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

Mary Ann Shaw Center for Public and Community Service
Syracuse University
111 Waverly Ave., Suite 102, Syracuse, NY 13244
Updated Fall 2024

"The time is always right to do right." Dr. Martin Luther King Jr.

A Shaw Center Introduction

Greetings!

This manual is intended as an introduction to the community which surrounds your campus.

Since 1994, the Shaw Center has been collaborating with students and faculty across campus to support community engagement with Syracuse area nonprofit and public organizations through service-learning and volunteering. We perform this work for the mutually beneficial exchange of knowledge and experiences in a context of partnership and reciprocity.

Over the last two decades, this service-learning manual has been prepared with you - the student - in mind. It covers effective service, best practice, as well as safety and risk management concerns. Over the years the most current census data and research in the engagement field, together with shared lived experiences, remembrances and reflections from students, faculty, staff, and community continued to inform the manual. This latest update focuses on inclusion.

Syracuse was incorporated as a village in 1825. Like many urban centers affected by the American history which forms them, it has been both a harbor and a hinderance for its residents. As an official refugee resettlement site, the Syracuse area has a large foreign-born population and is truly a global community continually working to become more inclusive. By respecting others, approaching engagement work as a learning opportunity, and offering our honest selves to this work, we move forward as global citizens with more knowledge about the world in which we live.

As a Syracuse University student, you now reside in Syracuse. Learning about the history of Syracuse and Onondaga County is one way to better understand this community. Visit the [Onondaga Historical Association](#), the [Erie Canal Museum](#), the [Skä•noñh Great Law of Peace Center](#) or the [Jerry Rescue Monument](#). Today Syracuse faces pivotal infrastructure change, hopeful economic recovery, and vital urban revitalization like many postindustrial cities across the nation. We hope you will reach beyond your university campus to engage with the vibrant community which embraced its [founding in 1870](#).

Learning about present day Syracuse and the community partners you meet through academic and other opportunities will enrich your college years. We are confident you will use these experiences and learnings when addressing challenges in the communities that you are a part of wherever you go.

Shaw Center Staff

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Introduction to
Syracuse

A Look at Syracuse

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

Syracuse is a medium-sized city of over 145,000 people located in Upstate New York (U.S. Census, 2023). The geographic location and diverse population offer a wide range of activities to neighborhood residents, including the arts, museums, cultural festivals, dining, shopping centers, athletics, and parks.

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

Source: Syracuse Police Department

The Post-Standard
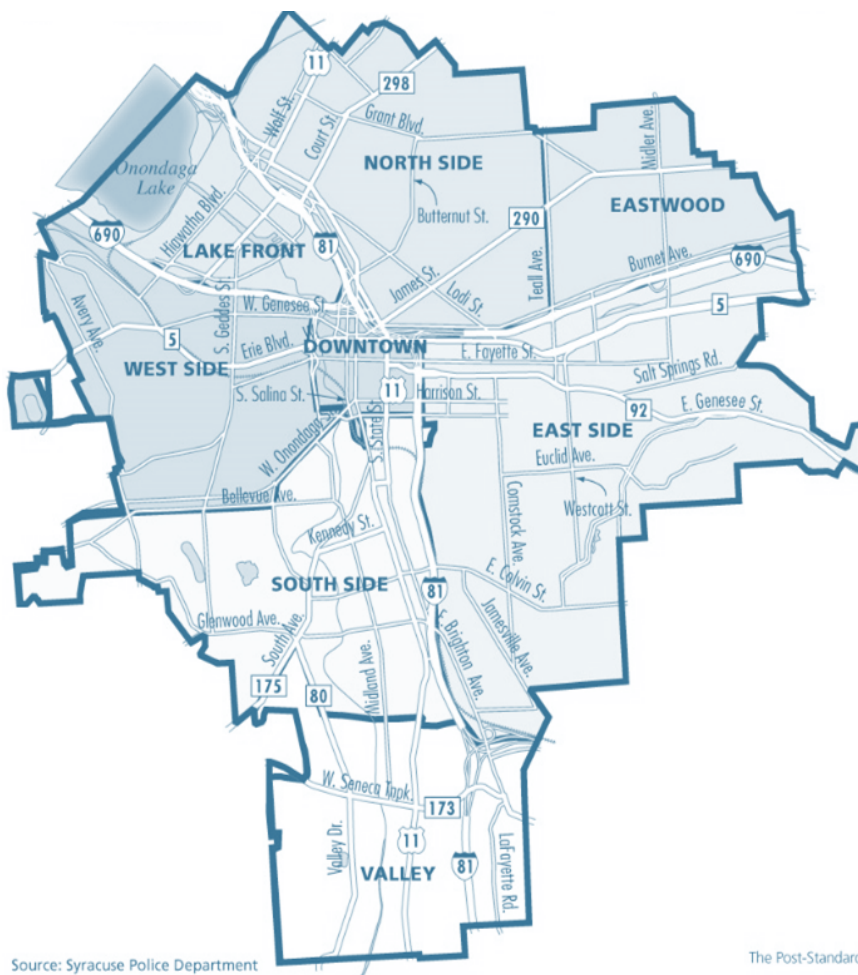
Eastside
Westside
Northside
Southside

"When I decided to attend Syracuse University, I knew that I wanted to have an intentional presence in the City of Syracuse … I wanted to see, experience and learn from the community myself."
- **Justine Faith Legg, Max '20**

Statistical View

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

Population

	2014	2017	2020	2023
City of Syracuse	144,282	142,066	147,033	145,464
Onondaga County	467,472	461,843	476,516	467,873

(Sources: U.S. Census Bureau, American Community Survey, data.census.gov)

Syracuse is a medium-sized city located in Onondaga County. Out of all cities in New York, Syracuse is the fifth most populous with around 145,000 residents (U.S. Census Bureau, 2023). With 26 different neighborhoods, Syracuse is a city that has a very diverse population both ethnically and religiously (World Population Review, 2024).

Race/Ethnicity

The City of Syracuse is a very racially and ethnically diverse community. In Syracuse, people of color make up about 48.1% percent of the population (U.S. Census Bureau, 2023).

	Syracuse	Onondaga County
White	51.9%	78.8%
Black or African American	29.0%	12.6%
American Indian and Alaskan Native	0.8%	1.0%
Hispanic or Latino	9.9%	6.1%
Asian	6.9%	4.0%
Native Hawaiian and Other Pacific Islander	0.0%	0.1%
Two or more races	8.4%	3.6%
Foreign Born	13.0%	7.9%

Cultural Diversity in Syracuse

Syracuse is an extremely diverse city.

