THE ONE-HOUR VOLUNTEER MANAGER

THE WASHINGTON READING CORPS
Third Edition

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Not an official OSPI document.

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Introduction

Getting Started as a Volunteer Manager

One of the jobs for AmeriCorps members is to coordinate and manage the work of volunteers. You will be recruiting, screening, training, supervising, and recognizing the work of community volunteers, college interns, high school students, and senior citizens. Most of the volunteers will tutor; but others might help out with computers, and some might play basketball with children. No matter what their assignment is, they are contributing to the growth and development of children who need help with reading.

Happy volunteers talk about their experiences with friends and family. They are the best recruiters of more volunteers. Unhappy volunteers talk too, and can end your program before it gets started. Your success as a coordinator of volunteers is dependent upon mastering how to work with people. Furthermore, the skills you learn working with volunteers during your experience with the Washington Reading Corps will be useful in many other areas of your life!

There are four areas of management you need to understand: people, program, processes, and relationships.

- "People" are not just the volunteers with whom you work, but are also the school staff, teachers, support staff in the school, parents, and community leaders. Learning to work professionally with others is a key to success throughout life.
- "Program" management means understanding the aims and goals of the Washington Reading Corps program for your school or work site. Programs are structured differently from school to school to allow for the uniqueness of communities. There are, however, some similarities: 1) Teachers provide intensive instruction to struggling readers. 2) Volunteers work with children as tutors to extend the work of the teachers. 3) Volunteers can be recruited to provide enrichment activities for children to build their skills, through the use of computer games or recreational activities, for example. 4) There are assessments of these efforts, as it relates to the change in reading scores for children in the program.
- "Processes" and "Relationships" are the systems you need to set in place in order to effectively manage volunteers.

- What is the culture of the school?
- Who is the program manager for the project?
- Who are the teachers?
- What do they teach?
- What is the philosophy toward education in this school?
- Are there special efforts to enhance reading that have preceded this initiative?
- How do people in the building feel about volunteers?
- Has the building had volunteers helping teachers in the past?
- What is the influence of the Parent-Teachers Association (PTA)? Does it even exist?
- What has been the experience of the school with previous AmeriCorps members?
- What has been the experience of the school with the Washington Reading Corps?

Answer these questions and you will have a better picture of the environment in which you are working.

In order to be successful, you also need to familiarize yourself with the community. Visit the local Chamber of Commerce (if there is one) and ask a staff member to give you some background on the area: population, demographics, industries, major employers, educational institutions, health/medical facilities or services, economy, and current volunteer activities (service clubs, youth organizations, senior service groups). Visit historical places and try to get a 'feel' for the place. If there is a library, check out information on the community. Participate in community activities in order to know the community better.

If you are in a very small community, seek out opinion makers to learn about the community. Ask the teachers, project manager, or volunteer coordinator who can best tell you about the area. It might be the mayor or a county commissioner. Look for people with deep roots in the community. You might also visit with older members of the community.

All of these contacts are a means for helping you to learn, but they also let people in the community know what you are doing. Your role will be easier in recruiting volunteers if members of the community learn about the Washington Reading Corps through being interviewed by you.

The *One Hour Volunteer Manager* introduces you to the essential elements of volunteer management and administration. It is by no means a comprehensive look at volunteer management and administration, but it will get you started in the right direction.

In this manual you will cover the nine steps to organizing and effectively managing your volunteer program. A tenth chapter deals with recruiting people from existing groups to volunteer as a group. At the end of this book you will find a bibliography with additional resources for further study.

CHAPTERS:

Introduction: Getting Started as a Volunteer Coordinator

1. Setting Objectives for the Volunteer Program
2. Writing Position Descriptions
3. Screening the Volunteer: Application, Interviews, and Background Check
4. Writing Volunteer Policies
5. Recruiting Techniques
6. Orientation and Training
7. Management/Supervision of Volunteers
8. Sustainability
9. Volunteer Recognition
10. Group Volunteering
11. A Final Word

Many of the chapters have samples used in other AmeriCorps or school-based programs. The samples help you to develop imaginative ideas for your own program.

You no doubt have questions about working with volunteers. By writing down what you hope to learn, you will be able to organize and focus your learning. On the lines below, write down questions you would like answered about the recruitment and management of volunteers.

_____

_____

_____

_____

_____

_____

_____

_____

When you complete this book, return to this list and see if you can now answer the questions you posed. If not, review the titles in the bibliography for additional assistance. There are even some web sites available.

Chapter One

Setting Objectives for the Volunteer Program

Chapter One

Setting Objectives for the Volunteer Program

The school you are serving with applied for a grant to fund your position and those of its teachers. They included measurable goals in their application. You need to obtain a copy of that grant and determine what goals were written that pertain to the volunteers. Their goals are your goals.

An example of a **goal** might be as follows:

Volunteers will be recruited to work with an individual child or with small groups of children to practice what was learned about phonics.

(If 75 children are to be served, then the equivalent of 75 volunteers are needed.)

Your job is to develop objectives in order to meet those goals.

Next is a sample **objective** to go with the goal listed above?

Recruit 60-100 volunteers willing to tutor children one hour per week during the school year.

(This objective means the school needs at least sixty volunteers to work directly with students once a week.)

The next challenge is to schedule volunteers in order to meet the goals of the grant. For example, Bob Smith comes on his lunch hour from 1:00 p.m. to 2:00 p.m. every Thursday to tutor children in Mrs. Garza's class. Elena Ramirez works one day a week for four hours. By having Mrs. Ramirez, you need fewer people, because she can tutor several children. Many schools have parent volunteers who are willing to do this type of work.

It is important to meet with the school staff to review overall program goals and objectives as outlined in their school's grants. After you read the grant application for the Washington Reading Corps, draft your own objectives in relationship to the overall goals of the school. Be sure to discuss these objectives with the teachers, program manager, and administrators, before finalizing them.

A careful reading of the grant application will identify other areas where it might be appropriate to involve volunteers. Many schools plan enrichment activities for children: games, computer usage, and recreational activities. Not everyone needs to be a tutor or work directly with students. There are other ways to involve volunteers. Some programs involve volunteers in enrichment activities as a reward for the children's participation – recreation time in the gym, computer time, cultural events, parties, and special events. Another example of volunteer involvement might be record keeping. You will be expected to keep records on volunteers, their hours and activities. Why not recruit a volunteer to carry out these duties? You can oversee her work and supervise her to make sure reports are being made accurately.

When thinking about tasks for volunteers, think BIG! You are only limited by your own imagination.

Chapter Two

Writing Position Descriptions

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Writing Position Descriptions

It is important to be clear with volunteers as to what is expected of them. Your job as the volunteer coordinator is to write a brief position description describing what the volunteer does.

In order to do this, you should meet with the project manager or school volunteer coordinator and the teachers to understand expectations about the volunteers' roles. This might differ from teacher to teacher. Your job is to write the position description in a way that allows flexibility for the teacher, the program, and the volunteer—while providing specific information about the tasks.

The next page has a volunteer position description form. Here is a line-by-line description of what each item means. It tells you what information to place on the line.

Position/Task Description

Position Title: The position for the volunteer needs a title: Tutor, Recreation Assistant, or Computer Pal.

Accountable To: Who does the volunteer report to? If he is working in the classroom, then the teacher in that room is his supervisor. You still monitor him occasionally, but the teacher is directly in charge of the volunteer.

Description of Responsibilities: This is a one or two-sentence description of the position that can be used to publicize the position and to explain it briefly to volunteers and the staff.
Example: "The Volunteer Tutor works with an assigned child for an hour to supplement the student's reading activities."

