pharmacy for at-risk families.”

The pilot project plans to enroll up to 50 families of four at three health centers in Massachusetts that already have specialized children’s programs called healthy weight clinics.

A foundation called CAVU, for Ceiling and Visibility Unlimited, sponsors the clinics that are administering the veggie project. The Massachusetts Department of Agriculture and Wholesome Wave each contributed \$10,000 in seed money. (Another arm of the program, at several health centers in Maine, is giving fresh produce vouchers to pregnant mothers.) The program is to run until the end of the farmers’ market season in late fall.

One month after Leslie-Ann Ogiste, a certified nursing assistant in Boston, and her 9-year-old son, Makaël Constance, received their first vegetable prescription vouchers at the Codman Center, they have lost a combined four pounds, she said. A staff member at the center told Ms. Ogiste about a farmers’ market that is five minutes from her apartment, she said.

“It worked wonders,” said Ms. Ogiste, who bought and prepared eggplant, cucumbers, tomatoes, summer squash, corn, bok choy, parsley, carrots and red onions. “Just the variety, it did help.”

Ms. Ogiste said she had minced some vegetables and used them in soup, pasta sauce and rice dishes — the better to disguise the new good-for-you foods that she served her son. Makaël said he did not mind. “It’s really good,” he said.

Some nutrition researchers said that the Massachusetts project had a good chance of improving eating habits in the short term. But, they added, a vegetable prescription program in isolation may not have a long-term influence on reducing obesity. Families may revert to their former

habits in the winter when the farmers' markets are closed, these researchers said, or they may not be able to afford fresh produce after the voucher program ends.

Dr. Shikha Anand, the medical director of CAVU's healthy weight initiative, said the group hoped to make the veggie prescription project a year-round program through partnerships with grocery stores.

But people tend to overeat junk food in higher proportion than they undereat vegetables, said Dr. Deborah A. Cohen, a senior natural scientist at the RAND Corporation. So, unless people curtail excessive consumption of salty and sugary snacks, she said, behavioral changes like eating more fruit and vegetables will have limited effect on obesity.

In a recent study led by Dr. Cohen, for example, people in southern Louisiana typically exceeded guidelines for eating salty and sugary foods by 120 percent in the course of a day while falling short of vegetable and fruit consumption by 20 percent.

The weight clinics in Massachusetts chosen for the vegetable prescription test project already encourage families to cut down on unhealthy snacks.

Even as Ms. Ogiste and her son started shopping at the farmers' market and eating more fresh produce, for example, they also cut back on junk food, she said.

"We have stopped the snacks. We are drinking more water and less soda and less juice too," Ms. Ogiste said. "All of that helped."



Leslie-Ann Ogiste, top left, and her son Makael Constance used coupons at a farmers' market. At center is Gus Schumacher, the chairman of Wholesome Wave.

Syracuse Health Initiatives in the News

Syracuse clinic and grocer team up to boost health in struggling Near West Side neighborhood

Published October 7, 2012

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By: James T.



Ruth Hammond stocks produce at Nojaim Brothers Supermarket on Gifford Street in Syracuse

Patients at the Westside Family Health Center in Syracuse may soon leave the doctor's office with prescriptions for fruit and vegetables to be filled next door at Nojaim Brothers Supermarket.

The health center, part of St. Joseph's Hospital Health Center, and the independent grocery store are teaming up to improve health in the Near West Side neighborhood plagued by high rates of obesity, diabetes and other chronic illnesses.

The partners' aim is to teach customers and patients how to eat healthy and reward them for buying more nutritious foods with prizes like gift certificates for fresh produce or YMCA memberships. All the details have not been ironed

out yet. Syracuse University professors and students involved in public health and nutrition are helping St. Joe's and Nojaim develop the program.

The idea is to show patients how to take the advice they hear in the doctor's office about diet and put it into practice in the grocery aisles and at home in the kitchen.

"We see this as a really cutting-edge public health community intervention," said Tom Dennison, director of SU's Lerner Center for Public Health Promotion.

As part of the project, Nojaim plans a \$2.5 million expansion and renovation of its store at 307 Gifford St. Construction will begin later this year and be done next summer. Nojaim received a \$1 million state grant for the project.

In the renovated store, SU nutrition students will help customers read nutrition labels and make healthy choices.

Customers will accumulate points based on the items they purchase. Healthy items like fruits and vegetables will be worth more points than an unhealthy item like a candy bar.

Customers will get a plastic rewards card that will be swiped at the checkout every time they make a purchase so the store can keep track of their points. Customers who collect enough points by making healthy choices will be eligible for a prize.

“The doctor can prescribe change and I can reward you for changing,” said Paul Nojaim, who runs the family-owned, third-generation independent grocery store established in 1919.

If the customer agrees, the store will share the point information with the health center so doctors can see if a patient with high blood pressure, for example, is eating potato chips or other salty foods. Participation by customers and patients in the health promotion programs will be strictly voluntary.

Electronic video signs in the store will convey nutrition tips. A store employee, known as a “neighborhood navigator,” will be available to talk to customers about the health promotion program and refer them to other services in the neighborhood offered by St. Lucy Church, HomeHeadquarters, Huntington Family Center and other organizations.

St. Joe’s plans to put up a new \$4.85 million one-story building on Gifford Street to house the health center. The building, to be constructed on the west side of Nojaim’s parking lot, will be four times larger than the health center’s existing building at the rear of Nojaim’s parking lot near Seymour Street. St. Joe’s received a state grant to cover the cost of the project. It expects to break ground next month and open the new center in early 2014.

The center handles about 8,000 patient visits annually. The patient population is 44 percent Hispanic, 22 percent black and 2 percent American Indian. Nearly three quarters of patients are on Medicaid or Medicare or are uninsured.

People who live in ZIP code 13204, which includes the Near West Side, are about 1.5 times more likely than the average New York resident to be hospitalized for preventable illnesses such as diabetes, congestive heart failure and lung disease, according to the state Health Department.

Blacks in the 13205 ZIP code are nearly twice as likely to be hospitalized for preventable illnesses as whites in the same neighborhood. The health center has two family medicine doctors and a physician assistant. The expanded center will have 12 providers, including three family medicine doctors, an obstetrician, a pediatrician, a behavioral health counselor and several physician assistants and nurse practitioners. Many of the new services in the health center will be relocated from St. Joe’s Maternal Child Health Center on Prospect Avenue on the city’s North Side.

“We want to integrate as many specialty services as possible into one center so the patients don’t have to travel to different centers,” said Mark Murphy, a senior vice president at St. Joe’s.

The more services patients can get under one roof, the more likely they are to follow medical advice, he said. The new center will be open until 8 p.m. on weekdays and for a few hours on Saturday. The purpose of the extended evening hours is to prevent people from using busy hospital emergency rooms for non-emergency care. The effort to improve health comes at the same time the neighborhood is seeing a surge of revitalization after years of decline.

ProLiteracy, an international nonprofit, recently moved its headquarters into a renovated warehouse on Marcellus Street.

Public broadcaster WCNV is planning to move into the same building. New housing also is being built in the neighborhood. Much of the revitalization has been sparked by the Near Westside Initiative, a nonprofit public/private partnership led by Syracuse University.