• **14%** of the United States is made up of immigrants.

• **13.1%** of the Syracuse population is made up of foreign-born people.

• People come to Syracuse from China, India, Cuba, Canada, Ukraine, Vietnam, Italy, Jamaica, Burma, Germany, Somalia, Sudan, Syria, Democratic Republic of Congo and more!

• Many residents speak more than one language including English.

(https://map.americanimmigrationcouncil.org/locations/national/)

People immigrate for various reasons – some of which include seeking better opportunities, getting better education, or seeking refuge.

A diverse city benefits all of us. "Immigrants and refugees add to a region's diversity, making for a stronger and more vibrant community. Diversity in food and culture attracts younger populations, creates growth and presents economic opportunities benefiting a city and its residents" (cnyvitals.org).

Syracuse's very own Salt City Market is the perfect example of how a diverse city can come together to create thriving businesses.

(www.syracuse.com)

The Urban Institute, founded by President Johnson in 1968 to look critically at urban centers regarding race and poverty, publishes Inclusion Statistics on American cities. This data is presented as economic inclusion, racial inclusion, and overall inclusion statistics. During the 2013-2016 period, Syracuse decreased in economic inclusion but improved in overall inclusion.

Main Quadrants

Below are the four main quadrants 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.

Eastside

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

Community agencies:
- Boys and Girls 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 K-8 School
- Huntington Pre-K-8 School
- H.W. Smith Pre-K-8 School
- Nottingham High School
- Syracuse Latin School

Westside

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

Community agencies:
- ACR Health
- Boys and Girls Club on Shonnard Street
- Habitat for Humanity
- Bishop Academy at Most Holy Rosary
- Partners in Learning, Inc.
Fowler • Spanish Action League Academy
- St. Lucy's Food Pantry

- Westside Learning Center
- Vincent House

SCSD:
- Bellevue Elementary
- Delaware Primary School
- Frazer Pre-K-8 School
- Porter Elementary School
- Public Service Leadership at
  - Seymour Dual Language

- Westside Academy at Blodgett

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 School
- North Side Learning Center
- Reformed Church of Syracuse
- Syracuse Northeast Community Center

SCSD:
- Franklin Elementary School
- Grant Middle School
- Henninger High School
- Huntington Pre-K-8 School
- LeMoyne Elementary School
- Lincoln Middle School
- Salem Hyde Elementary School
- STEAM at Dr. Weeks Elementary
- 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
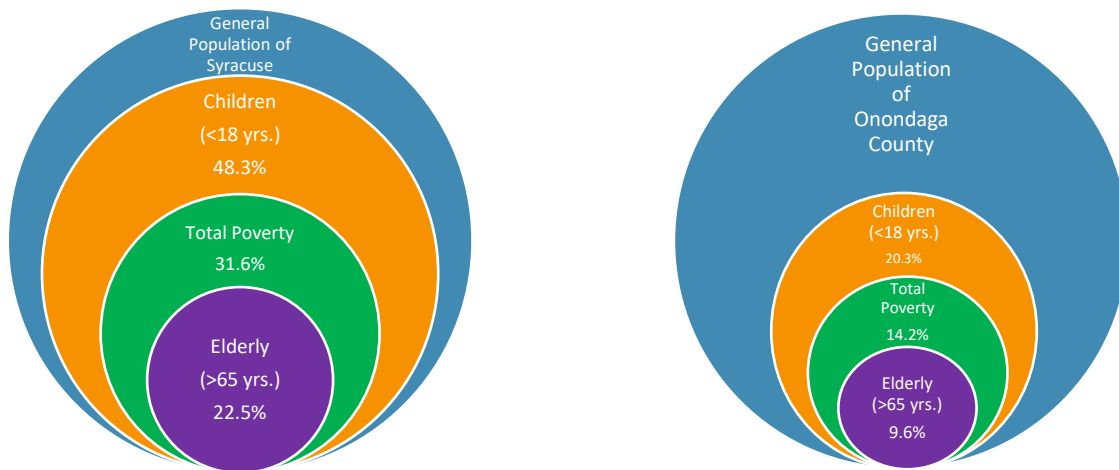- SUNY Upstate Childcare Center
- Southwest Community Center

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

Economy

In 2022, the estimated **median household income** for Onondaga County was $71,359, while Syracuse's median was $43,584 (U.S. Census Bureau). This is compared to the median household income of New York State, which was $75,910 (World Population Review).

Poverty in Syracuse

Over the last decade, Syracuse's population has decreased due to suburban sprawl. While Syracuse has a wide number of socio-economic levels, the poverty rate remains very high. As of 2023, Syracuse has a poverty rate of 31.6% with 48.3% of children under 18 living in poverty (U.S. Census Bureau, 2023).

General Population of Syracuse

Children (<18 yrs.) 48.3%

Total Poverty 31.6%

Elderly (>65 yrs.) 22.5%

General Population of Onondaga County

Children (<18 yrs.) 20.3%

Total Poverty 14.2%

Elderly (>65 yrs.) 9.6%

(Source: U.S. Census Bureau, 2023 American Community Survey)