Specific Duties: This is a numbered list of duties. For example:

1. Tutor children following classroom instruction
2. Meet for one hour with the assigned child
3. Report on the progress of the child to the teacher

Qualifications: This is the place to list qualifications. What must the volunteer bring to this job? Here are some examples:

1. Must be at least 12 years old
2. Must complete a criminal records background check and application
3. Must attend a three-hour training session on tutoring struggling readers
4. Must enjoy working with children
5. Must complete a time record of volunteer service

Time Required: It is here that the volunteer learns how much time is required, including training sessions. Examples:

1. Tutors must volunteer a minimum of one hour per week
2. Tutors must attend "Reading 101-For Tutors" a three-hour pre-assignment training. (This will be offered in the evening and on weekends)
3. Time for a party with the children at the end of the program

Benefits: There are benefits of volunteering. Think about what someone might get out of this experience. List it here. Examples:

1. FUN! This is a program about learning and having a good time
2. Learning about reading to help not only the children in the program, but also to help your own children or grandchildren
3. Opportunity to help children improve their reading
4. Making a contribution to your community

The sample section contains a blank position description as an aid in creating new volunteer position descriptions. When writing position descriptions, it is important to be clear about the specific skills needed for the positions that are being recruited.

Chapter Two

Samples

Position Descriptions

Position/Task Description

Position/Task Description

Name of School _____

Position Title:

Accountable To:

Description of Responsibilities:

Specific Duties:

Qualifications:

Time Required:

Benefits:

Chapter Three

Screening the Volunteer:

Application, Interviews, Background Check

Chapter Three

Screening the Volunteer: Application, Interviews, Background Check

Many schools have no formal method of screening volunteers, so you are in the position of creating one for your school. As you learned in the previous section, the screening process begins with a description of the volunteer's tasks described in the Position Description. Screening involves several different stages: application, interview; criminal records background checks, and references checks.

Application

Volunteers who want to serve in schools should first complete an application. Sample applications are located at the end of this chapter. It is important to check with the local school district to see if there is currently a process for screening and interviewing volunteers. If so, use that system. It is based on experience and district policies.

The volunteer completes an application form. The form provides the basic information that can be used for an interview. It should include contact information: name, address, telephone, cell phone, e-mail, and fax numbers. It is nice to ask a volunteer what his preference is regarding where and when he would like to receive information. Most applications include a place for the person to list references that are not friends or relatives.

Some of the sample applications are from school districts working with the Washington Reading Corps programs. Forms can be adapted from existing ones to meet local school needs. Before finalizing, the application form is reviewed by the project manager and/or other school personnel to make sure it is acceptable.

Some schools have policies that prohibit volunteers from being alone with children. (More about policies in Chapter Four on policies.) If your school has such a policy you need not conduct the Washington State Patrol Criminal Records Background check. If volunteers will be alone with children, you need to include a release of information statement on criminal history for the volunteer to sign on the application, authorizing you to do a criminal records background check.

Washington State has laws requiring paid staff and volunteers to have criminal records background checks and/or to state that they have not been convicted of certain crimes. Different

schools have different policies regarding this. If your school has no such policy for volunteers, you might be expected to draft a policy on background checks to be reviewed by the project manager, principal, and/or other administrators.

The background checks are required for all teachers. The personnel department in your school can guide you about this. This is a very sensitive area—one in which the AmeriCorps member works hand-in-hand with the building principal and senior administrators.

Interviews

There are two main focus areas for volunteer interviews. First, what does the school need to know about the volunteer to make the best placement? Second, what does the volunteer need to know about the various types of tasks or activities to decide if this is a suitable position?

During an interview, you are having a guided conversation to determine if the person's interests and the requirements of the position mesh. You can determine drawbacks, training needs, and other possible positions for the volunteer. Here is a sample outline of an interview for a person who wants to volunteer as a tutor:

Sample Interview

1. Exchange names, be friendly, offer a beverage (if possible), show an interest in her, and put her at ease.
   - Ask some direct questions:
     a. How did you hear about the Washington Reading Corps?
     b. How much time do you have available for this position?
2. Review the position description: qualifications, responsibilities, training requirements.
   - Encourage her to ask questions about the requirements of the position.
   - Ask some open-ended questions:
     a. How do you think this program can help children to read better?
     b. What would you do if the child you were tutoring refuses to cooperate?
     c. Why do you think volunteers might be effective in helping children learn? to read?
     d. You will be working with a classroom teacher. Please describe how you see the relationship of the volunteer tutor to that of the teacher.
3. Talk about the benefits of the position in relationship to what you know about the person.

- This is an opportunity for you to learn more about schools and how they work, while you are helping a child (for a college student).

- This is an opportunity for you to support the schools and help a child be successful (for a community volunteer).

4. Tell the person what is next: background check, reference check, orientation for volunteers, and training on how to teach phonics.

5. Thank her for choosing to do this important work. Approve of her choices.

If the person does not seem suited for the volunteer position, or does not seem to have the temperament for tutoring, offer him other possibilities. Tutors are only one of the types of volunteers needed. The project in your school can involve volunteers in working with children at computers, participate in enrichment activities, or organize recreational activities. Be sure anyone interviewed knows that there are other volunteer opportunities to help children be better learners and to also support the program.

During the interview you might learn that a volunteer is unable to meet the one-hour per week minimum required of tutors. Your responsibility is to work with the volunteer to design a plan so he can be involved. For example, the person can recruit a friend to work every other week. That way, there is a volunteer who comes once per week. Children are quite flexible and are happy to work with more than one person. Imagine the playground talk. Kids will brag about how many volunteers they have helping them!

Background Checks

As mentioned earlier, you must check the policies in your school about screening the background of volunteers. It is likely that there are school policies to guide you. The two most common methods used to screen volunteers are:

1. Criminal records background checks completed by the Washington State Patrol
2. Reference checks

References are individuals who know the potential volunteer, but are not related. The volunteer provides names, addresses, and phone numbers for these individuals on the application. References can verify information on the application such as previous volunteer work or employment history.

All questions asked of references must be related to the volunteer position for which the potential volunteer has applied. Highly personal inquiries have no place in reference interviews, unless they are specifically related to skills or tasks the person must possess in relation to the volunteer job.

Here are some examples of questions you might ask a reference:

- Under what circumstances did you know this person?
- Have you had the opportunity to observe this person working with children? If yes, how would you characterize the interaction?

On the lines below list questions you might ask a reference about someone who wants to become a tutor. Remember! Keep it focused on the skills and tasks the volunteer must do:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Look at the samples section at the end of this chapter to see some reference checking questions. Compare these to the answers that you wrote above.

Chapter Three

Samples

Screening the Volunteer:

- Application, Interviews, Background Checks
  - Sample Reference Questions

Sample Application

OLYMPIA SCHOOL DISTRICT: VOLUNTEER APPLICATION

Please print. Date: _____

Name: _____

Address: _____

City: _____ Zip: _____

Home phone: _____ Work phone: _____

- Grade level preferred: _____K-3 _____4-5 _____Middle school ____High School
- School (s) preferred: _____

  Will go where needed: ___ yes ___ no
- Group size preferred: _____One to one _____Small group _____Large group
- Subject area: _____ Reading _____Math _____Spelling _____Art &/or Music

  _____ Science (s) _____Library _____ Office assistance

  Other: _____
- Days available: _____ _____Morning _____Afternoon

- Current/former occupation: _____
- Skills/hobbies/interests: _____
- Do you speak any language other than English? _____ Which? _____
- What do you hope to gain by volunteering in the schools? _____

  _____

  _____
- What do you feel you can contribute to the schools? _____

  _____

  _

Please list two NON-FAMILY references:

1) Name: _____ Day Phone: _____

   Address: _____

2) Name: _____ Day Phone: _____

   Address: _____

I give my permission for the Olympia School District to check the above references. I understand that my time will be spent in a volunteer capacity only.

_____ _____

Signature Date

Background Checks

OLYMPIA SCHOOL DISTRICT NO. 11
APPLICANT DISCLOSURE FORM PURSUANT TO RCW 43.43.834

Have you ever been:

a. Convicted of any crime against persons which means a conviction of any of the following offenses: Aggravated murder; first or second degree murder; first or second degree kidnapping; first, second, or third degree assault; first, second, or third degree rape; first, second, or third degree rape of a child; first or second degree robbery; first degree arson; first degree burglary; first or second degree manslaughter; first or second degree extortion; indecent liberties; incest; vehicular homicide; first degree promoting prostitution; communication with a minor; unlawful imprisonment; simple assault; sexual exploitation of minors; first or second degree criminal mistreatment; child abuse or neglect as defined in RCW 26.44.020; first or second degree custodial interference; malicious harassment; first, second or third degree child molestation; first or second degree sexual misconduct with a minor; patronizing a juvenile prostitute; child abandonment; promoting pornography; selling or distributing erotic material to a minor; custodial assault; violation of child abuse restraining order; child buying or selling; prostitution; felony indecent exposure; or any of these crimes as they may be renamed in the future?