Nojaim said prospects for his store were bleak before the revitalization began. The neighborhood had lost about 30 percent of its population over the course of 20 years.

“One of every three gallons of milk was no longer there,” Nojaim said. “Every day we existed, we were one day closer to the inevitable — going out of business.”

Revitalization efforts stopped the slide and the neighborhood is slowly turning around, he said.

Nojaim said the store is in dire need of renovation after many years of deferring major capital improvement. The grant will allow him to completely make over the store and do things like move the produce department to a prominent location. The store employs 73 full- and part-time workers. Nojaim expects to add another 12 when the renovation is complete.

He said the investment by his business and the health center are further evidence of the positive change transforming the neighborhood.

“If you had proposed something like this six or 10 years ago, people would have thought you were losing your mind,” he said.

The health center is a “medical home,” a term used to define a community-based primary care setting that provides coordinated care for people of all ages. Under the federal Affordable Care Act, medical homes that reduce patients’ blood sugar levels, blood pressure and improve other health measures will get higher payments from Medicare.

“What we want to achieve with these public health interventions is exactly what they (St. Joe’s) need to get a bump in reimbursement,” he said.

Medical care alone is a relatively small factor that determines health, he said.

“So much of it is lifestyle, nutrition and exercise and those are the variables we can move with this kind of effort.”

Students from Syracuse University’s Lerner Center and Falk College’s department of public health, food studies and nutrition will be involved in the project. Dennison said the Lerner Center will provide funding, programming and research support.

If a health center patient comes into Nojaim’s with a prescription for fresh fruit and vegetables, the Lerner Center will pay for patient’s produce, he said.

“If we can somehow break down the barrier between where people live and what they eat and what they buy and medical care, that’s what is going to make a difference in health status,” Dennison said.

Preparing for your
Service Learning Experience

Nonprofit Profile

To be an effective volunteer, you need to understand a little about the working environment or culture of the nonprofit sector.

Definition

Nonprofits are organizations that work to improve the common good of society in some way, typically through charitable, educational, scientific or religious means. Their defining characteristic is that they don't distribute a profit to private individuals (such as owners or investors); instead, they use all available revenue to serve the public interest in some way. A nonprofit organization is classified as a 501 (c) (3) corporation.

(Source: <http://money.usnews.com>)

National Nonprofit Facts

- The nonprofit industry accounts for **5.4% of the nation's entire GDP (2012)**.
- The nonprofit sector overall employs **over 11 million people, or nearly 10 percent of the private-sector workforce** (larger than the finance, insurance, and real-estate sectors combined) (2012).
- In 2013 there were more than 1.48 million tax-exempt organizations in the U.S., **a number that has doubled in the last 30 years**.
- In 2013, **25.4% of adults** in the United States volunteered with an organization and gave **7.7 billion hours of volunteer service worth \$173 billion**.

(Source: <https://www.independentsector.org>)

The Effect of the Economy on the Nonprofit Sector

(October 2012 economic survey of nonprofits by *GuideStar*)

- 42% of respondents were expecting contributions to their organizations to drop during October - December 2012, compared to the same period the previous year
- 38% indicated their method of cutting budgets was to freeze salaries.
- 64% reported a total increase of demand for their organization services
- Since the economic crisis of 2008, 13.4% reported that they have shifted their program areas / mission.

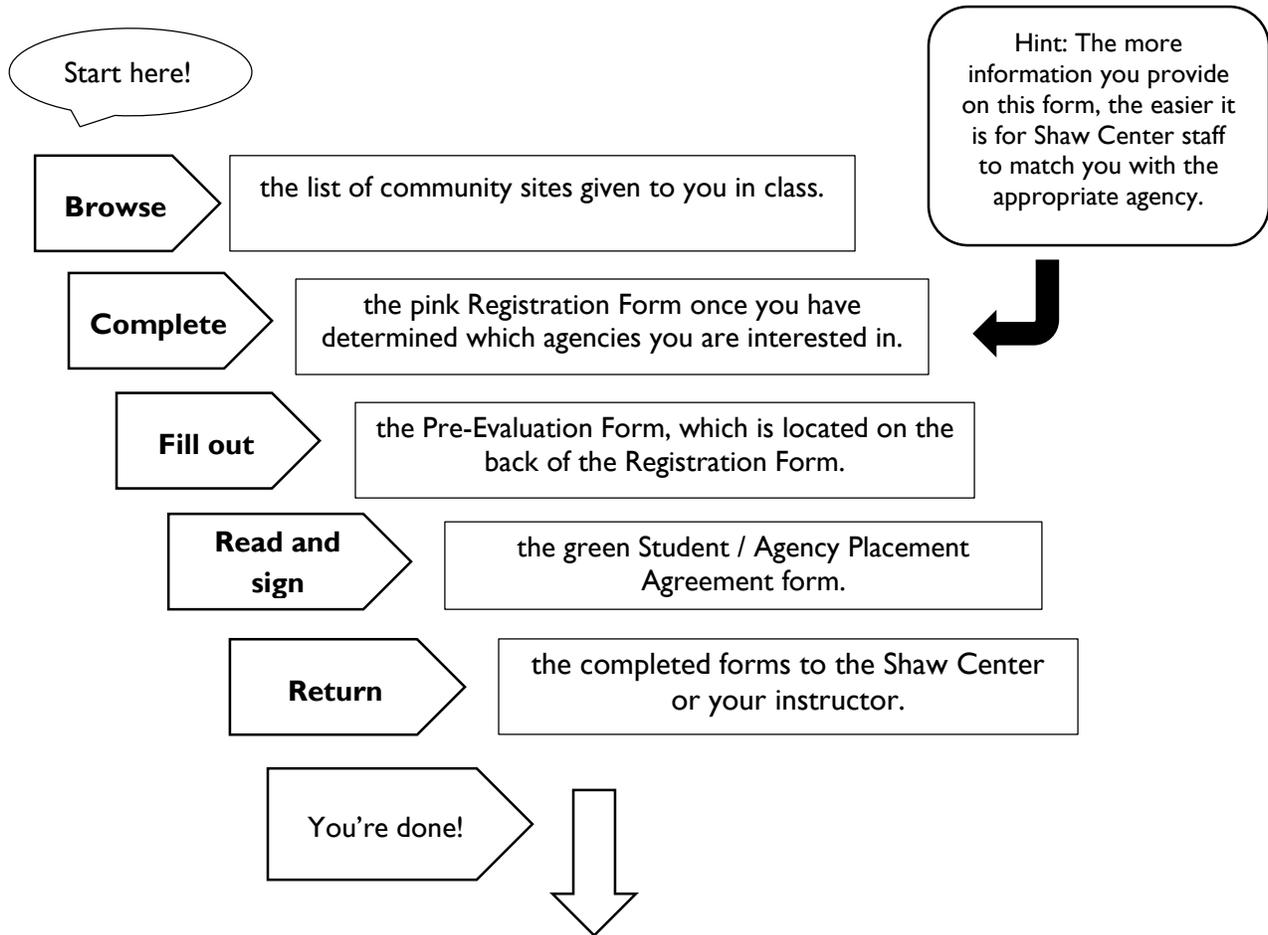
(Source: <http://www.guidestar.org>)

Always On a Budget

Due to a dependency on private donations, grants and public funds, nonprofits generally have tight budgets. As a result, nonprofits can find themselves understaffed and under resourced. Consequently, volunteers are a pivotal part of the nonprofit world. Volunteers often participate in providing direct service to clients. Though less glamorous at times, volunteers also often provide critical assistance such as answering phones or mailing letters. Experiences range from helping small, local understaffed charities to working with large established nonprofit organizations.