POVERTY RATE OF SYRACUSE COMPARED TO STATE AND NATIONAL

POVERTY RATE

31.6% — SYRACUSE, NY

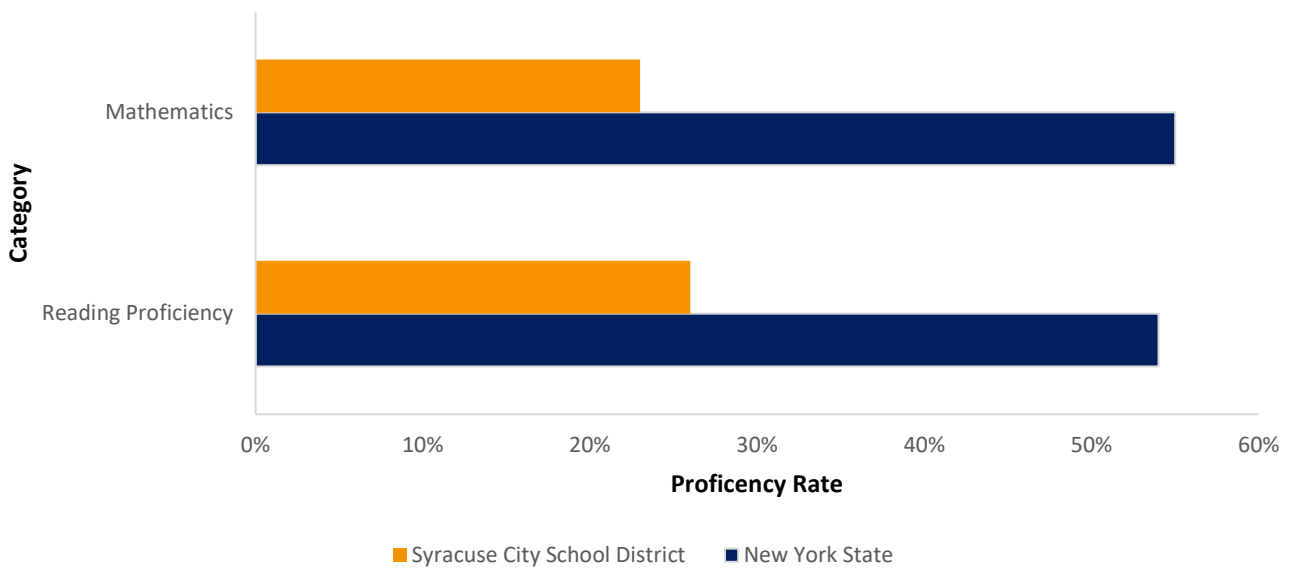14.3% — NEW YORK STATE

11.10% — UNITED STATES
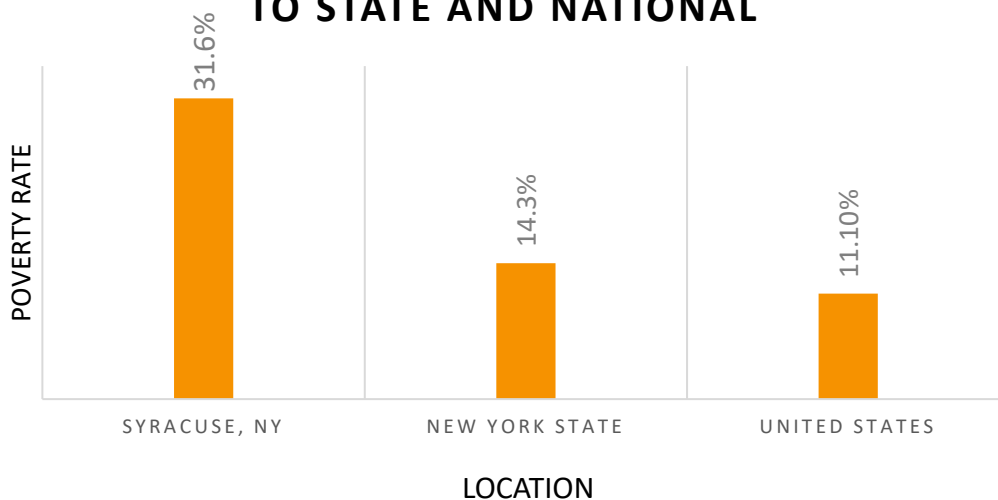
LOCATION

(Sources: 2023, U.S. Census Bureau, American Community Survey, data.census.gov)
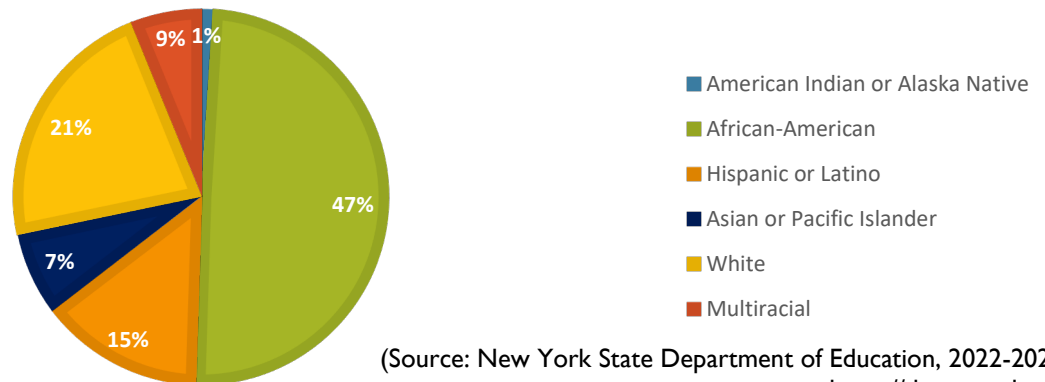
Education

The data on performance provided below compares Syracuse City School District to that of other public schools in New York State. While Syracuse falls well behind the state averages in mathematics and reading proficiency, it ranks in the top 1% of NYS public schools in both diversity and student body size categories.

2021-2022 Average Syracuse City School District Performance Compared

(Source: 2021, Public School Review, https://www.publicschoolreview.com/)

Syracuse City School District Enrollment by Ethnicity

(Source: New York State Department of Education, 2022-2023, https://data.nysed.gov)

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.

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.

STEAM High School
Central New York's first steam school, yet to be open. See project timeline.

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)

 *In fall 2014, George W. 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 was complete in 2017

Adult Literacy

According to the 2020 Forbes article, "Low Literacy Levels Among U.S. Adults Could Be Costing the Economy $2.2 Trillion A Year", by Michael T. Nietzel, the US Department of Education states that 54% of the adults in the United States lack proficiency in literacy and reading above the sixth-grade level.

Ruth Colvin and the Shaw Center have a unique relationship. In 1993 Ruth collaborated with the Shaw Center and Dr. Kathleen Hinchman, School of Education, to integrate Literacy Volunteers of America adult literacy training into the curriculum of one of Dr. Hinchman's courses. Through the collaboration, students received LVA certification which validated them as effective tutors for adult learners and qualified to join programs across the US. Regardless of Ruth's reputation as an icon, her recognition in The National Women's Hall of Fame, and recipient of the President's Volunteer Action Award and residential Medal of Freedom, she continued to consult and support the work of the Shaw Center. The center continues to focus on improving literacy attainment for City of Syracuse adults as critical to community success and foundational to the work of the center.

https://spectrumlocalnews.com/nys/central-ny/womens-history/2021/03/22/women-s-history-month--ruth-j--colvin---the-mother-of-adult-literacy)

Educational Attainment		
	Percent high school graduate or higher	**Percent bachelor's degree or higher**
New York	88.3%	40.6%
Onondaga County	91.9%	40.9%
Syracuse	85.1%	31.6%

U.S.. Census Bureau Quick Facts, 2023
https://www.census.gov/quickfacts/fact/table/s

Preparing for your
Service Learning Experience

Lindsay, Susan. "Service-Learning Word Bubble." *High Point Central High School*, www.gcsnc.com/domain/9531.