_____ Yes _____ No

If yes, explain

_____

_____

b. Found in any dependency action under RCW 13.34.030 (2) (b) to have sexually assault or exploited any minor or to have physically abused any minor?

_____ Yes _____ No

If yes, explain _____

_____

c. Found by a court in a domestic relations proceeding under Title 26 RCW to have sexually abused or exploited any minor or to have physically abused any minor?

_____ Yes _____ No

If yes, explain _____

d. Found in any disciplinary board final decision to have sexually abused or exploited any minor or to have physically abused any minor?

_____ Yes _____ No

If yes, explain _____

_____
_

e. Have you ever been arrested, charged, or convicted of any crime, or for any violation of any law (excluding minor traffic violations)? For the purposes of this question, the term "convicted" means and includes: (1) all instances in which a plea of guilty or nolo contendere is the basis for the conviction and (2) all proceedings in which a charge has been deferred from prosecution or the sentence has been suspended or deferred.

_____ Yes _____ No

If yes, explain _____

_____
__

(An inquiry to the Washington State Patrol and/or state and federal law enforcement agency may be made.)

Signature Release

Pursuant to RCW 9A.72.085. I certify under penalty of perjury under laws of the State of Washington that the forgoing is true and correct. I authorize the Olympia School District to inquire with former employers or references and obtain any and all information regarding my job related background. I release and waive the Olympia School district, my former employer, and all references from any and all liability in obtaining or disclosing such information. I agree that if I have provided false or incomplete statements, the district may, at its sole discretion, without notice or due process procedures, terminate my employment contract. If such action is taken by the district, the contract shall be deemed void from its inception.

Signature _____Date _____ Place_____

Revised as of 1/8/93

Volunteer Application # 1

Washington Reading Corps: Volunteer Application

Oakville Elementary School

Name: _____ E-mail Address:_____

Mailing Address: _____

_____

Home Phone: _____ Work Phone: _____

Best time to call: _____

Employer:_____

Occupation: _____

How much time would you be able to volunteer per week?_____

What time(s) of day would be best for you? (Tutors would work between 8:30 a.m. and 2:30 p.m.)
_____

What grade level(s) would you prefer to work with? (Please circle all that apply.) K 1 2 3 4 5

Do you speak Spanish? _____ If so, how would you describe your skill level? _____

Would you like to work with children whose primary language is Spanish?_____

Have you had experience working with or tutoring elementary-aged children? If so, please describe briefly. (For information purposes only—no experience is required and training will be provided.)

Personal References: Please list two non-family members who would support your desire to work with children.

Name:_____

Connection to you:_____

Address:_____

_____

Day Phone:_____

Name:_____

Connection to you:_____

Address:_____

_____

Day Phone:_____

I understand that my time will be spent in a volunteer capacity.

Signature: _____ Date:_____

For additional information, contact (name), AmeriCorps-VISTA, at (phone number).

Sample Reference Questions

1. How do you know (name of applicant)?

2. (Name of applicant) will be working with young children. Have you ever seen her work with children? What was she doing with the children?

3. Volunteers in this program need to work cooperatively with teachers and administrators in (name of school). Have you ever seen (name of applicant) work with others? What was the project or job?

   What did you observe?

4. Would you want your child to be tutored by (name of applicant)? Why or why not?

Chapter Four

Writing Volunteer Policies

Chapter Four

Writing Volunteer Policies

Well-run volunteer programs have policies that guide volunteers and staff. Policies deal with such things as:

- Reporting volunteer hours or activities.
- Behavior in relationship to students or teachers.
- Expectations about absences.
- Clear statements about inappropriate activities.
- Reasons for immediate dismissal.
- Reporting or record-keeping requirements.

If the school or school district has a volunteer coordinator, they usually have a volunteer handbook and/or written policies for school volunteers to follow. If volunteer policies do not exist, you will work with the school staff to create a volunteer tutor handbook and policies for the school.

Policies are written, often appearing in a volunteer handbook. The policies are usually reviewed during an orientation session for the volunteers along with such things as: tutor schedules, materials, appropriate work areas, clearances, and required record keeping. Some schools require the volunteer to sign a form stating that they have read and understand the rules. It is also wise to date this form.

Samples of policies about volunteers appear in the Samples section at the end of this chapter. You can use them to draft policies. Once a draft is prepared it needs to be checked by the project manager and the appropriate school officials. They are likely to have it checked by an attorney or other school district officers.

Chapter Four

Samples

Volunteer Policies

❖ Parent, Family and Community: Partnerships for Student Success

A. Visions

Students master academic skills and develop civic responsibility because of family, school and community support enhanced by school partnerships with parents, families and community organizations that enable parents to:

1. Understand their children's school experience.
2. Participate as volunteers in school.
3. Support student learning at home.
4. Develop effective parenting skills.
5. Participate in important decisions affecting their children.
6. Rely on community resources to support their parenting efforts.

B. Structure

1. Building Level: Parent and Community Partnership Plans

Each school and the families and community it serves is different. Therefore, each school must have its own approach to parent and community partnerships. Working together, staff and parents at each school shall develop a three-year plan to achieve the following goals:

1.1 Multiple techniques assure that (a) all parents understand their children's school experience and (b) the school staff understands parental and community expectations for the school.

1.2 School staff work with parent and community volunteers in the school in ways that are beneficial to students and that strengthen school and community relations.

1.3 Families receive information about how to support their children's learning at home and will have access to someone to advise them when they encounter difficulty.

1.4 All staff members are able to refer parents to resources for assistance in developing their parenting skills or to obtain advice on family financial, health or welfare issues. Connections are maintained with community resources and agencies to assure current information and continuous cooperation.

1.5 Representatives of parents and the community served by the school have a full and equal role in the school's student learning improvement team. All parents have the opportunity to review and advise on their child's learning experiences.

1.6 Collaborations and exchanges are established with businesses and agencies in the community to broaden the learning opportunities for students, and to expand options for teachers.

Each school's family and community partnership plan shall include a timeline for implementation, success indicators, evaluation procedures and a system for reporting to the community and the

school district. When a parent is unavailable to fulfill the parent's role, reasonable efforts will be made to identify an adult, acceptable to the family, to act as a communicator and supporter for the student's education.

2. District Level: Expectations, Support and Resources

The success of each school's partnership plan depends upon its appropriateness to the school's service area. Just as those plans must meet the expectations of this policy, they must have the support of the district. The district shall develop a three-year plan to achieve the following goals:

2.1 In-service training enables teachers and administrators to perfect their skills in working with parents and families as partners in their students' learning.

2.2 Financial and staff resources are allocated to assist and support the implementation of individual school plans.

2.3 When hiring and promoting personnel, consideration is given to experience and performance in developing effective parent, family and community partnerships.

2.4 Family resource centers are developed by the district in partnership with individual schools or other community organizations to support the development of parenting skills, including helping parents to develop the capacity to support student learning at home.

2.5 Partnerships with other units of government and public and private social, health, welfare and fraternal agencies are developed to create a community support system to strengthen families' ability to guide the academic and character development of their children.

C. Accountability

1. An information system shall be developed to enable the district to assess progress toward its parent, family and community partnership goals. Using the information reported to it, the board shall review progress each year toward the policy's goals reported by each school and the district.

2. Subject to legal and contract requirements, criteria shall be included in personnel performance reviews to assess the effectiveness of district personnel in carrying out their roles in parent, family and community partnerships.

D. Advocacy

1. Each year the board shall focus the community's attention on parent, family and community partnerships by reviewing progress toward the district's goals and hosting a community forum to promote discussion among school, parent and community leaders about how they can continue to work together to support the academic and civic development of its students.