Service Learning Process

Service Learning Course Placement Steps 2016-2017



NEXT STEPS

You will receive a referral to one agency **approximately one week** after you hand in your Registration and Pre-Evaluation Form. The agency referral you receive will provide an agency name, contact information, volunteer description and potential volunteer positions at the site. Look to the next page for further instructions.

Once You Receive Your Referral

1. **Contact your agency by email as soon as possible** and set up a time to meet with the volunteer coordinator/agency supervisor or to attend a training/orientation if applicable. This may take several exchanged messages and may require a follow up phone call. Be proactive, be specific, and be persistent.

Example: My name is _____. I am a student at Syracuse University and was referred to you by the Shaw Center. I have 20 hours of community service to complete this semester as part of my service learning course and I was hoping to set up an appointment to meet with you to discuss service options available at your site. I am typically available to meet and volunteer between (timeframe) on (days of week). Please contact me by phone at _____ or by email at _____ to set up an appointment. I look forward to meeting with you.

2. **Do your research.** Browse the agency's website before your meeting so that you are aware of the mission, basic structure, and programs.
3. **Request Shaw Center transportation at least 48 hours in advance of your first meeting** (see next page for details!).
4. **Bring the Student/Agency Agreement Form (green) to fill out with your site supervisor during your meeting.** This is an agreement between you and the agency where you have been referred that specifies what day(s) and time(s) you will be volunteering and outlines your responsibilities. **Bring the completed form to the Shaw Center, located at 237 Schine Student Center, or your instructor, after your first visit.**

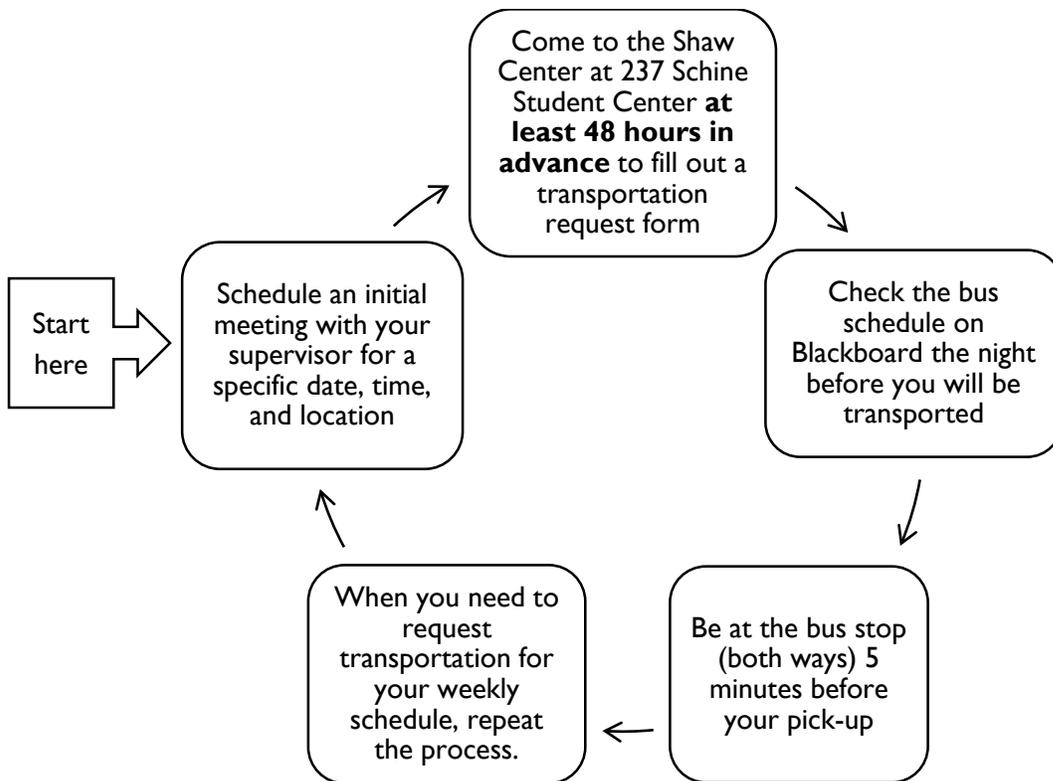
Don't be afraid to ask questions and get clarification about what will be expected of you, including the name(s) of staff to whom you will report. See page 35 for more questions to ask during your meeting. It is **extremely important** that you keep track of your hours throughout the semester on the provided timesheet (yellow), which should be signed by your agency supervisor, unless otherwise indicated by your instructor. **When you have completed your hours at the end of the semester, return a signed copy of your timesheet to the Shaw Center or to your instructor.**

5. **Request ongoing Shaw Center transportation at least 48 hours in advance once you have decided your weekly schedule with your supervisor.**

Syracuse University Office of Parking & Transit and Shaw Center Transportation Procedures

The Shaw Center transports over 200 students to various Syracuse City Schools and nonprofit agencies in the community every week. Transportation is not a point-to-point service, rather, individuals are picked up and dropped off along the way. As with any public transportation system, if an individual misses his/her scheduled run, the bus will not return to pick him/her up. Riders must be at their designated pick-up location at the time arranged by Shaw Center staff. The Shaw Center discourages the use of site placement staff and/or school staff for transportation.

Transportation Request Process



Transportation Form Information

There are two types of transportation request forms: ongoing and one-time. Ongoing requests mean you will be put on the schedule the same general time every week, whereas a one-time request is for one specified time only. When you submit your form, you will receive the Rider Responsibility Packet, which gives instructions on how to access the bus schedule from Blackboard.

Preparing for Your First Day

Working at your site for the first time can sometimes be confusing and, at times, overwhelming. However, asking your supervisor specific questions can clear up areas of concern and make the transition into a new workplace easier.

Questions to consider asking at your initial meeting or on your first day

- *What is the appropriate attire for this setting?*
- *Who is my direct supervisor?*
- *If I cannot show up on a certain day, who do I contact?*
- *What expectations do you have for me as a volunteer?*
- *What is your agency's policy on client confidentiality? (i.e. reflection papers, photographs, videos, etc.)*
- *Do I need to sign in each time I visit? If so, where do I sign in?*
- *Who will sign my timesheet? And if he/she is absent on that day is there someone else that can sign the timesheet in their place?*

What to do on your first day

- Sign in if there is a sign in required (there most likely is and you should do every time you volunteer)
- Ask for your volunteer coordinator or agency supervisor; you should have already discussed and outlined your times in your green **Student/Agency Placement Agreement Form** with them during your initial meeting
- Take time to observe your surroundings and the culture of the organization
- Talk to the volunteer coordinator or agency supervisor about what he/she expects you to do, if not already determined during your initial meeting
- Begin helping out and taking initiative!
- Make sure you mark your time on your yellow timesheet. Never rely on the agency sign-in to keep track of your time – you are responsible for keeping track of your own time

Observing the volunteer environment

One of the first things a volunteer should do when entering a new setting is gain an understanding of the organizational culture of the school or community-based organization. In order to interact effectively, volunteers must withhold judgement and observe the behaviors, motivations, strengths and needs of the individuals in the setting, along with the physical setup and infrastructure, all of which ultimately impact the organization's culture.