Philosophy of Inclusion

The word "inclusion" denotes both a philosophy and a policy.
As a philosophy, inclusion creates both a climate of acceptance and acknowledgement of varied human experiences while it supports the strengths, abilities, and possibilities of all individuals.

Recent incidences of racism and protests on campus have prompted Syracuse University to implement a campus wide philosophy of inclusion – a plan for Diversity, Equity, Inclusion and Accessibility. (DEIA). The university webpage dedicated to this work states "the goal of developing a DEIA five-year strategic plan is to continue strengthening our ability to create an environment that is inclusive and excellent for all." Recent dialogue has taken place via sit-ins and surveys, discussions and listening sessions, manifestos, and responses. Students, faculty, staff, and administrators have joined voices with the goal of a more inclusive campus. *Have you had the opportunity to join in with this dialogue in any way? If so, how did the opportunity to be heard make you feel?*

Most people either have a positive or negative experience when it comes to inclusivity. Unfortunately, some knows how it feels like to be excluded, or they know from experience how imperative being included is to true collaboration. *If you have experienced a failed collaborative process, project, or outcome, try to reflect on it as a failure of inclusion.*

Perhaps you have worked with colleagues or fellow students who truly understood how to include everyone, and you have personally realized the impact of their ability. Many people are truly inclusive and continually work to become more so. This skill does not come without effort, reflection, and practice. *Can you think of an individual who is practiced and accomplished in this way?*

Service-learning and volunteering **are** work and require practice and preparation. It often requires new skills, cultural humility, or sensitivity to needs of children, the elderly or refugee populations. This requires open mindedness – having a philosophy of inclusion. Truly understanding extreme economic pressures without having experienced them personally, may not be possible. However, the ability to consider the impact those pressures have on the individual experiencing them, can demonstrate personal growth. Realizing that access to economic security impacts an individual's safety, health and most decision-making ability, represents growth toward understanding the power of inclusion.

Nonprofit Profile

The Shaw Center works exclusively with **nonprofits** and **public organization**s. To be an effective volunteer or service-learning student, you need to understand a little about the working environment, culture, and structure of the corporation you work for to know how it operates.

(Source: https://www.statista.com/topics/1390/nonprofit-organizations-in-the-us/#topicOverview)

<u>Definition</u>

Nonprofits:
1. Work to improve the common good of society, typically through charitable, educational, scientific, or religious means.
2. Do not distribute a profit to private individuals (owners or investors) but use available revenue to serve the public interest.
3. Are classified as a 501(c)(3) corporation.

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

Traditional Nonprofit Organizational Structure
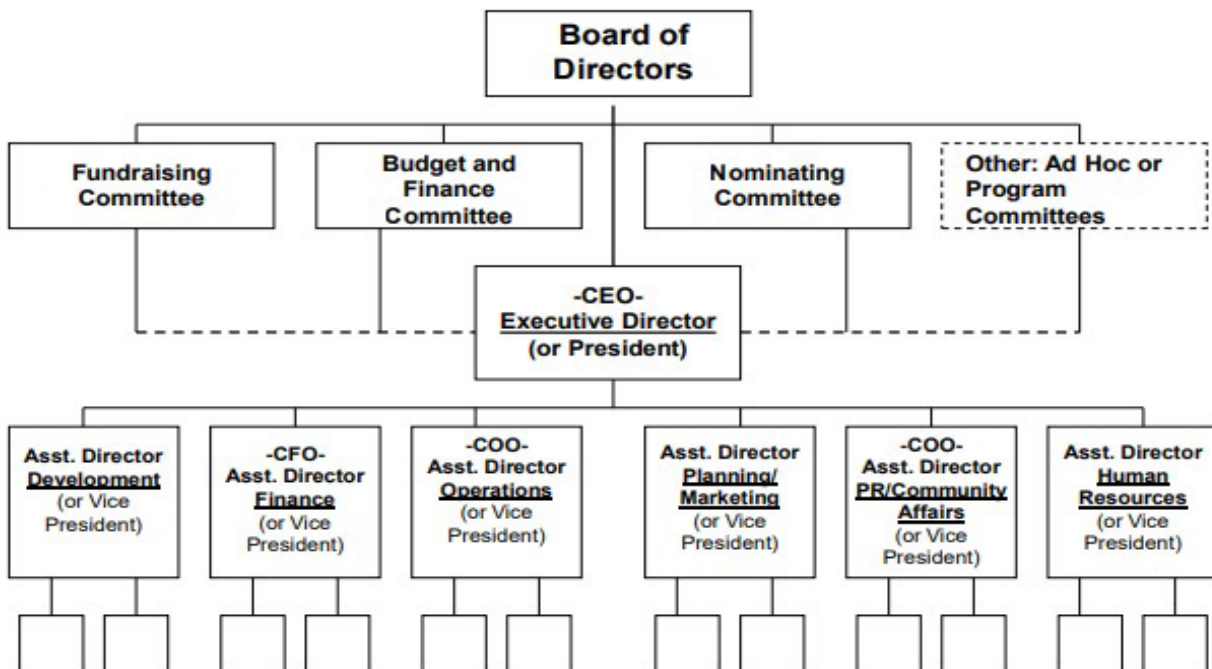
(Source:https://www.hurwitassociates.com/wp-content/uploads/2021/07/traditional_nonprofit_organizational_structure.pdf)

Nonprofit Facts

- The nonprofit industry accounts for **5.9% of the nation's entire GDP (2024)**.
- The nonprofit sector overall employs **over 12.8 million people, or nearly 10 percent of the private-sector workforce** (larger than the finance, insurance, and real-estate sectors combined) (2024).
- In 2022 there were more than 1.5 million tax-exempt organizations in the U.S., (**a number that has doubled in the last 30 years.)**
- **47% of nonprofits said they served fewer people in 2020.** *effects of Covid 19
- **4 million nonprofit jobs saved through advocacy in 2020.** Nonprofit advocacy supported the Paycheck Protection Program, payroll tax credits, and a temporary universal charitable deduction.
- According to Cause IQ, there are **4,180 non-profit organization** in the greater Syracuse area **employing over 82,000 individuals**.