2. The board shall use polling, community meetings and participation in the meetings of other organizations to:
   (a) understand public expectations for the schools and
   (b) explain the schools' work in strengthening parents' and families' ability to support students' academic and civic development.

Volunteer Policies #1

Guidelines for

Appropriate Behavior & Communication

In the Tenino School District, our students' safety and your protection are paramount. We strive to provide a safe, healthy, supportive work environment for students, staff, and volunteers. To help ensure this, we ask that you follow these guidelines:

Safe Interaction with Kids

In compliance with State guidelines, volunteers in the Tenino School District work under supervised conditions. This means:

- There should be another volunteer, district employee, or parent, in the area where you are working with the student(s). If you're going to work alone with one or two students, leave the door to the room open, or stay in an open area. Make sure you are in plain sight.
- To protect your privacy and that of the students, do not ask for a student's address or phone number, or share yours with the student(s), without discussing it with the principal first.

Safe Verbal Communication

- Let your conversations demonstrate respect for others, and avoid language that may be perceived as discriminatory, sexist, or offensive – **Remember that you are a role model for the students.**
- Treat all students in the same manner.
- If a student shares with you anything which causes you concern for his/her safety or health, **TELL THE TEACHER OR PRINCIPAL**. Be assured that they will follow up on the information.

Safe Touch Areas

- Shoulders
- Upper Back
- Arms and hands
    - If you hug a student, hug from the side, or bend down so that your shoulders are level with the child's.
    - Handshakes, "high fives," and an arm around the shoulder are safe, warm, and friendly touches.
    - **NEVER touch a child in anger.**

In short – use your best judgment at all times. Treat students as you would wish to be treated . . . with dignity, care, and respect.

Volunteer Policies #2

Responsibilities of Volunteers

Complete the required application paperwork and attend orientation and training sessions as needed.

1. **Be prompt and dependable.** Please call the school if you cannot come at your scheduled time. Your teacher will be able to adjust and make other plans. Your student will be reassured that you care.

2. **Sign in and out** upon arrival and departure.

3. **Wear your nametag** for identification.

4. **Be confidential.** A child's work and behavior in school is to be held in confidence. Discuss problems with the teacher or volunteer coordinator, not with other volunteers or parents.

5. **Be a positive role model** for children in attitude, behavior, language, and dress. Volunteers will not be allowed to participate in the program if they arrive at school under the influence of alcohol or other drugs.

6. **Notify** the teacher, principal, or volunteer coordinator if a student confides about an abusive situation. Staff will do the necessary follow-up.

7. **Support and supplement** the programs of the classroom teacher and school staff. The volunteer's role is one of assistance.

8. **Communicate.** Ask questions, share ideas, get to know the staff and other volunteers. Don't hesitate to call, leave a note, or ask for a meeting to discuss any problems or concerns that may arise. Every problem is solvable with respectful, honest communication.

9. **Know emergency procedures** for dealing with injured students, accidents, fire, and earthquake etc. Become familiar with the school's student behavior expectations and discipline policies.

10. **Ensure positive closure.** If you plan on ending your volunteer involvement before the end of the year, please notify your teacher and the volunteer coordinator. It is especially important if you are working with a child that the student is clear about your final date with him/her. The child needs to be left with the clear message that you have enjoyed working with him/her.

Chapter Five

Recruiting Techniques

Chapter Five

Recruiting Techniques

There are three basic volunteer recruiting techniques: warm-body, targeted, and ripple. A solid volunteer recruitment strategy uses all three types of recruiting techniques to find volunteers to support the school's tutoring program.

Description of the Three Recruiting Techniques

WARM-BODY	This type of recruiting means you will take anyone who walks through the door as a volunteer. It is especially good for big events, recreational activities where lots of adults are needed to work with children. This type of recruiting is done with mass techniques: flyers in grocery sacks, articles in the local newspaper, announcements at events (like PTA meetings).
TARGETED	This type of recruiting is used to recruit the right person for a certain job. For example, you will have volunteer positions for working with children learning computers. The volunteer must be computer literate. You develop techniques to reach people with that skill. Techniques include such things as: contacting local computer user groups, putting ads for volunteer opportunities on the WEB sites for the school or other local businesses with Web sites and employees who use computers.
RIPPLE	Volunteers are the best recruiters of other volunteers. Usually this happens without any effort by the volunteer manager, but it works much better when it is planned. During the orientation for volunteers, you need to tell the new recruits that there is always a need for more tutors, computer aides, or recreation activity aides. Would they help you by asking their friends to volunteer? Be sure to have an informational flyer on volunteering to give current volunteers. Give them several. This makes it easy for them to ask their friends and family. It also means the person being recruited will get accurate information, directly from you.

Examples of the Three Recruiting Techniques

Listed below are some of the techniques that can be used to recruit volunteers.

WARM-BODY	• Develop a flyer to promote all the volunteer positions (one side of one sheet of paper). • Write public service announcements for radio and TV that serve your area. Call the stations to find out how to get them on the air, at no charge. • Ask the local media to write about the Washington Reading Corps. Have them interview students, volunteers, and teachers. • Be sure to have information about volunteering at events in your community: fairs, athletic contests, music and art festivals, or school carnivals. Telling people about the Washington Reading Corps at such events is an excellent volunteer position for an individual who cannot tutor on a regular basis, but wants to help out. • Set up a recruiting site at local shopping areas: malls, general stores, Laundromats, etc. Washington Reading Corps posters, brochures, and pins are available to hand out to anyone interested in volunteering.
TARGETED	• 1. Determine the type of person most qualified to do the volunteer work. • 2. Find out ways to reach that person. Tutors are people who like teaching. Call local churches/synagogues and ask if you can put an announcement in their bulletin requesting volunteers from former or current religious school teachers. • 3. Develop a flyer that asks for specific skills. (Example- "This job is for you if you love reading."
RIPPLE	• Develop a flyer that helps a current volunteer recruit a friend or family member. • Ask current volunteers to help you find new folks. Supply them with position descriptions and applications to make it easy. • Develop a recognition or award for volunteers who bring in new volunteers.

The type of recruiting method used is dependent on the local community in which the school is located and the population(s) the school serves. As mentioned earlier, it is best to be familiar with the school community: teachers, principal, school secretary, project manager, PTA officers, and current volunteers. In addition, knowing the geographic community the school serves: businesses with enough employees to have employee volunteer programs; service clubs with a mission to serve (Rotary, Exchange, Zonta, Lions, Kiwanis, etc.); cultural and ethnic groups; or clubs with an interest in tutoring; political or elected leaders can aid in the recruiting process. The Introduction section of this manual, “Getting Started as a Volunteer Manager” on pages three and four has ideas on getting to know the community.

Chapter Five

Samples

Recruiting Techniques

We Want YOU

To Read With Us!!

WANTED

Volunteer Reading Tutors

If you can offer a half-hour of your time, you can change the life of a child!

Studies show that if a child is not reading at grade level by the third grade, his chances of catching up in school are very slim.

You, or someone you know, can make a difference!

Please Contact:
(name), AmeriCorps- VISTA
At Oakville Elementary School
(phone numbers)
(e-mail)

Public Service Announcement

RADI0 PSA

Washington Reading Corps
Napavine Elementary School
209 East Park
Napavine, WA 98565

Start Using: Upon Receipt
Stop Using: August 1, 200-

Contact: (name)
Volunteer Coordinator
(phone)
(e-mail)

Make a difference in your community.
Volunteer to be a reading tutor at Napavine Elementary School.

It's simple. Just come in and read with a student at any time during the school day, for as little or as much time as you like!

Please contact (name) at (phone) if you would like to help a struggling student become a successful student.