The following are several questions for you to consider when assessing the culture of an organization:

- Who are the main decision makers? Is there more than one?
- How are decisions made? Is input sought or does one person/small group decide?

- How is work completed? Collaboratively, independently or a combination of both?
- What are the main methods of communication? How frequently do staff communicate?
- What is the physical setup like?
- How do staff and volunteers dress?
- What other factors influence the organization, i.e. local/national policy, funding sources, community location, clients served, focus area/mission, etc.?

Cultural Competence

Cultural competence is often described as “the awareness of one’s own assumptions, biases, and values; an understanding of the worldview of others; [and actively seeking] information about various cultural groups” (Pope, Reynolds, & Mueller, p. 9).

Think about your own race, ethnicity, socioeconomic class, geographical location, gender, political views, religious affiliation, language(s) spoken, education, employment, familial upbringing, interests/hobbies, etc. These are all part of your culture and identity. Take a moment to reflect on how these descriptors influence who you are and how you interact with others.

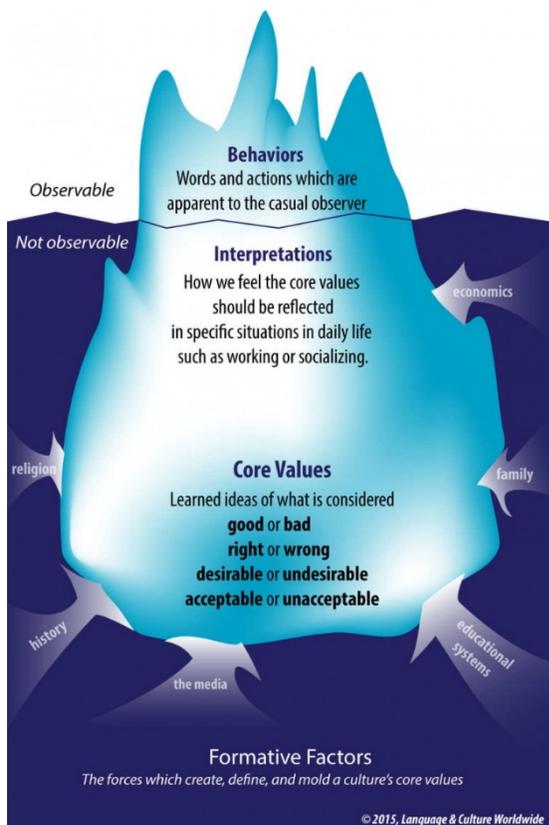


Image source: www.languageandculture.com/cultural-iceberg

Cultural competency is sometimes best understood with the iceberg analogy, as pictured on the left. You can see that only a small portion of the iceberg (i.e. cultural components) are above water (i.e. observable), whereas the majority of the iceberg is hidden from view. In other words, characteristics of one’s culture and identity cannot simply be defined by only what is observed.

Now apply this to your service learning experience. You may notice “tip of the iceberg” cultural components, but challenge yourself to think about what is “under water” for both yourself and those you work with at your service learning site.

“Making cultural assumptions, lacking important cultural knowledge, and making errors in our cross-cultural communication are unavoidable. The challenge then is not to become immobilized with these missteps but rather to rebound and learn for the future” (p. 26).

As this quote suggests, everyone makes mistakes when interacting with cultures other than their own. This is natural, normal, and helps you to learn. Although uncomfortable, learning and growing from these experiences will build your cultural competence.

General Strategies and Expectations (Do's/Don'ts)

Volunteering can be both an educational and joyful experience if the right measures are taken to properly prepare for the experience.

Do's

- **Dress properly.** If you are working with children, not only are you a tutor, but you are also a role model. Do not wear low cut, short, or offensive clothing. It may also help to wear clothes that are easy to move around in and comfortable for a classroom setting.
- **Positive Attitude and Demeanor.** The people you work with will always remember the last time they saw you. Be patient with them, as well as your supervisor. Also be respectful of site staff members and students. Always bring a positive attitude to program. Lastly, do not make promises you cannot keep. Be honest about your intentions and clear about your expectations.
- **Communicate and ask questions.** If you are going to be late, cannot make it, or simply have questions you need answered, communicate with your site supervisor or Shaw Center staff. The majority of issues and misunderstandings can be prevented if you are proactive and keep your site supervisor informed.
- **Take initiative.** While you will often need direction from agency staff, do not be afraid to take initiative. Staff will not always have time to direct your every move, so they expect you to exhibit independence and good judgment with volunteer tasks.
- **Always plan ahead!**
 - Make sure you have scheduled your placement when you have sufficient time to travel to and from your site as well as time to actively participate for an appropriate amount of time at your site
 - Make sure you have directions and secured transportation to and from the site
 - Make sure someone has your contact information at the site. Also, leave site information with a roommate or a friend



Dont's

- **Confidentiality & Social Media.** You will work closely with students, teachers, and staff members of your school or community organization. If you overhear or see any sensitive or personal information, you must keep this information confidential. Do not use names or other sensitive information in conversation or in any other context. However, if you feel uneasy about something you've heard or feel that a student is in danger, it is important that you share this with the Shaw Center immediately. For safety reasons, do not disclose your own personal contact information. **This includes any social media information, such as your Twitter or Facebook accounts.**
- **Photos.** Do not take photos at your site without permission from your supervisor. Do not share any photos on any social media sites (Facebook, Twitter, Instagram, etc.), for the safety of the students as well as your own safety.
- **Cell Phones.** Do not use your cell phone while volunteering unless there is a program emergency. Both adults and children you are working with will not take you seriously if you are distracted by your phone. Communicate with program leaders if you feel the need to use your cell phone during program or for an emergency.
- **Do not interact with program participants outside of your site.** Be professional and make it easier for you and the site by socializing only within your assigned hours.
- **Do not bring valuable belongings with you to your site.** Oftentimes when you are volunteering, you are moving around and cannot watch your belongings. With hands-on activities, you will not be able keep your backpack or purse on you, and lockers at sites are uncommon. Leave valuables such as laptops, credit/debit cards, large amounts of cash, personal jewelry/accessories, and more at home.
- **Don't go in with a negative attitude.** You may be doing this for a course requirement, but that's no excuse to take it out on others. Take a breath, relax, and keep an open mind; it will only help you and your site.

Remember, the experience will be formed by the time and energy that you put into it!



Safety/Risk Management (Do's/Don'ts)

As with anywhere you go, you must take steps to ensure your own safety when volunteering.

