Welcome to the Community Service Work-Study (CSWS) program! This unique employment opportunity is designed to assist students with the cost of their college education, reinforce their educational and career goals, and enable them to contribute to positive community change throughout the United States. You play a very important role in making this experience valuable not only for the student, but also for your organization.

We encourage you to use this handbook as a helpful and supportive resource, along with the application to participate in the CSWS program. As outlined in the Community Organization Contract, we have included important information that can assist you throughout the work-study experience.

How wonderful that nobody need wait a single moment before starting to improve the world.

Anne Frank
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A. Responsibilities of the Supervisor

We believe that a successful work-study experience should afford a student the opportunity to:

• contribute to the work and goals of a community organization
• gain relevant, career-related work experience
• have direct exposure and contact with professionals in public service-related fields
• exercise knowledge and skills gained from the classroom while acquiring on-the-job training
• reflect and deeply consider the organization’s work as well as the conditions that make the services of the organization necessary

Our hope is that your student will leave your organization having developed personally and professionally and having gained a deeper understanding of public service.

To help ensure that these things happen, it is our expectation is that your organization will designate a specific person to supervise, mentor, train and advise the student on-site. See F. What Makes a Good Mentor? (Part F). This person cannot be a relative of the student. The supervisor plays a central role in creating a work-study experience that is mutually beneficial for both the student and your organization.

The remainder of this handbook is intended for the chosen supervisor. We have outlined some of her or his roles and responsibilities, as well as some helpful tools.

B. Preparing for Your Student’s Arrival

• Explain the CSWS program to your staff.
• Arrange for your student’s workstation. Ensure that the space is appropriate and ergonomically correct.
• Your student will need internet access for the web-based time-recording system.
• Gather necessary information about the organization, the communities served, and any other useful data that might orient the student to your work.
• Create a list of goals that you have for your student in her or his time at your organization.
• Check in with the student about his or her D. Learning Plan (Part D) and/or goals and expectations for the CSWS placement.
C. Training and Supervision

We hope that you, as the supervisor, will work to develop a clearly defined position or project for your student which is appropriate for someone of college age. Additionally, it is important that you provide ongoing feedback to help and support your student’s work. See http://studentaffairs.stanford.edu/haas/students/csws/forms

Feedback (Part E).

D. Learning Plan

As part of the CSWS program, students will be asked to complete a learning plan for their placement. Creating a learning plan helps the student articulate, prioritize, and gain support for what he or she wants to learn and accomplish during his or her placement. It is intended for the student to be a living document and a tool for conversation and reflection. It is not the responsibility of the supervisor to create nor to monitor the student’s learning plan. Rather, the supervisor is encouraged to remind the student to consider and reflect on his or her learning plan throughout the placement.

The learning plan is not meant to suggest that the student will meet all these objectives this summer, or that the objectives listed will accurately describe what he or she ultimately takes from the experience. The learning plan can serve to clarify expectations and objectives for both you and the student as the work study placement progresses.

A copy of the learning plan guidelines is available for your perusal at:

http://studentaffairs.stanford.edu/haas/students/csws/forms

Feedback

Feedback is critical to professional development, especially for students who have limited work experience. Students will be looking to their supervisors to provide them with positive and constructive feedback. It is our hope that as a supervisor, you will actively review the student’s performance and identify what she or he has done well, as well as ways in which she or he can improve.
• Set a time to revisit earlier expectations and goals as it may be necessary to modify them. This will help you and your student establish more realistic goals and clearer expectations.
• Ask for feedback from the student about her or his experience at your organization.
• Point out where the student is improving and where more work needs to be done. Specific examples can be quite helpful in this process.

F. What Makes a Good Mentor?
Mentoring a student can often be a rewarding and fulfilling experience for both the mentor and the mentee. We believe that the CSWS program provides an ideal opportunity for you and your student to form and develop a valuable and mutually beneficial relationship that extends beyond the limits of the workplace. This section offers some helpful tips about mentoring.¹

An effective mentor is:

Mentors often take on several roles:

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¹ These notes on mentoring were adapted from the Stanford Alumni Mentoring Guide and the US Department of Justice Guidelines for Creating Successful Mentoring Partnerships. Both of these guides are available online.
A reciprocal mentoring relationship can be meaningful for the mentor as well as for the mentee. The benefits of being a mentor include, but are not limited to:

- Gaining personal satisfaction from helping a student discover and reach her or his potential
- Receiving exposure to new perspectives from the mentee
- Expanding professional networks
- Enhancing coaching and mentoring skills
- Developing meaningful connections with students
- Learning more about the Stanford community

G. Reflection

It is our hope that you, as a supervisor, will help your student reflect upon and learn from her or his experiences. This can take the form of helping the student understand the “big picture” through exposure to organizational structure, mission, goals, and priorities. Reflections can also take place in the context of discussions at staff meetings. Students should also be encouraged to learn about developments in the field.
H. Federal Program Guidelines and Policies

Organizations will be responsible for paying in full for any hours worked in violation of the following federally-mandated restrictions on use of CSWS funds:

WHEN TO WORK
• Students are only eligible to work within certain date ranges for the summer program and for the academic year program. Refer to the CSWS website or contact the CSWS Program Director for specific dates.
• Students may not begin working until your application has been approved and you have attended a mandatory program orientation at the Haas Center.
• Students must apply and be approved separately for the summer and academic year CSWS programs.