****

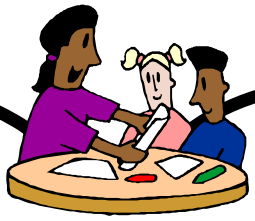
Newsletter

VOLUNTEERS NEEDED

Help make the new reading-tutoring program at Napavine Elementary a success by volunteering to read with a struggling student. Make your own schedule for any time of the day and help a student succeed! For more information, please contact:

(name)
WRC Coordinator
(phone)
(e-mail)

Flyer #2

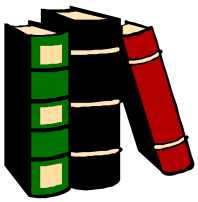


YOU ARE NEEDED!

Statewide, schools are struggling with the WASL Test. Let's pitch in to make Wishkah one of the best in the state. As parents, we are the owners of our school. As owners, we are responsible for the improvement of our children's educational needs. Our children's future depends upon our participation. We have more students with needs than we have mentors to help. Just one hour per week is all that it will take for you to help these struggling students. You, or someone you know, can make a difference. You will also become more familiar with the teaching staff and how our school is run.

CONTACT:
(name)
W.R.C. U.S.A.
(phone)

CONTACT:
(name)
W.R.C. VISTA
(phone)
e-mail



Chapter Six

Orientation and Training

Chapter Six

Orientation and Training

Educating new volunteers about the school's tutoring program occurs in two training areas. The first area is an *orientation* to the program that covers such things volunteer policies, school schedule, school culture, keeping a record of volunteer hours, and the like. The second is *training* on the specific skills needed to carry out the duties of the position for which the person has volunteered. For example, if she is doing tutoring there is likely to be a training session to help her understand what the teacher and school expect of her.

Orientation

The volunteer orientation is usually the responsibility of the VISTA and/or AmeriCorps members, or the school's volunteer coordinator. The orientation is almost always held prior to the volunteers beginning their work. It includes, but is not limited to the following topics:

- History of the program in the school and its goals.
- The benefits the program brings to children. If the program has a history in the school this is the time to roll out the reading score results and show your program's impact on reading scores.
- Background information on the school, school culture and key people in the organization.
- The unwritten "do's" and "don'ts" within the school. (Some schools for example, do not allow volunteers to use the teachers' break room.)
- A tour of the facility. (Be sure volunteers know where they must check in at every visit; the location of bathrooms; where to keep valuables or hang up their coats; where to park.)
- Policies governing the behavior of volunteers involved in the program.
- Paperwork that is required.
- What to do if they cannot come to school at the usual time.
- Some schools have a manual or handbook for volunteers. (This is the time to review it, and to make sure that everyone has a copy.)

The purpose of the orientation, a session of two hours or less, is to help the volunteer feel comfortable in this new endeavor and to aid the classroom teacher. If the volunteer arrives in the classroom knowing the expectations of his behavior, the teacher can concentrate on getting the volunteer matched up with a child—and the tutoring begins. Classroom teachers complain that working with volunteers takes away precious time from teaching. So the more prepared the volunteer, the sooner she can work, and the teacher can concentrate on the other children. Prepared volunteers make for happy teachers; and happy teachers are nicer to volunteers.

Training

Schools vary widely in who is responsible for training volunteers about their specific duties. Some schools have the teacher train the volunteers on computer programs about their tutoring requirements. Other schools have a team that trains all volunteers. And in yet other schools the method of training a tutor is different from teacher to teacher. It is possible that the AmeriCorps member will be expected to train volunteers on such things as phonics.

This wide variety in the strategies used to prepare tutors means the AmeriCorps member must be sensitive to the wishes of his assigned school. Everyone in the school culture is concerned about improving children's reading scores and have usually determined the way they are most comfortable welcoming outsiders in to help tackle this problem. Volunteers need training, but who is doing it is less important than that it is being done. When teachers, program managers, and principals work closely with volunteers, a seamless transition from a tutor who starts out knowing very little into a savvy tutor, ready to do what is needed (under the direction of an experienced classroom expert, of course) takes place.

It is common for schools to do training and orientation for volunteers as they sign up during the year. It is unrealistic to assume that one big training session for a large group of volunteers ends the need for orientation and training sessions.

Chapter Six

Samples

Orientation and Training

Orientation Outline: Sample

- Washington Reading Corps at Clara Barton Elementary-a brief history of the program and the involvement of AmeriCorps.
- Results of program in improved reading scores in previous school year; statistics on easel paper and posted for people to see.
- Clara Barton: The School and Its Cultural—a slide tape presentation-help volunteer understand school cultural.
- Distribute the Volunteer Handbook. Review the policies.
- School Tour. If it is a group of volunteers, do the Barton Scavenger Hunt to help them learn their way around.
- Policies governing the behavior of volunteers involved in the program., Give scenarios (student-tutor, student-tutor-teacher, teacher-tutor) and ask volunteers how they would deal with the situation.
- Distribute the Hours Chart and practice filling it out.
- What to do if they cannot come to school at the usual time.
- Time for Questions and Answers from the volunteers.

Chapter Seven

Management/Supervision of Volunteers

Chapter Seven

Management/Supervision of Volunteers

There are three essential components of managing volunteers:

- Communication
- Motivation
- Record keeping

Communication involves using the informal and formal strategies that are necessary to keep the volunteer and school staff informed about the efforts of the volunteers with the children in the program.

Motivation involves taking a series of steps that are necessary to encourage, assess, nourish, and advocate for the volunteers.

Record keeping is a means used to measure the progress of the programs and the volunteers. It is one of the ways that you will use to keep "score."

Communication

It is important to keep everyone involved in the tutoring program "in the loop" of information regarding things such as: schedules, student progress, and tutoring lesson plans. Volunteers need to know how they are doing and how the children are doing. Teachers need to hear about the commitment and contribution of volunteers, as well as information about the progress of their students. Project administrators need to see numbers and hear stories to illustrate the impact that volunteers make as reading tutors.

There is informal and formal communication.

Informal communication uses incidental techniques and strategies to pass along information.

Formal communication is usually written or is in some type of report format.

Listed below are some suggestions to help map out a communication plan for your tutoring program:

Informal Communication

- Always speak to volunteers when you see them. Learn their names. Ask how they are doing and stop to listen. Don't act busy.
- If a volunteer is not performing at expected levels—absenteeism, tardy, not focused on task, or arguing with a certified staff person—talk to her informally, asking: "How are things going?" "Are you having trouble getting here?" "Can we change your schedule?"
- Volunteers need to know your expectations and need to be held accountable. If they are absent without notifying the school, friendly phone calls will serve as reminders. It is important to remind volunteers that children suffer when they neglect to carry out their responsibilities. It is possible to remove volunteers who consistently violate the expectations of the program.
- Make it a point to see every teacher once a week or more to find out how the volunteers are doing. Do not assume that "no news is good news." Your job is to be on top of the situation at all times. Regular communication is one good way to stay on top.
- Walk around the building when volunteers are working. Listen, smile, ask questions, observe. This gives you a feel for individual volunteers and for the progress of the project.
- Get a supply of 3 X 5 cards. Write short notes to teachers, volunteers, project administrators or managers. At least once a day, thank someone for something.

Formal Communication

- Ask for permission to have a "Volunteer" bulletin board. Get pictures of volunteers, teachers, and students. Post them. (Most schools have cameras. This is another wonderful job for a volunteer. She can track the program throughout the year in photos.) Keep a corner of the board free for announcements.
- Many schools have regular newsletters or bulletins that are sent to parents. Ask if you might be given space in that newsletter for information for volunteers. You could also create an insert for the volunteers to go in the newsletter. Make sure there is money available to mail them to volunteers who are not parents of children in the school. If this is not done, find out if there is money for a volunteer bulletin or newsletter. Create a monthly newsletter to keep

volunteers well informed. Always put in tips and hints on tutoring in reading, and include tricks about managing children's behavior. Also, see that messages about returning record keeping sheets or other "volunteer" tasks are included. Make it visually good looking. This is also a great job for a volunteer and some of the children. The children are practicing what they are learning. In addition, a volunteer can still help children learn the fundamentals, even if she is not interested in tutoring. Finally, a newsletter worked on by the kids is more apt to be read by all of the volunteers.