Do's

- Carry with you or program into your cell phone, the following phone numbers:

| | |
|---|--------------------------------------|
| Agency/Site Supervisor | (____) _____ - _____ |
| Shaw Center | (315) 443-3051 (M-F 8:30 AM-5:00 PM) |
| SU Department of Public Safety/Shuttle U Home | (315) 443-2224 (24 hrs.) |
| Bellavia Taxi Company | (315) 437-2120 |
| 4 SU Taxi | (315) 478-8000 |
| AAA University Taxi | (315) 433-1000 |
| SU Ambulance/Dispatch | (315) 443-4566 (24 hrs.) |

- Know your service site supervisor and who to contact should a problem arise
- Ensure you are not responsible for opening or closing the agency for the day
- Only give personal contact information (phone number, address, e-mail, etc.) to your supervisor; it is unnecessary to share this information with clients, other volunteers or staff members
- Walk with confidence – look like you know where you're going (even if you don't), and be aware of your surroundings
- If you are driving yourself, make sure you have directions and your car has been serviced
- Familiarize yourself with the neighborhood and environment of your service site

Don'ts

- Do not offer your home as a shelter for clients
- Do not transport clients (see Shaw Center staff if you have questions)
- Avoid the responsibility of being in charge of money
- Do not give money to or accept money from staff or clients
- Do not leave your purse or personal belongings in an unsecured location
- Avoid one-on-one situations that isolate you from areas of supervised activity
- Restrict service activities to the service site (i.e., no campus visits, field trips, etc.). Ask Shaw Center staff if you have questions
- Do not report to the site under the influence of alcohol or drugs

If you have any doubts about safety, consult with your site supervisor, your professor/instructor, or Shaw Center staff to assess the risk. Report any suspicions of abuse, neglect, or criminal activity to both your site supervisor and the Shaw Center immediately.

(Adapted from California Campus Compact's *Serving Safely: A Risk Management Resource for College Service Programs*)

Effective
Service

10 Tips for Being the Best Volunteer You Can Be

- 1. Choose Wisely - Research and Do your Homework:** There may be a specific aspect of education or health that is very important to you. Take the time to seek out an organization whose mission speaks to you.
- 2. Ask For/Offer Referrals:** Let people know that you are looking to volunteer, and what your interests are. Your own community is an ideal place to reach out when looking to be connected to a group that means something to you. Once you find something you love—spreading the word is a great way to further the cause.
- 3. Don't Overcommit:** As eager as you are to make a difference, you don't want volunteer projects to rule your schedule. Make sure you balance your time carefully so that your personal life or academic performance doesn't take a critical hit.
- 4. Have Fun:** Helping others is its own reward, but it shouldn't feel like a chore. Even the most mundane task can be fun if you manage it with a sense of humor and excitement for making a difference.
- 5. Consider your Skills:** Ask yourself what you have to offer: What skills do you have and how can they translate to helping your agency?
- 6. Learn Something New:** Yes, you've got something to offer, but what else can you get out of this experience besides the joy of giving back? Trying things that may be out of your comfort zone forces you to learn and adjust—a skill all of us can benefit from.
- 7. Combine your Goals:** Look for volunteer opportunities that will help you achieve personal goals in addition to the goal to do good.
- 8. Pull in the Same Direction:** While you may have your own ideas on how things should be done, remember why you are volunteering—everyone is there with the same good intentions.
- 9. Involve your Friends and Family:** When friends or family volunteer together, it's a win-win for everyone.
- 10. Be Yourself.** Bring your heart, your sense of humor, and your enthusiastic spirit to your volunteer service. Never be afraid to ask about things you don't know or understand yet.

(Adapted from: <http://www.care2.com/greenliving/10-tips-for-being-the-best-volunteer-you-can-be.html>)

Working with the Elderly

There are a few different community organizations in which you may be placed that work with the elderly, often through a residential program or a daytime activity program. Below is a list of suggestions and precautions to consider when working with the elderly.

- The greatest gift that you will ever give the person you visit is your presence. This tells them that you care about them and that spending time with them is something you want and like to do
- Introduce yourself each time you visit; names are easy to forget
- **Be patient.** Give elderly the time they need to express themselves
- **Talk!** They need the attention and stimulation. They might not always join in the conversation. Many need encouragements to talk. You can be prepared with information about current events, ask questions, or share stories about yourself to give the conversation a boost
- Accept rejection; you may want to re-approach after a few minutes
- Trivia and word games keep the mind sharp
- Hearing is often the last sense to go, so don't talk about a dying resident in front of them because he or she can hear you!
- Sit for best visual and hearing potential. Talk louder only when necessary for communication
- **Actively listen and be empathetic;** talk about yourself--describe your world to your care receiver
- Always allow enough time. The elderly may require additional time to navigate themselves.
- **Never visit if you feel unwell**
- **Do not offer food or drink** to a resident unless you know their current dietary needs. If a resident requests food or drink, please seek out a staff member for assistance
- **Never take a resident to the bathroom or transfer a resident from bed to chair.** Press the call bell if help is needed. State safety regulations require that this type of assistance be performed only by staff

(Adapted from: <http://www.vcs.org/content/tips-visiting-nursing-home-resident>)

Working with Children

Working with children most often involves tutoring, educational enrichment activities or sports and recreation. Tutoring and enrichment may be built around materials that the student wants to read or needs to read for specific school assignments. Below is a list of suggestions and precautions to consider when working with children.

- **Create a supportive, safe environment.**

“Safe” means “non-judgmental” and “non-punishing.” The student should understand that making mistakes is alright, that no grades are being given, and that you are there to help and support, not just to correct. Be patient and do not get upset with the student.

- **Be honest in responding.**

If the student is correct, say so, but don’t exaggerate accomplishments. And, if the student is incorrect, say so with support: “Not quite, but you’re on the right track.” In speaking with a student, do not correct improper grammar or usage. Instead, model correct speech at all times. This demonstrates your respect for the student. Remember that it is alright for you to make mistakes.

- **Help learners think independently.**

Give them strategies for figuring things out on their own. Encourage self-help; avoid having them become dependent on you for pronouncing unknown words and explaining difficult sentences. Rather than giving answers to general questions students ask, consider responding with, “How do you think we could find an answer to this?”

- **When tutoring children, keep it as simple as possible. The more complicated, the harder it may be for the child to understand you.**

“I was helping a 16-year-old Somali boy with his math homework, which I’m not very good at in the first place, and did the best I could to teach him. I tried to compensate for my weaknesses in this subject by overanalyzing the material. He just seemed to be getting more and more confused. So I used pencils as props to teach him division, and that worked better than anything that came out of my mouth.” – Service Learning Student

- **When initiating a conversation with children, get a feel for their personality before making conversation.**

Expect to have different responses when working with various children. One child may be very friendly and socialize, while another may be more shy and quiet. Help them with whatever they need and when you feel they are comfortable, initiate conversation with them. Many times the students are curious about a new arrival to their class or after-school program. Understand that if you open up to the students, they will be more likely to open up to you.

- **When a student asks questions about college, be open and encouraging, while also not being too personal.**

Students are often curious about college, and you are potentially the only college student they know. Talk about your experiences briefly while remembering you are a role model to the kids.

(Source: *The Read, Write, Now!* Partners Tutoring Program, Hadassah and the U.S. Department of Education)

Concerns about a Child's Welfare

Child abuse knows no boundaries. It can happen across cultural lines, in families of all educational and income levels. However, the stress caused by poverty, lack of social support and other factors may increase the risk in some families.