MAXIMUM EARNINGS & HOURS:
ACADEMIC YEAR
• Maximum allowable earnings are variable and depend on the student’s financial aid award. Student’s total wages may not exceed this amount.
• Maximum of 20 hours a week. The university strongly recommends a maximum of 15 hours a week. No overtime or holiday pay is allowed.
• If students are paid through the university for more than one position (work-study or otherwise), they may not exceed 20 hours a week for the two jobs combined.

MAXIMUM EARNINGS & HOURS:
SUMMER
• Maximum allowable earnings are listed in the program acceptance letter. Student’s total wages may not exceed this amount.
• Maximum of 40 hours a week or eight hours a day. No overtime or holiday pay is allowed.
• If students are paid through the university for more than one position (work-study or otherwise), they may not exceed 40 hours a week or 8 hours a day for the two jobs combined.
I. Time Sheets

Our time sheets are web-based, and students require daily access to the internet for purposes of entering their daily work hours. **Supervisors must sign off on a hard copy of the online timesheet,** which the student prints out and submits for signature.

It is then the student’s responsibility to submit these time sheets to the Haas Center twice a month by scanning and emailing the document. **Supervisors are expected to continually check to make sure students are not working hours in violation of program restrictions when signing off on time sheets.**

**Please note:** When a bank holiday falls between the end of the pay period and payday, payroll must run one day earlier than normal to ensure that direct deposits post on payday. As such, Axess timecard actions must be completed by **10 am** to meet the accelerated schedule. Please take special note of these early deadlines on the CSWS website and plan accordingly.

**Email Director for an example of a correct timesheet.**

J. Payment and Billing

Organizations are expected to submit a timely payment of their 10% contribution toward the student’s wages and benefits upon billing. This billing generally occurs 4-5 weeks after the conclusion of the summer and of each academic quarter. Organizations who fail to submit their 10% portion of the student’s wages to the university within a reasonable timeframe (generally 30 days from invoice) will not be allowed to participate in the program in the future.
K. Injury and Sexual Harassment

Should your student be injured on the job or experience sexual harassment, please contact Yvette Zepeda by calling 650-725-7407 and emailing yvetteg@stanford.edu within 24 hours. Your student is an employee of Stanford University while in the program and the university must be aware of all such events in order to provide support.

L. Evaluation

All participating organizations are highly encouraged to complete two evaluations at the conclusion of the student’s CSWS work-study experience:

1) An evaluation of the student’s job performance, which is provided by Haas to help students and supervisors reflect on the quality of the work-study experience (https://studentaffairs.stanford.edu/haas/students/cswws/forms) and

2) An evaluation of the overall CSWS program (a link will be sent to you). Each comment and suggestion is carefully considered and helps us improve the CSWS program.

While you do not necessarily have to use the evaluation forms provided by Haas, they are available online for your convenience and for consultation.

M. Responsibilities of the Student

• Complete the hiring process, including the orientation with the Haas Center for Public Service before starting at the community organization.

• Monitor work-study earnings and ensure that earnings do not exceed the maximum amount stipulated in the financial aid award.

• Inform the employer of any changes in the award.

• Perform specific tasks and responsibilities as outlined and discussed with the supervisor.

• Be accountable to her or his supervisor as well as to the Haas Center staff.

• Dress at a level of formality consistent with organizational norms and expectations.

• Be prompt and maintain good attendance and working relationships.

• Complete weekly time sheets and email them to the Haas Center twice a month.
N. Past Student CSWS Contributions

• assisted doctors in ER
• created marketing plans and press releases
• helped with program assessment
• laid groundwork for affordable housing
• located grant funding
• led recruiting efforts
• conducted research and evaluation
• trained new interns
• coordinated events
• helped with Diabetes Awareness Fair
• stage-managed a show
• completed new publication templates
• created a pamphlet on higher education
• designed, wrote and compiled a newsletter
• worked on application for new satellite clinic
• wrote demographic summary
• established relationships with students
• ran a basketball camp
• led youth workshops
• served as a mentor and teacher
• used graphic skills
• worked on the César Chávez Memorial Project

Contact Information

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