- If there is a serious problem with a volunteer, deal with him in the same way you would if he were a paid staff member. First, alert your supervisor of the problem and outline in writing the steps you will take to remedy the situation. Meet with the teacher or paid staff working with the individual to get facts. Meet with the volunteer to get facts. There are two sides to every story! Ask the volunteer if he sees a problem, if not you will need to outline the problem. (This is why you have policies. If a volunteer is violating a policy, it is easy to point that out.) Ask him what he would like to do to remedy the situation. If there is agreement, write out the steps and share them with the volunteer. Be sure you have a file of all the information you have collected. Volunteers can and do sue.
- Collect stories about children and volunteers. NEVER let a staff or parental meeting pass without sharing information about the volunteer program. This is a good time to tell stories. If there are staff meetings, make sure you have agenda items to share, including taking time to praise volunteers and staff. Thanks should go to teachers and administrators who go out of their way to work with volunteers. Numbers are critical. Each meeting should include a report of the increasing hours of volunteer service. (Multiply the hours by $16.00 to get an idea of the financial contribution made by your volunteers. These are impressive numbers and should go in the newsletter. The amount of money estimated for a donated hour of service is determined annually by Independent Sector and you can check that number at their web site: www.independentsector.org.
- Use the Internet. Set up an e-mail address for the volunteer program. Volunteers who are connected to the Internet are then put on an e-mail mailing list. They can send or receive information electronically. A terrific project for children and a volunteer would be the

establishment of a web site for the volunteer program. Once again, children are practicing their reading skills with a caring volunteer.

- Write regular monthly reports to keep everyone informed. These include such things as: the number of volunteers from the previous month, the number of volunteer hours, the value of volunteer hours, the number of children served, and a list of projects, events or activities completed by the volunteers. These reports should be available for all of your volunteers. All teachers and project administrators should receive their own copies. A year-end "annual report" includes a summary of the year and the progress made. It is an invaluable tool for the AmeriCorps member who follows you in this position. This is a sustainability strategy.

Motivation

The following are tips or hints on motivating volunteers. These are certainly not the only tools, but they are important ones:

- **Involve volunteers in decision making.** Volunteers like to make decisions about their own lives and activities. When supervising, ask how they would like to handle a situation. Tell them the policies or requirements and work with them to make decisions.
- **Praise, praise, praise.** Let volunteers know that you appreciate their work. Be specific. "I remember how shy Juanita was when you first started tutoring her. She has blossomed. Thanks for helping her do that." Smile, remember the volunteer's name. Offer praise in person and in writing. Use your 3 X 5 cards to write little notes to give to the volunteers.
- **Train volunteers so they can feel responsible for their position.** Encourage volunteers to attend any and all training sessions. Provide a steady stream of additional information on tutoring and effective volunteer behavior. The teachers can help with this. When volunteers feel competent, they carry out their tasks more effectively and feel responsible for the duties expected of them.
- **Offer assistance to carry out their tasks.** Arrange for in-service training for tutors. Invite teachers or administrators who can cleverly handle children to come to the training sessions and/or write short articles for the newsletter. Let the volunteers know that help is always available. Don't make them ask. Just keep arranging for more and more tips, so they can be better at their job.
- **Be loyal to the volunteers.** NEVER talk negatively about volunteers, no matter how crazy and silly they may seem to you. If you criticize them it gives everyone in the project permission to make fun of volunteers. The loyalty of the volunteer manager to the volunteers is a key to keeping happy volunteers. **There are no secrets in a school**. This is also good advice to follow in relationship to certified staff. If the volunteer manager talks badly about a teacher to volunteers, it gives volunteers permission to do the same. This does not make for a good working team. Your attitude will set the tone for how volunteers and certified staff interact. There are times when it is tempting to participate in a discussion that is "trashing" someone connected with the program. Silently sing the words to a favorite song or a nursery

rhyme, to help you keep from participating. You can also accentuate the positive about the individual in question.

- **Create good working conditions.** Make sure there is a standardized method for volunteers to check in when they arrive for their assignments. An office for the volunteer coordinator/manager is necessary. (Show the project coordinator or building principal this manual, if you need to.) It should be big enough for volunteers to drop in and visit with you or to hold small meetings. Try to scout up a comfortable chair or two. Sometimes thrift stores will donate these items. Tiny child-size chairs are not suitable for grown-up bodies. See that classrooms with tutors have a supply of adult-size chairs. Be sure to check handicap accessibility. Grandparents are wonderful volunteers, but don't force anyone with bad knees to climb four flights of stairs or to park a half-mile from the school.
- **Evaluate.** Meet with volunteers to help them assess how they are doing. Offer suggestions to help them improve their efforts. Meet with teachers to get ideas about how volunteers can be better at their jobs. Volunteers do not sign up to do a bad job. They want helpful advice. Start by letting them tell you how things are going. Stay focused on the task, rather than personalities.

Record Keeping

- Record keeping is one of the most important jobs of a volunteer coordinator. Develop forms to record such things as: the number of people who volunteer each day; the number of hours volunteers serve (count people serving in ANY capacity); the dollar value of that volunteer service; and the types of events, activities, or projects in which a volunteer is involved.
- Examples of such forms are in the Samples section following this chapter. School districts with a volunteer coordinator or manager usually have forms. Use these forms and make sure the information is transmitted to the appropriate people.
- Establish standardized methods of collecting information. Communicate clearly and often with volunteers about the importance of such record keeping for the overall program. Part of the volunteer coordinator's task is to help volunteers connect their helping children with the data collected from those forms.
- Record keeping is an area where connecting with the front office staff is crucial. Most schools require visitors to check in at the front office before proceeding to their assigned area.

Volunteers sign in and use the forms provided at the front desk. This way the volunteer does not have to remember to fill out a form and turn it in. Volunteers need reusable nametags, which they are required to wear while in the building. (This helps certified staff to learn their names and to know that volunteers are part of the school "family.")

- Recognition of front office staff by the volunteer coordinator or manager is crucial to the success of this effort. Saying "thank you" regularly and offering gifts of flowers or candy never hurts!

Self Assessment

The following exercise may help to identify the positive aspects of supervision that you have experienced in the past:

Think about a volunteer position that you held in the past. It could be a formal volunteer position with an organization: youth, religious, social service, environmental, or recreational. It might be a club you belonged to during high school or college, or an office you held. You were not paid and carried out the task as a volunteer.

Briefly describe that position on the line below:

_____

1. List the things the staff or leadership of the organization did to help you with your job. Give feedback on the project or task.

_____

_____

_____

_____

2. List the things the staff or leadership did that made the task more difficult or was not supportive of your work.

_____

_____

_____

_____

The lists you made above can serve as your guide for effective management and supervision of volunteers. You want to avoid doing the things that made your job less rewarding and emphasize the things that made the position worth your time and effort. Your own experience is a good teacher. You might want to review this list every couple of months as a reminder of what you should be doing. You can also obtain feedback from volunteers in your program through informal conversations, surveys, or through formal interviews after they

complete their assignment. Ask about what they liked and did not like as part of their volunteer experience.