It is important to remember that the youth you will be working with this semester may view you as a role model. This means you are someone they model their behavior after, enjoy sharing time with and may even feel comfortable confiding in.

If you observe, or a child tells you, something that indicates he/she is in danger, keep in mind the following:

- You are required to report this situation to the Shaw Center staff/faculty member and site staff before completion of that business day. Shaw Center staff will provide support with any additional follow up that is deemed necessary.
- React by notifying the appropriate site and University staff. Do not overreact to what the child is saying. Your main responsibility is to listen and to report the facts provided.

Child abuse is any mistreatment of a child that results in harm or injury. Please keep in mind that what you consider to be abnormal behavior or treatment may or may not always constitute child abuse.

What is NOT considered child abuse:

- Views of discipline or instruction that are different than your own
- Length of time out sessions
- Tone and volume of voice
- Views on appropriate language usage
- Physical force used to restrain a child when he/she is putting themselves or others in danger

Signs displayed by a child that might indicate a potential problem:

- Depression, anxiety, fear, anger or mood swings
- Self-destructive behavior
- Loss of self-respect
- Poor schoolwork or frequent absences
- Acting out sexually or showing knowledge/interest in sex that is inappropriate for the child's age
- Injuries to eyes or to both sides of the head
- Passive, withdrawn or emotionless behavior

If you have any questions about any of the information above, please contact the Shaw Center.

Additional Resources: www.preventchildabuse.org; www.mcmahonryan.org
(Adapted from Prevent Child Abuse America Publications, 2002)

Inclusion and Special Needs

What is Inclusion?

The word “inclusion” denotes both a philosophy and a policy. The purpose of inclusion is to guarantee Free Appropriate Public Education (FAPE) for all students and is a part of the Individuals with Disabilities Education Act of 1997. Inclusion is a term that expresses a commitment to educate each child to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child rather than moving the child to the services. It requires that the child experience the benefit of the classroom experience rather than focusing on having to keep up with the other students (Special Education Inclusion, 2002).

The students who are placed into the traditional classroom (and would have otherwise been in a separate classroom or resource class) have a variety of special needs, which may include emotional, physical, developmental, or behavioral needs.

Inclusion:

- Creates a climate of acceptance
- Focuses on everyone’s abilities and possibilities
- Is a daily, on-going process - not just mainstreaming for art, lunch, or music
- Is a series of small adjustments, not just replicated models
- Is solution-oriented, is characterized by an attitude of problem-solving

Strategies for Working in Inclusive Settings:

- Relax, have fun and treat each individual with respect
- Model appropriate behavior
- State expectations clearly
- When tutoring/working together, reduce distraction and clutter
- Present limited, reasonable choices of activities, books, etc.
- Try to understand behaviors and actions
- Define what to do, not what not to do
- Describe alternative behavior you wish to see more of

Adapted from Syracuse University Literacy Corps’ *Tutor Handbook*, 2014.
(Source: Linda Tilton, *Inclusion: A Fresh Look, Practical Strategies to Help All Students Succeed*)

Working with Refugees and English Language Learners

Refugees have either been forced or have fled their native countries because of fear of persecution based on race, religion, nationality, social group, or political opinion. Many refugees enter this country unable to speak or understand English.

It is important to understand and take into account the cultural and language differences that both you, the volunteer, and a refugee may have. Refugees learning a new language are going to feel anxious, so keeping the mood light and fun will diffuse the anxiety and aid their learning. Their self-confidence levels may be very low, so ensure that you compliment their progress. It is important to remember that as refugee students become comfortable, they have a better chance of learning.

Here are a few tips for working with refugees:

Cultural Understanding:

- Acknowledge and respect differences that may exist between your beliefs, values, and ways of thinking and that of the refugee. Talking about the differences may help give the refugee a framework for understanding your culture
- Make an effort: even showing a basic knowledge and an interest in their culture can be invaluable to the refugee trying to adjust to the American system. Some students may have post-traumatic stress disorder and are suffering from the loss of family and friends; therefore it is important to let the student share what they are comfortable with sharing
- Avoid generalizations about cultural groups: there is variety within each culture that's influenced by urban or rural background, education, ethnicity, age, gender, social group, family and personality
- Get advice from community leaders or community workers. Confidentiality, however, must be maintained at all times
- Even if you don't speak a common language, body language and mannerisms are still a form of communication

Language Understanding: Many of the refugees that you may be volunteering with are English Language Learners, or ELLs. Although many refugees are ELLs, not all ELLs are refugees. A majority of ELL students were born here in the U.S., but have not been deemed English proficient by the government through standardized testing.

- It is important to understand that many refugees' parents or guardians do not speak English, therefore their children translate information for them
- Observe the instructor in order to adopt the style of teaching best for that population
- Ask questions clearly
- Check continuously to ensure that you and the student understand each other
- Use visuals and other manipulatives when teaching
- Avoid using jargon and slang terms
- Learning a new language is draining, so take a cue from your student's body language and facial expressions to see when they need a break
- Use open ended questions

(Sources: <https://otda.ny.gov/programs/bria/documents/WtOS-Strategies-for-Teachers-Brochure.pdf>
<http://www.startts.org.au/media/Resource-Working-with-Refugees-Social-Worker-Guide.pdf>)

Syracuse Refugee Communities in the News

Bhutanese refugees settle in Syracuse

Published: Sunday, September 14, 2008

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By: Maureen Sieh



(David Lassman/the Post-Standard) Hari Adhikari (upper right) addresses a group of 80 Bhutanese refugees Saturday during a meeting at the Northside CYO on North Salina St. Adhikari is a case manager at Catholic Charities refugee program. He was the leader in one of the refugee camps in Nepal where thousands of Nepalese-speaking Bhutanese refugees live.

I met some members of the Bhutanese community--the latest wave of refugees coming to Central New York. About 80 of them gathered at Northside CYO on North Salina Street to meet new arrivals, talk about how they're adjusting to their new home and learn more about the programs and services available to them. In the last two months, Catholic Charities' refugee resettlement program has been scrambling to find homes, beds, furnishings and jobs for the 450 refugees, majority of them Bhutanese, the descendants of Nepalese agriculturalists who migrated to Bhutan in the 19th century.

The Nepalese-speaking Bhutanese have been a people without a home for 17 years. In 1959, the Bhutanese government granted them citizenship, but revoked their citizenship during the 1990s. The government then expelled the Nepalese-speaking Bhutanese from the only home they've known. More than 100,000 Bhutanese people were forced to flee to refugee camps in eastern Nepal.

Hari Adhikari was a leader in one of the refugee camps. Now, he's helping Catholic Charities resettle some of the people he worked with in the refugee camps. Hari resettled in Syracuse seven months ago with his wife, Uma and their two children--Heman, 17 and Leena, 15. Hari runs the meeting similar to the way he did in the refugee camp. He asks people if they have any problems with their apartments, budgeting and any other concerns they might have. He tells them that there are agencies here to help them, but they also have to help themselves find jobs. He encourages young adults who speak English to help the seniors. While Catholic Charities recruits American volunteers to help.