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

Always on a Budget

Nonprofits depend on private donations, grants and public funds so generally they have tight budgets and can frequently find themselves understaffed and under resourced. Consequently, service-learning students and volunteers are pivotal to the nonprofit world – assisting the community partners with work of all priorities.
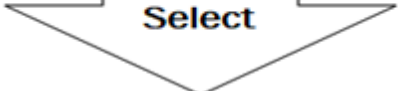
Service-Learning Process

Service-Learning Course Placement Steps 2024-2025

Complete

Complete the Service-Learning Student Registration Form and Releases and Agreements form in class or online and submit.

Browse and Select

If not locating your own placement, choose from the list of community opportunities provided through your course.

Contact and Review

Contact community agency supervisor directly, set up a time to review/sign the Student/Agency Placement Agreement form.

Commit to Hours and Goals

Commit to required hours or project goals as applicable. If a team project, work and organize as a team before proceeding.

Fulfill Hours or Project Goals

If placement help is needed, you will receive referral(s) from the Shaw Center approximately **one week** after you hand in your Registration Form. The referrals you receive will provide agency name, contact information, service-learning description, and potential positions. You are usually responsible for reaching out to community partners directly, and in a timely manner.
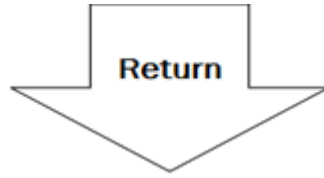
Return the completed time sheets or required documentation forms to your instructor or the Shaw Center as needed.

Volunteer Process

Volunteer Interest Steps 2021-2022
This page is for volunteer work.

Complete → Complete the volunteer interest form at the Shaw Center or on the SUVO page on Campus Labs or here

Visit → Visit the Shaw Center after 3 working days to pick up your completed volunteer referral packet

Reach Out → Reach out to referred community partners to set up your volunteer work

Request → Request transportation to community agencies if needed.
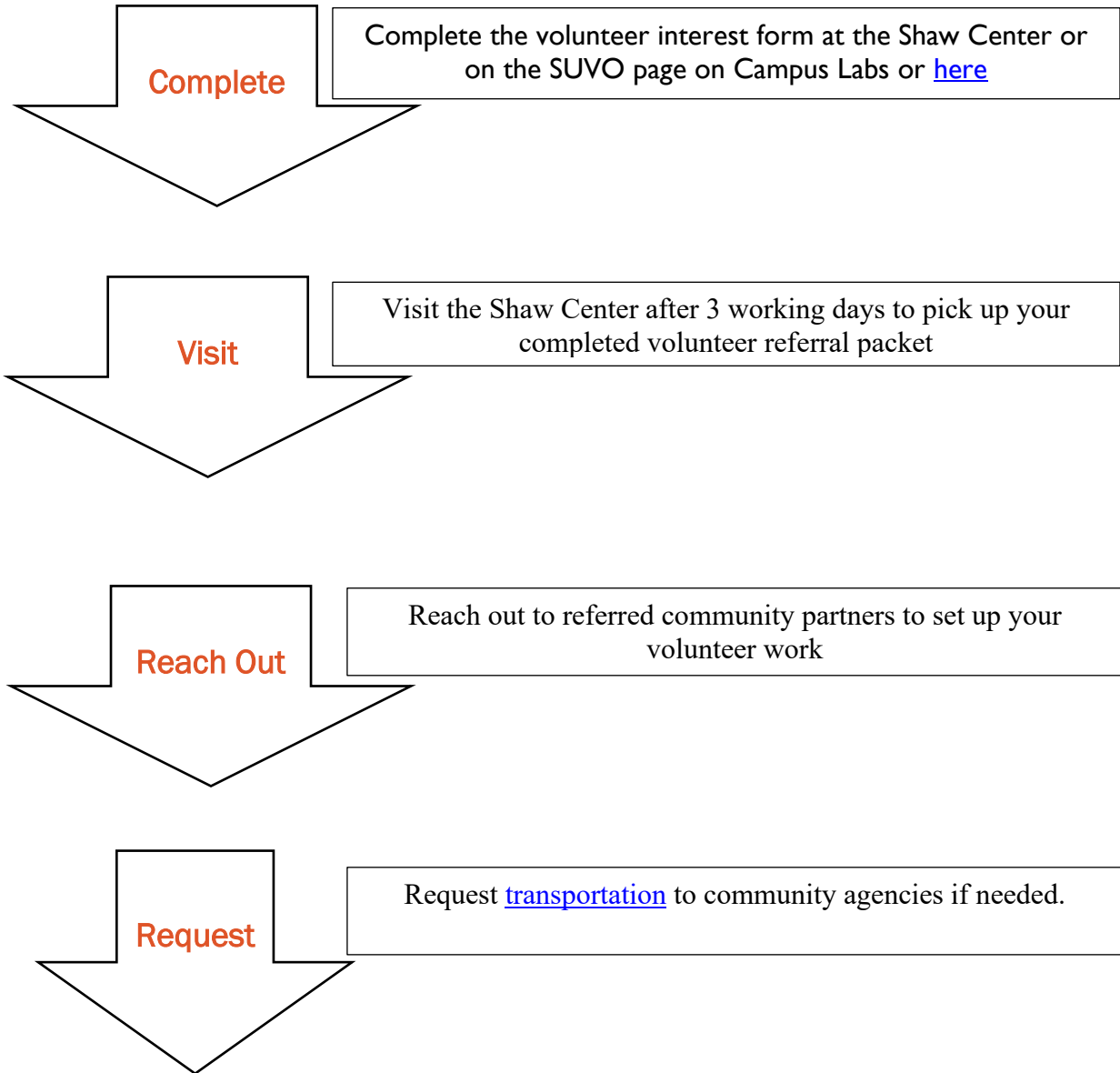
Volunteers directly reach out to agencies and follow their intake procedures. Volunteers who require validation of hours for honors or graduation requirements should contact those offices for procedures. No further validation is required by the Shaw Center.

<u>Once You Receive Your Referral</u>

1. **Contact your agency by email as soon as possible** and set up a time to talk or 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/volunteer hours to complete this semester as part of my service-learning course/ service requirement 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 work 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 meeting-** you can request a one-time transport as needed, see the next page for details.

4. **Bring the Student/Agency Agreement <u>Form</u> to fill out with your site supervisor during your meeting if needed.** 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 working and outlines your responsibilities. Bring the completed form to the Shaw Center, your instructor, or complete online.