Chapter Seven

Samples

Management/Supervision of Volunteers

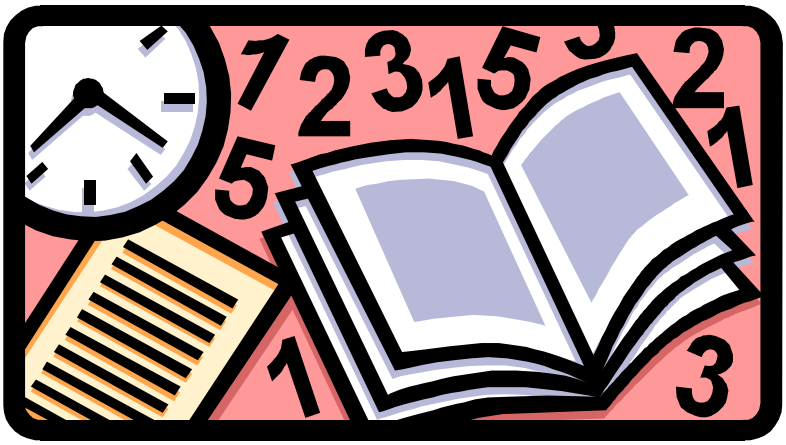
Sample

Tutor Schedule Record

	Student	Teacher	Monday	Tuesday	Wednesday	Thursday	Cross Grade		Alternate	
								Buddy1		Buddy 2
9:00	Larry	Reslock	Marion	Open	Marion	Sarah	Smith		Day	
	Bernie	Day	Sarah	Sarah	N/a	Open	Scheurich		Olsen	
	Rena	Day	N/a	Open	N/a	Open	Scheurich		Olsen	
9:30	Kayla	Reslock	Marion	Sarah	Marion	Sarah	Smith		Day	
	Harry	Rawlings	Sarah	N/a	Sarah	N/a	Sevier		Scheurich	
	h1	Hendrickson	Open	Open	Lisa	Open	Rawlings		Tourtillott	
10:00	Halie	Deming	Sarah	n/a	Sarah	Open	Day		Boyd	
	Brea	Deming	Open	n/a	Lisa	Open	Day		Boyd	
	Brandun	Deming	Open	n/a	Open	Open	Day		Boyd	
10:30	Elijah	Reslock	Sarah	Sarah	Sarah	Sarah	Smith		Day	
	T.J.	Hendrickson	Open	Open	Open	Prudence	Rawlings		Tourtillott	
	Andria	Reslock	Open	Dorothy	Lisa	Dorothy	Smith		Day	
11:00	Joel	Rawlings	Open	Julian	Open	Julian	Sevier		Scheurich	
	Elijah	Reslock	Sarah	Sarah	Sarah	Sarah	Smith		Day	
	Andria	Reslock	Open	Dorothy	Lisa	Open	Smith		Day	
11:30	Joel	Rawlings	Lisa	Julian	Sarah	Julian	Sevier		Scheurich	
12:00	Ashley	Monelli	Sarah	Sarah	Lisa	Sarah	Tourtillott		O'Neil	
	Kyle	Rawlings	Gerry	Open	Gerry	Open	Sevier		Scheurich	
	Joel	Rawlings	Lisa	Julian	Sarah	Julian	Sevier		Scheurich	
12:30	Maddie	Scheutich	Bill/Yolanda	Sarah	Gerry	Sarah	Young		Sevier	
	Ally	Tourlillott	Gerry	Open	Open	Open	Deming		DeFant	
1:00	Rena	Day	Mary	n/a	Robin	n/a	Scheurich		Olsen	
1:30	Sheonte	Smith	Sarah	n/a	Open	n/a	DeFant		Rawlings	
	Amy	Tourlillott	Lisa	Sarah	Sarah	Sarah	Deming		DeFant	
	Michael L	Smith	n/a	Sylivia	n/a	Sylvia	DeFant		Rawlings	
2:00	Michael E	Prussic	n/a	Open	n/a	Open	Rawlings		n/a	

Chapter Eight

Sustainability



Chapter Eight

Sustainability

Sustainability is an overarching objective of most AmeriCorps and VISTA programs. In the case of Washington Reading Corps tutoring programs, creating a sustainable program means that the program is developed with such care and planning that it will carry on, even when an AmeriCorps or VISTA member is no longer present. It is important to organize the work in such a way that a new member, parent, or new volunteer coordinator can pick up where you left off with regard to volunteer activities and tutor recruitment.

Sustainability begins with the end in mind. This manual started with a discussion around setting program goals and objectives as part of the planning process. Leaving a legacy means leaving activities in place that help the program grow and remain strong. One example is creating a year-round awards program. Developing a recognition/reward sustainability plan requires documenting: what is being done, when to do recognition, how to organize recognition events, who donated goods or money, and making recommendations to improve your awards program. Thus the awards program becomes part of the yearly volunteer recognition activities. Because you left behind thorough documentation and record keeping, it will be possible for a new person to coordinate similar events in the future.

Make note of what already exists when you begin your service. If there is an AmeriCorps/VISTA member, they may have created parts of the volunteer management program. Past contributions might include position descriptions, a volunteer bulletin board, or a volunteer advisory group. Once you complete the environmental scan of existing management strategies, decide how you can add to the program to make it stronger; and then leave your own legacy.

The following are some tips on how to create a volunteer program that will live long after you have left the program:

- **Organize a small advisory group** of volunteers and a school staff member. Have the program manager be an ex-officio member of the group. These are people who can help draft policies, give advice about changes, assist in recruiting new volunteers, work on special projects, and oversee the health of the program. They should meet several times during the

school year to offer help to a new AmeriCorps member or to carry on the program in the absence of an assigned AmeriCorps member.

- **Create a Volunteer Manager's Handbook**. The handbook should mirror the pages in this book with samples of such things as: objectives for the year, sample position descriptions, recruiting flyers, newsletters or e-mail messages, record keeping forms, and samples of awards given and to whom. This helps the person taking over the program know what is already in place, what might need a bit of work, and what has to be created. It is passing the torch from one volunteer manager to the next.
- **Develop positive relationships in your school**. Cultivate relationships with the program manager, the building administrators, the teachers, and support staff (especially the school secretary!). The nicest gift you can give to the person who succeeds you is a positive feeling about AmeriCorps and the Washington Reading Corps program. That way, she will not have to spend months overcoming a hostile environment, resulting from past bad experiences with members or volunteers. This negativity slows the work of helping children become better readers.
- **Compile a program scrapbook.** Scrapbooks provide a visual history. A collection of scrapbooks from past years is a visual history of the program since its inception. It also is a record of ideas tried, used, and abandoned. There are also photos of children, volunteers and teachers, AmeriCorps members, support staff, and administrators. A new person can use the scrapbook as a source for ideas about how to recognize children's progress, or to make a "Look How Far We Have Come" bulletin board. Programs last when there is a collective memory about the impact of the program over time. Scrapbooks can add to the collective memory.
- **Build community awareness.** Building community awareness of the tutoring program is another means to sustain it. During the year, get involved in the community. If there is a group for people who manage volunteers, join it. You can usually find out about this by checking with United Way or a local Volunteer Center. These are people who work with volunteers in the community, know the community and can help you make connections. It is also good to canvas the area where the children live to find service clubs, churches, synagogues, temples, mosques, or businesses that might be interested in the program and

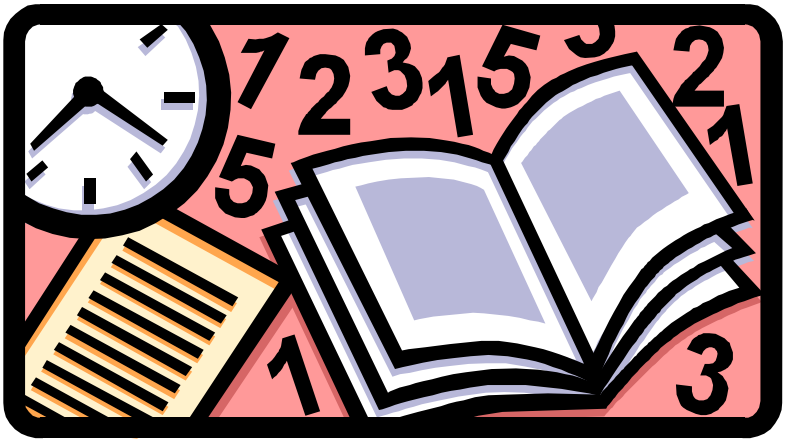
offer support. The support can be financial, in-kind, or volunteer. Keep a notebook with lists of community supporters' contact information—name, telephone, address, and e-mail. If you have a newsletter send it to your list of contacts. Remember that the Red Cross has the highest name recognition of any nonprofit organization in the United States. It is no accident they are well known because they reach out and connect with those around them.