Hari wants to tap into the community's own resource. "We want to promote self-help within the community," he said. "We're trying to mobilize volunteers to help. Everyone in the community relies on Hari. He's the only who has a car. In between running to the airport to pick up new refugees, he's taking people grocery shopping and to medical appointments.

Hari says he's doing what he did in the refugee camp. He wants to give his people all the help they need to they can become productive citizens in America. Hari told me he was inspired by the story of Lopez Lomong, the former Tully track and cross-country star who led the U.S. Olympic team into the Opening Ceremonies at the 2008 Olympics in Beijing. "I was very proud," he said of Lopez.

"If a guy who was resettled here can be a hero, I was just imagining my people--there will be some of them who will be at the top in this country. This is an indication that you can do great things in this country."



(David Lassman/the Post-Standard) Bhutanese refugees gather at Northside CYO for a meeting. Hari Adhikari (left), a case manager at Catholic Charities, was in charge of several refugee camp, greets Tulsi Ram Bhattra (center) and Tulsi's son, Bhishma (right), 9.

Somali Bantu refugees start tutoring program to learn English, American culture

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By: Maureen Sieh

The Somali Bantu community has created a tutoring program to teach adults English and help their children with homework. The class meets on Saturday mornings at Dr. Martin Luther King School.

The Somali-Bantu Community Association's program started the program in 2007. The program gets some help from Syracuse University, the district, the Boys & Girls Club, but more than half of the 20 tutors are Somali Bantus. Many of Somali Bantu tutors are college and high school students.

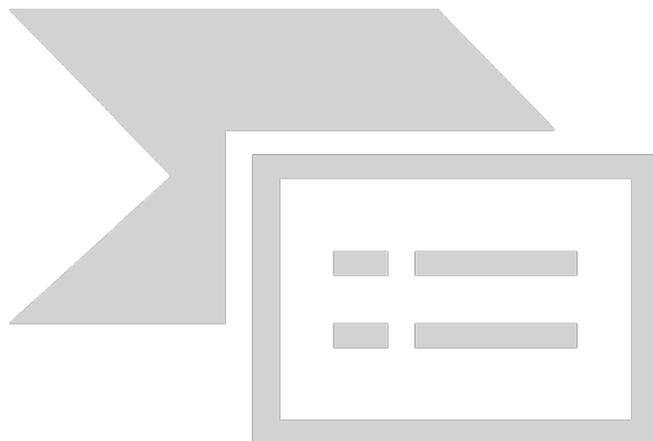
The Somali Bantus began settling in Syracuse in 2003 after lingering in refugee camps for many years after fleeing the war in Somalia in 1991. They are originally from Kenya, Tanzania, Malawi and Mozambique.

In the 19th century, their ancestors were stolen and sold into slavery in neighboring Somalia. When Somalia abolished slavery in the 20th century.

The Bantus became farmers and artisans in the rural South of the country, but were considered foreigners. They were persecuted and oppressed for centuries because they were not considered part of a dominant clan in Somalia. When Somalia's civil war erupted in 1991, the Somali Bantus were attacked and chased off their land. The United Nations agreed to accept 12,000 Somali refugees in 2001.

More than 500 Somali Bantu refugees have settled in Syracuse. The majority of them live in the Central Village housing complex. They make up nearly half of the complex's 696 tenants. The Somali Bantus have really changed the makeup of the Central Village.

Many of the children are also active in the Central Village youth Center. There were some tensions between the refugees and the African-American children, but the Syracuse Housing Authority and other community groups have been working on addressing those problems.



(Frank Ordonez /the Post-Standard) Haji Adan, Somali Bantu Community Literacy Director, guides students in solving an equation during a math session in the Somali Bantu program at Martin Luther King Elementary School.

How to Prepare for Potential Situations

It is possible that you will encounter a situation while volunteering that will require support from your instructor and the Shaw Center to handle appropriately. Below are several situations and scenarios, along with suggested next steps and guidance, meant to clarify your role and prepare you for such experiences.

Elderly

A resident says that his or her mother was in to visit, but the person's mother couldn't have visited because she passed away 20 years ago. What do you do? Don't disagree with the resident. Just reaffirm the resident in the timeframe that he or she is in and say something like "That was nice. I hope you enjoyed your visit."

Children

During your visit to your site, you witness two boys fighting in the hall. There are no other adults around and the fight is starting to get physical. What do you do? As a volunteer, you are **not** responsible for disciplining students of any age. You are strongly advised to assist by finding an employee who is responsible and trained to handle this type of situation.

Additional tips:

- **Never**, under any circumstances, be alone with a child or be the only adult in a classroom/group setting. You are not there to be in charge, but to support the staff and organization as a whole
- **Do not** take children to the bathroom or put yourself in a situation that would leave you alone with a child

You have been tutoring in an after school program all semester and have become familiar with many of the children with whom you are working. A man approaches you during dismissal and tells you he is there to pick up his nephew. You remember the child mentioning something about his uncle coming for a visit, what do you do? Only staff members are allowed to release children to a parent/guardian. If you find yourself involved in a situation like this, ask if there is another task you can assist with during dismissal time. Parent permission is needed to release a child to a particular family member or a friend, and this is handled by staff only.

You are volunteering in Mr. Brown's third grade class in one of the city schools. You work with a student named Diamond every Tuesday when you go in. One day you were reading a story to Diamond. It was about a boy who saved a magical elf from harm and in return was granted three wishes. You notice that she was getting fidgety in her chair so you stopped the story to ask her what her three wishes would be and she replied, "I would wish for the bruises to go away." After talking to Diamond it was made clear that she was abused at home. What should you do? You should address the issue with Mr. Brown immediately. Know that the details of a suspected child abuse case are confidential, so Mr. Brown cannot engage in a discussion about the student's circumstances with you. You are also required to report the situation to the Shaw Center before the completion of that business day. Shaw

Center staff will provide support with any additional follow up that is deemed necessary. Remember, do not overreact to what the child is saying! It is your main responsibility to listen and to report the facts provided. See page 45 for more information.

English Language Learners

You are in a classroom situation where there is a language barrier between you and some of the students. You are expected to teach the students and have no knowledge of the languages spoken. What do you do? This problem may be more common than you would expect, seeing as there is a large population of English Language Learners in the Syracuse area. Be patient and understanding, while also treating these students the same as others. For helpful tips and teaching methods, refer to the “Language Understanding” section on page 47.

Other Staff/Employees

You show up to volunteer one day and are unsure what you are supposed to be doing/where you are supposed to be. Your supervisor appears to be busy and you don't want to disturb him/her, however you are unsure of how to proceed. What do you do? It is better to ask your supervisor politely than sit around until they appear not to be busy (which may never happen). You are more useful to your supervisor when you are doing something than not and could help offset some of their workload. If you truly cannot get their attention, find staff another person who may be able to assist you.

After getting settled into your new volunteer site, you are introduced to the clients and staff in the recreation department. One of the staff members asks for your phone number, stating that he/she needs it for office files. He/She later texts you to see if you would like to have dinner. You repeatedly turn down the request, but he/she is not taking no for an answer. What do you do? Keep in mind that the volunteer coordinator or site contact is the only one who needs your personal information. Do not provide your personal information to any other staff members. If you have any questions about what is going on or suspect any wrong doing, a Shaw Center staff member should be notified immediately. Your safety is our main priority. When a situation such as the above is brought to our attention, the Shaw Center will provide ongoing guidance and support.