    Do not 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. It is extremely important that you keep track of your hours throughout the semester on the provided timesheet, 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 your instructor or registering office if you are volunteering for graduation or honors requirements.**
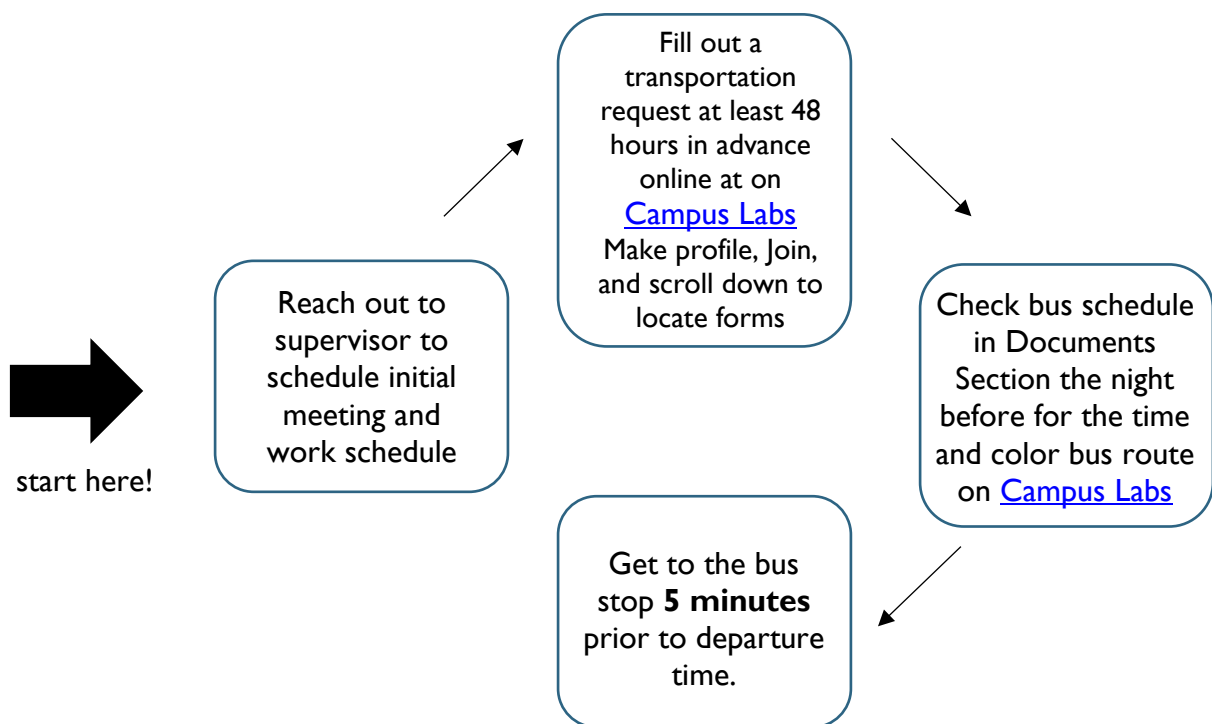
5. **Request ongoing Shaw Center transportation at least 48 hours in advance of your first session, after you have decided your weekly schedule with your supervisor.**

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 their scheduled run, the bus will not return to pick them up. Riders must be at their designated pick-up location five minutes prior to 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
https://shawcenter.syr.edu/info-for/student/transportation/

start here!

Reach out to supervisor to schedule initial meeting and work schedule

Fill out a transportation request at least 48 hours in advance online at on Campus Labs Make profile, Join, and scroll down to locate forms

Check bus schedule in Documents Section the night before for the time and color bus route on Campus Labs

Get to the bus stop **5 minutes** prior to departure time.

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 day/time only. When you submit your form, you will read the Rider Responsibility Packet, which gives instructions on how to access the bus schedule

Preparing for Your First Day

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

Questions to ask at your initial meeting

- *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 an intern/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 so every time)
- Ask for your volunteer coordinator or agency supervisor; you should have already discussed and outlined your times in your **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 they expect you to do, if not already determined during your initial meeting
- Begin helping and taking initiative!
- Make sure you mark your time on your 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 nonprofit environment

One of the first things you 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, you 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 Humility

- 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 identity, political views, religious affiliation, language(s) spoken, education, employment, familial upbringing, interests, and hobbies.
  These are all part of your culture and identity.
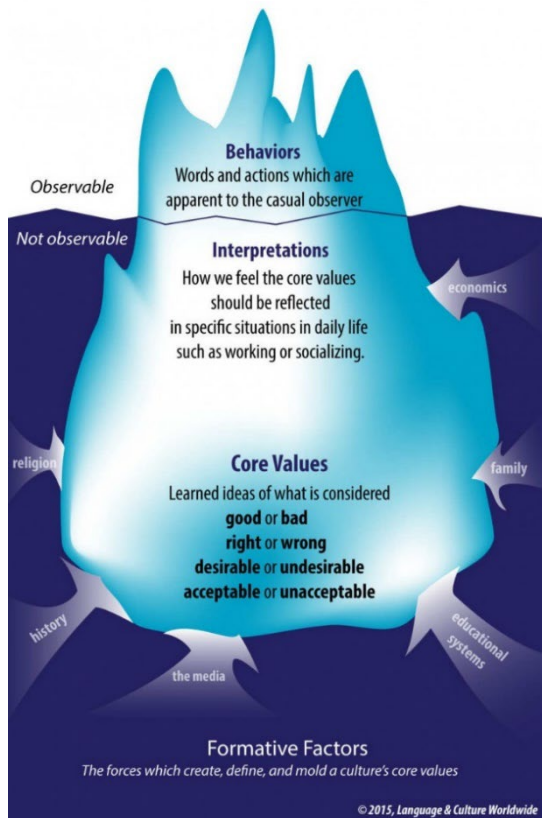
Take a moment to reflect on how these descriptors influence who you are and how you interact with others.

• Cultural humility 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 most 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 or volunteer experience.** You may notice "tip of the iceberg" cultural components but challenge yourself to think about what is "underwater" 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).

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

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

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 inappropriate clothing. We recommend wearing non-ripped jeans, t-shirts, long sleeve shirts, and close toed shoes. Avoid shirts with words. 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. Most 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 enough 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

Don'ts

- **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, such as phone numbers or email addresses. **This includes any social media information, such as your Twitter, Facebook, and Instagram 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 or clients 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. If you need to bring a bag, check in with your site about where you would store it.