Additional tips:

- Safeguard your personal information in all settings, not just at your service learning site. Share only with the volunteer coordinator or agency intake personnel
- Be firm and direct in your verbal and physical actions
- Report any and/or all unwanted attention to your site supervisor, faculty member and Shaw Center staff
- Be professional. Refrain from developing personal relationships at your service learning site until after your commitment to the agency is completed and your academic requirement has been fulfilled. This includes phone conversations, texting, social media, and transportation arrangements

You are volunteering in a sixth grade class with Mrs. Smith, an experienced teacher, as your site supervisor. You love the students and the site, but sometimes you disagree with the way Mrs. Smith chooses to discipline the students. She will belittle them in front of the other students which is potentially damaging to their self-esteem. You never actually confront Mrs. Smith about your concerns since it is Mrs. Smith's classroom and she is in charge. One day, John, one of the frequent "trouble makers," was acting up and talking to his friends during the teacher's lesson. Mrs. Smith stopped her lesson and began to scold John. She told you to escort John to the Kindergarten classroom to join their class since he was acting like a 5-year-old. You are now faced with the moral dilemma of doing what Mrs. Smith instructed you to do even though you think it is wrong and potentially damaging to the student. What should you do? Mrs. Smith is the teacher in the classroom and John is her student. You should either escort John to the Kindergarten classroom like Mrs. Smith asked you to, or pull Mrs. Smith aside to where her class cannot hear, and explain to her that you do not feel comfortable doing it. If you choose to escort John to the Kindergarten classroom without speaking to Mrs. Smith at that moment, tell Mrs. Smith that you need to talk to her after class about the situation. You should also talk to Shaw Center staff and/or your faculty person about the situation.

You show up to your volunteer site one day and are asked by your supervisor to do a cleaning task during your shift. You are supposed to be assisting in the day-care room, but your supervisor says this is the most pressing task of the day. What do you do? Nonprofits often have very limited staff and because of this, they sometimes have pressing needs outside of scope of your volunteer tasks. Although it may seem menial, it may be incredibly important that day. However, this should not be consistent, and if it is, talk to a Shaw Center staff member or your instructor.

Logistics

You have a lot of studying to do for an upcoming test. Your service learning site has come to depend on your help to complete a special project with the kids. What do you do?

It is your responsibility to communicate with your site supervisor. If you are going to miss a day or you need to reschedule, do so with plenty of advance notice. Remember, it is ultimately up to the agency whether or not they would like to accept you as a volunteer. Be respectful of their time and plan ahead. If you are running behind or will not make it to your site, contact them immediately.

You wake up late and miss the bus to your site. What do you do?

First, if you miss the bus, it will not be able to pick you up at a later time, so you will need to find alternative transportation. If you decide to get to your site on your own, call the Shaw Center to inform them that you will still need a pick-up. If you don't let us know you still need the ride, the bus will likely not be there to pick you up. Our goal is to run transportation in a safe and effective manner which means we are counting on you to follow the procedures that are set in place. Failure to do so will mean a loss of transportation privileges.

Resources and **References**

Additional Internet Resources

Service Learning

Campus Compact (A national association of college presidents promoting service learning)

www.compact.org

National Service-Learning Clearinghouse

www.servicelearning.org

Shaw Center

shawcenter.syr.edu

Tutoring

New York State Common Core

www.engageny.org

Reading Rockets

www.readingrockets.org

Literacy Tutors

www.literacyconnections.com/AdviceForReadingTutors.php

TeacherVision

www.teachervision.com

Working with ELL Students

www.colorincolorado.org

NEXT STEPS Guide: This SCSD guide suggests ways to support readers at their current reading levels and strategies to help them move from one level to the next.

www.syracusecityschools.com/tfiles/folder708/NEXT%20STEPS%20Guide%20Complete.pdf

City of Syracuse

Syracuse City Government

www.syracuse.ny.us

Greater Syracuse Chamber of Commerce

www.growsyracuse.com

Syracuse City School District

www.syracusecityschools.com

Syracuse Police Department

www.syracusepolice.org

Syracuse News and Information

www.infoweb.newsbank.com

www.factfinder.census.gov

www.Syracuse.com

Syracuse Arts

www.syracusearts.net

Near West Side Initiative

www.saltdistrict.com

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Referenced Websites:

Below is a list of websites referenced throughout the manual.

| Topic | Website |
|---------------------------|--|
| Syracuse Police | www.syracusepolice.org |
| SCSD Schools | www.syracusecityschools.com |
| Data | www.quickfacts.census.gov www.syracuse.com/news/index.ssf/2011/03/central_new_york_halts_decline.html www.census.gov www.aspe.hhs.gov https://data.nysed.gov http://nces.ed.gov/naal/ |
| Best of Syracuse | www.articles.latimes.com/1993-10-26/local/me-49992_1_places-rated-almanac www.syracuse.com/news/index.ssf/2010/08/syracuse_ranks_number_one_for.html www.city-data.com/city/Syracuse-New-York.html www.syracuse.ny.us/Pdfs/StateoftheCityTextWebsite.pdf www.visitsyracuse.org/uploads/files/So_Syracuse_2014.pdf http://www.most.org/ www.syracusecentral.com/Live-Work/Arts-Culture.aspx http://lakeviewamphitheatre.com/ www.syracuse.com/news/index.ssf/2010/07/animal_rights_group_names_syra.html www.surface.syr.edu/cgi/viewcontent.cgi?article=1022&context=cbp www.syracuse.com/news/index.ssf/2010/07/ocrra_to_vote_today_on_adding.html |
| Health Initiatives | www.syracusegrows.org www.ssinterfaithcdc.org/projects/farm-fresh-mobile-market/ www.mealsonwheelsamerica.org/theissue/problemandsolution www.cathedralsyracuse.org/amausmedicalservices.html www.schcnyc.com www.franciscanncm.org/index.php?page=poverello-health-center www.crouse.org www.upstate.edu www.sjhsyr.org www.upstate.edu/community www.va.gov |
| Nonprofit Know How | www.independentsector.org www.guidestar.org www.money.usnews.com |
| Child Welfare | www.preventchildabuseny.org www.mcmahonryan.org |
| Volunteer Tips | www.care2.com/greenliving/10-tips-for-being-the-best-volunteer-you-can-be.html |
| Working with ELL students | https://otda.ny.gov/programs/bria/documents/WtOS-Strategies-for-Teachers-Brochure.pdf www.startts.org.au/media/Resource-Working-with-Refugees-Social-Worker-Guide.pdf |
| News Articles | www.syr.edu/news/archive/story.php?id=2828 http://blog.syracuse.com/metrovoices/2009/02/syracuse_nythe_somali_bantu_co.html http://blog.syracuse.com/metrovoices/2008/09/bhutanese_refugees_settle_in_s.html www.nytimes.com/2010/08/13/business/13veggies.html?_r=0 www.syracuse.com/news/index.ssf/2012/10/syracuse_clinic_and_grocer_tea.html |