- **Do not 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 effort that you put into it!

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

Do

- Assess your health status before heading to your site
- 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)
After Hours Shaw Center Cell Phone	(315) 200-2826 (M-F 7:00 – 8:30 AM and
	5:00 – 8:00 PM)
SU Department of Public Safety/Shuttle U Home	(315) 443-2224 (24 hrs.)
Blue Star Taxi	(315) 437-4000
Dependable Taxi	(315) 422-1000
Syracuse Regional Taxi	(315) 437-5555
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 inappropriate 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)
- Do not take on the responsibility of overseeing 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
- Do not partake in one-on-one situations that isolate you from areas of supervised activity
- Do not take part in 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 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. Do not Overcommit: As eager as you are to make a difference, you do not want volunteer projects to rule your schedule. Make sure you balance your time carefully so that your personal life or academic performance does not take a critical hit.

4. Have Fun: Helping others is its own reward, but it should not 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 have 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 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 is 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 do not 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 several placements within community organizations that work with the elderly. Often, these organizations operate through residential or daytime activity programs. Below is a list of suggestions and precautions to consider when working with the elderly.

- The greatest gift that you can ever give the person you visit is your **engaged presence.** This tells them that you care about them and that spending time with them is something you enjoy doing.

- Be sure to **introduce yourself at each visit**; names are easy to forget.

- **Be patient** and give everybody the time they need to situate and express themselves.

- **Talk**! Older individuals need attention and stimulation as do the rest of us. However, some might not always join in the conversation. Try lightly encouraging your new friends to speak. Come prepared with information about current events and/or interesting conversation-starting topics. Remember to ask questions!

- **Be understanding** if the resident does not want to talk; remember that **all** people enjoy privacy.

- Trivia and word games keep the mind sharp.

- Hearing is often the last sense to go, use common sense about what you speak about.

- Position yourself for the best visual and hearing potential. Talk louder only when necessary.

- **Actively listen and be empathetic**; talk about yourself, with moderation, --describe your worldly views and respect other's views.

- **Never visit if you feel unwell.**

- **Do not offer food or drink** to a resident. 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**. State safety regulations require that this type of assistance be performed only by staff. Press the call bell if help is needed.
  (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 or needs to read. Below is a list of suggestions and precautions to consider when working with children.

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

"Safe environments" are not judgmental or punishing. Your task goes beyond correcting their errors. Preface each session with encouraging words and let the student know their work will not be graded by you. Remind the students that mistakes are part of learning and that you are there to help and support. Be patient and do not get upset with the student.

- **Be honest in responding.**

If the student is correct, say so, but do not 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 all right for you to make mistakes.

> **Give a man a fish, and you feed him for a day; teach a man to fish, and you feed him for a lifetime.**
>
> *- Anne Isabella Thackery Ritchie*

- **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 or 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. Overcomplicating things will confuse the student and likely discourage them.**

"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

- **Gauge a child's personality before initiating conversation.**

Expect to have different responses when working with different children. One child may be very friendly and socialize, while another may be shyer and quieter. Help them with whatever they need to initiate conversation if you think they are comfortable. Often, 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; but do not get 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 they is in danger, keep in mind the following:
→ You are required to report this situation to the Shaw Center staff and 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 to and report the information 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.

Child abuse is NOT:

- Views of discipline or instruction that are different from 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 they are putting themselves or others in danger

Signs displayed by a child that may 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 either side of the head
- Recurring bruises
- Passive, withdrawn or emotionless behavior

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

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

Rethinking Disability

As introduced earlier, the word "inclusion" denotes both a philosophy **and** a policy. Syracuse University inclusion policies cover non-discrimination, equal opportunity, equal employment, and affirmative action along with disability. It is estimated that 26% of individuals experience some form of disability (Center for Disease Control and Prevention, cdc.gov). Disability is only a "problem" because society makes it a problem harboring fear, ignorance and prejudice against disabled people and their need for accessible spaces and fewer barriers. Disability is not something that needs to be fixed or cured, it requires respect, design focus and accommodation, the Center on Disability and Inclusion disability-related research center here at SU, provides learning opportunities for student teachers, living and learning communities for neurodiverse students who attend Syracuse University and researchers.

The Americans with Disabilities Act (ADA) has been policy in the US for more than 30 years, it is a civil rights law that prohibits discrimination based on disability. The Disability Rights Movement seeks to secure equal opportunities and equal rights for all people with disabilities. Schools and classrooms rooted in best practices in education teach students with and without disabilities in the same spaces, with the supports and services that they need to access learning.

Communicating with disabled individuals:

Person-first language is an identification style that puts the person, not the disability, first. Examples - a woman with cerebral palsy, or a man with Down syndrome.
Identity-first language is an identification style that puts the disability identity first. This is often tied to disability pride or the idea that the disability is an important part of the person's identity and cannot be separated from their personhood. Examples- an autistic woman or a Deaf man. We often defer to how people identify themselves if possible.

Some things disabled people want others to know:
- Don't use them as your inspiration. This can be demeaning, especially when they are doing everyday things.
- Treat everyone with the respect they deserve.
- Talk directly to the person with a disability and not their support person, even if they have limited communication or communicate in alternative ways.
- Give extra time when needed, especially for communication.
- Ask before helping. Don't just assume someone wants you to push their wheelchair or help with something. Don't be afraid to ask either.
- Disabled people have the same feelings as everyone else.
- A lot of people with disabilities often feel excluded or isolated. Inclusion is important.
- Talk to disabled people at age level that they are. Many disabled adults get spoken to like children. Many children with disabilities get spoken to like babies.
- Be an ally! The disability rights movement is always evolving.

Orange Ability 2018 - Orange Ability Disability Cultural

Center Accessible Athletics Expo 2018

(Source: collage.syr.edu)
Credits: Stephen Sartori

The Fall 2021 DES 300 Soft goods Design and Production course in the Design School developed inclusion messages for a basic pouch project after Natalie Lui's Inclusivity and Accessibility Presentation. Natalie led a discussion on working collaboratively with people living with disabilities and increasing awareness of seeing people before ability.

See some of those messages below:

Resources to Contact on Campus to Further Educate Yourself
- Center for Disabilities Resources
- Disability Cultural Center
- Lawrence B. Taishoff Center for Inclusive Higher Education

Working with Refugees and English Language Learners

Refugees have either been forced or have fled their native countries, often due to 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 consider the cultural and language barriers that both you (the volunteer) and the individual may have. People learning a new language tend 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 these students become comfortable, they have a better chance of learning.

Here are a few tips for working with such individuals:

Cultural Humility**:**
- **Acknowledge and respect** differences that may exist between your beliefs, values, and ways of thinking and that of the student. Talking about the differences may help give them 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 or previous experience; therefore, it is important to let the students 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.
- **Seek advice** from community leaders or community workers. Confidentiality, however, must be always maintained.
- Even if you do not speak a common language, **body language and mannerisms** are still a form of communication.

Language Understanding: Many of the persons that you may be volunteering with are English Language Learners, or ELLs. Although many refugees are ELLs, not all ELLs are refugees. Most 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 may not speak English, therefore their children translate information for them.
- Observe the instructor to adopt the style of teaching best for each group.
- Ask questions.
- Check continuously to ensure that you and the student understand each other.
- Use visuals and other manipulatives when teaching.
- Avoid using jargon and/or slang terms.
- Learning a new language is draining, so be aware of 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.pdfhttp://www.startts.org.au/media/Resource-Working-with-Refugees-Social-Worker-Guide.pdf)

How to Prepare for Potential Situations

While volunteering, it is possible that you may encounter situations that may require support from instructors and/or the Shaw Center to handle appropriately. Below are several situations and scenarios, along with suggested next steps and guidance. These examples are meant to clarify your role and prepare you for such experiences.

Elderly

A resident says that their mother was in to visit, but the person's mother could not have visited
because she passed away 20 years ago. What do you do?

- *Do not 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. How do you respond?

- *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.*
  - o ***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, rather support the staff and organization as a whole.*
  - o ***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 with. 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, how do you respond?

- *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 school or 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 to which she replied, "I would wish for the bruises to go away." After talking to Diamond, it was apparent that she was being 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. Staff will provide support for any additional follow up that 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.*

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 but 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 site 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 do not want to disturb them, 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 workloads. 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 they need it for office files. They later text you to see if you would like to have dinner. You repeatedly turn down the request, but they are 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 wrongdoing, 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 "troublemakers," 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 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 the scope of your usual 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 need to reschedule, do so with plenty of advance notice. Remember, it is ultimately up to the agency whether they would like to accept you as a volunteer. Be respectful of their time and plan. 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 probably not be able to take you later, so you may 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. You should keep your site updated on your timing if you are running late or not able to go. If you do not 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 safely and effectively which means we are counting on you to follow the procedures that are set in place. Failure to do so may mean a loss of transportation privileges.*

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.

ACR Health

- ACR Health is a non-profit that works to provide care to individuals suffering from chronic illnesses such as HIV/AIDS.
- ACR also provides a variety of services related to LGBTQ+ youth, sexual health, and drug addiction. Their mission is to build healthier communities.

Read more at: www.acrhealth.org

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

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.
- Volunteers help prepare, package, and distribute hundreds of nutritious meals to homebound seniors.

Read more at: www.mealsonwheelsamerica.org

Mobile Market

- The Mobile Market was inspired by a similar project originally located in California.
- The Community residents' local farmers and educators collaborate to bring fresh limited produce to the Southside of Syracuse

Read more at: www.ssinterfaithcdc.org

Poverello Health Center

- Staffed by physicians, nurse practitioners, nurses, chiropractors and optometrists.

- The Poverello Health Center strives to deliver free health care for individuals and families with limited health care.

Read more at: https://www.freeclinics.com/det/poverello-health-center

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

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

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

Syracuse Grows

- The mission is 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

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

Upstate University Hospital at Community General

- Recently acquired by Upstate Medical center, Community General opened its doors in 1963.
- The hospital has pursued and acquired many achievements, which dramatically serve better to the community.

Read more at: www.upstate.edu/community

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* 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

Tim Rudd now sits on the Syracuse Common Council and has remained an involved member of the Syracuse community.

*You can reach the Shaw Center at ShawCenter@syr.edu.

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 become 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

Emilie is now a Master or Arts Candidate at Johns Hopkins School of Advanced International Studies. She has previously worked at the Center for Strategic and International Studies.

Student Reflection

I began working at the Shaw Center as a Leadership Intern in January 2017, the Spring semester of my freshman year. To say that the Shaw Center greatly influenced my professional, personal, and academic goals would be an understatement. My work with the Shaw Center initially helped develop professional skills (teamwork, organization, public speaking, etc.), but it also provided a platform for me to think critically about the issues facing the nonprofit sector, the City of Syracuse, and the world as a whole. I had already been involved in the Syracuse community through my position as an SU Literacy Corps tutor but working at the Shaw Center as a Leadership Intern gave me professional experience that was invaluable to my understanding of exactly how difficult, and rewarding, it is to be involved in engagement-oriented organizations.

When I decided to attend Syracuse University, I knew that I wanted to have an intentional presence in the City of Syracuse, because I did not want my points of view and opinions to be solely dependent on the discussions, assignments, and responsibilities for my courses on campus. I wanted to see, experience, and learn from the community myself. The Shaw Center gave me the ability to do that, which ultimately led to me wanting to pursue a professional career focused on community engagement.

I will forever be grateful for my experiences at the Shaw Center, but there is one lesson that will always stick with me. The Shaw Center has taught me that, even in the most trying and seemingly impossible circumstances, there are always opportunities for bridges to be built, communities to be engaged, and knowledge to be acquired from others. That lesson was never explicitly said, but it is through the example set forth by the Shaw Center that I truly learned and appreciated the value of hope. The Shaw Center has been incredibly influential in my undergraduate career, and when I look back on my time in Syracuse, pursuing opportunities through the Shaw Center will always be one of the best decisions I made.

Justine Faith Legg, MAX '20

Shaw Center Leadership Intern

Justine is now pursuing a master's degree in political science through Syracuse Universities Maxwell School.

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
> https://www.nylc.org/page/slice

Shaw Center
> https://shawcenter.syr.edu/

AAC&U
> www.aacu.org

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

Thank You to Service-Learning Students:

Beth Raineri, VPA '09
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Vincent Tu, iSchool, '20
Thomas Morris, SOE, '20

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     character-in-urban-education-93ab4a58491a.

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.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/ www.worldpopulationreview.com https://cnyvitals.org/people/ www.forbes.com
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.schcny.com 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 Syracuse area nonprofits | Cause IQ
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.syracuse.com/news/index.ssf/2012/10/syracuse_clinic_and_grocer_tea.html https://stacker.com/new-york/syracuse/biggest-sources-immigrants-syracuse

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