- **Recruit volunteers to help with non-tutoring duties**. While tutors are the mainstay of the Washington Reading Corps, involving people in other ways helps to build and strengthen the program. It can be as simple as finding parents who are uneasy about their skills as tutors, to support the program by bringing fruit for children, teachers, and other volunteers. Think of all the things done in your program and how non-tutorial volunteers can be organized to help carry out these things. Some programs have early evening reading fests, where children read to parents. However, some parents might not be available to attend these fests; so having some "stand-in" parents available is a great idea. It also is a terrific opportunity to involve "groups" in the program. (See more about groups in Chapter Ten.) If you want to reward these eager young readers with an after school "daze in the gym" with games of mental (checkers) and physical variety (basketball), you can recruit people to help with these games. Marketing research tells us that if you tell one person something you have really told 22 people (it is called the human "sphere of influence"). So when these non-tutor volunteers tell friends and family about your program, your name recognition grows. This builds year-to-year support for your program.
- **Create a web site for the volunteer tutoring program at your school.** A web site is another legacy that helps promote the program, and is a good place to involve non-tutor volunteers. Children, teachers, and volunteers can provide the information for a regular monthly up-date. It should be connected to the school's web site, and should be easy for volunteers to locate.

Chapter Eight

Samples

Sustainability



Fundraising letter

THANK YOU!

The W.R.C. AmeriCorps, VISTA, Wishkah Valley School staff, and our volunteers, wish to thank you for helping our students. Your generous donation last year enabled many of our students to improve their reading abilities.

Dear

This year, as the new VISTA coordinating committee for the Washington Reading Corps at Wishkah School, we find there is already a strong bond of commitment between teaching staff and our volunteer tutors to promote literacy among our students. We have the manpower, an incredible reading program and excellent training already . . . but we need more.

Last year as a volunteer I was one of the tutors. Along with my fellow tutors I was surprised and gladdened by the amount of different tools and incentives available to tutor students. This year we need funding, therefore we are requesting donations from outside sources to help support our reading program. The donations will only be used to enhance the reading program; they would be used for:

- Books, new and used for give away or trade
- Pencils, crayons, notebooks, paper, flashcards, etc.
- Incentives and rewards
- After school programs
- Family literacy night
- Plaques, certificates
- And much, much more

The children are our future. Strong support from the businesses and organizations in the community show our children that they are important and that we care about their success. We encourage community support and greatly appreciate it—for our students and our program. We're very thankful for any donation you might be willing to make.

Enclosed is a brochure from the Governor's office about the Washington Reading Corps for your convenience. The brochure tells about the reading program in place at Wishkah Valley School. This program was in place last year at Wishakah Valley. Test scores increased significantly between the beginning and end of the school year.

Thank you for supporting the needs of the Wishkah Valley students. If you have any questions or concerns about the program or our needs, please don't hesitate to contact us. The Wishkah Valley School number is 532-3128.

Wishkah Valley School	(name)	(name)
4640 Wishkah Rd.	AmeriCorps USA	AmeriCorps VISTA
Aberdeen, WA 98520	(e-mail)	(e-mail)

AmeriCorps Members

Tutors
Bill Bast
Mary Van Verst
Marion Trent
Robin Williams
Dorothy Marsh
Emma Viray
Sylvia Dedrich
Yolanda Wilson
Gerald Abernathy
Prudence Helen
Stefan Beck
Kathleen Bruner
Jennifer Doefler
Julian DeJesus

Participating Teachers
Larry Boyd
Dana Day
Karyn Defant
Sindy Deming
Trina Hendrickson
Sylvia Monscth
Joyce Olsen
Maureen Rawling
Cathie Resleck
Helen Scheerich
Dianne Smith
Jennifer Tourillott

Principal
Melinda Reynvaan

Site Supervisor
Marilyn Monfort

In-Kind Donors
Costco
Lassley's Paperback Exchange
Barnes & Noble
The Picture People
Casa de Maria Center
Westside Lanes
Rainy Day Records
Red Robin
Kinko's

Sponsor letter

(date)

Sponsor a Washington Reading Corps school

We've tutored Elementary school students four days a week for four years! The tests prove it helps! In one full school year we recorded an average improvement of 1.5 grade levels. Student changes beyond improving reading test scores include:

- Improving attitudes towards reading
- Increasing self-esteem
- Building positive relationships with adults
- Improving critical reading skills and comprehension
- Developing greater independence and attention span

We could use your tax-deductible donation to build our program. Cash gifts will help purchase the needed supplies for family nights and other special events like the 2001-2002 time capsule that will include a CD of students reading. In-kind gifts will be used for student reading incentives and volunteer tutor recognition.

In honor of National Volunteer Week 2002 (which begins on Earth Day, April 22) our staff, students, teachers, and volunteers will read books about gardening, decorate pots, and plant flowers.

We're hosting the "Green Thumbs, read Books" Luncheon on Thursday, April 25 at noon in our new art room.

If you haven't visited Lasey Elementary before, we are the only round school in the state.

SPONSORSHIP BENEFITS

- Official Sponsor Designation
- Letterhead Listing
- Press Releases
- Newsletters
- Brochures
- Direct Mail Close-ups
- Product Sampling
- Promotional Pre-release CDs*
- Student-Generated Recognition
- Signs/ Banners**
- Special Event VIP Invitations

*$100 Minimum
**$500 Minimum

Gratefully,
(name)
AmeriCorps *VISTA
E-mail: (e-mail)
Phone: (phone)

Chapter Nine

Volunteer Recognition

Chapter Nine

Volunteer Recognition

Volunteers are acknowledged for their gift of time. They have chosen to be present in the lives of children when they could be playing golf, shopping, working, or hitting the ski slopes. Repeat studies of volunteers show that recognition of their efforts is an important motivator.

Like management and supervision of volunteers, recognition can be formal or informal. *Informal recognition* is incorporated in the daily activities that tell a volunteer, "We're glad you are here."

Formal recognition is a planned process of awards with identifiable objectives to signify the person has achieved a level worthy of the award. Listed below are some techniques for doing both types of recognition:

Informal Recognition

- Remember to say "hi" to all volunteers and use their names.
- Say "thank you".
- Ask their opinions about the program and really listen.
- Share information about the program, especially the progress the children are making.
- Have a beverage break with a volunteer, and/ or bring cookies or brownies to share.
- Ask volunteers to help when extra hands are needed.
- Send personal, handwritten thank-you notes for tasks well done.
- Offer them the opportunity to contribute to newsletters, reports, bulletin boards, web sites, etc.
- Always consider their schedule when you ask them to do something.
- Write a letter, signed by the school principal, to the spouse, employer, or family of a volunteer. Thank these persons for sharing the volunteer with the children.
- Notice when volunteers are missing—vacation, work related travel, illness. Mention that you were concerned about them. It says you notice their coming and going and they are missed.
- Encourage teachers to have the children write notes to their volunteers

- Organize efforts by children to make banners saying “thank you” to the volunteers

Formal Recognition

- Establish a volunteer awards committee made up of some volunteers, some certified staff, and an administrator. The volunteer coordinator is the staff support for the committee.

- Write guidelines for the group. The job of the committee is to set the criteria for people to receive recognition for their efforts.

- There should be awards that recognize everyone who has volunteered. This can be a simple computer generated certificate, printed on colored paper.

- There should be awards for time of service—three months, six months, or one year. The award given (button, pin, certificate) should be consistent from year to year.

- Awards are not popularity contests. Avoid categories that create this impression.

- Some volunteers spend four hours per week at a school tutoring four children. Others steal away from work to give 45 minutes of tutoring to one child. Is one more valuable than the other? Hardly! They are different, not better. Therefore, awards need to take that into consideration.

- Awards should have names.

- All information about award nominations and selection are kept in strict confidentiality.

- There is a permanent record of the award given.

- Award information is provided to the media.

- Allow volunteers to nominate other volunteers for a job well done. (This is the “Oscar” technique.”) Teachers and administrators can be nominators, as well.

- Formal awards are presented at an event: tea, potluck, picnic, etc. Involve everyone: principal, project manager, teachers, children, and all volunteers. It’s a party!

- Involve children in presenting awards to the volunteers.

Chapter Nine

Samples

Awards and Recognition

Committee Guidelines

Award Committee Guidelines

Committee Name: Volunteer Award/Recognition Committee

Committee Functions:

1. Determine categories for formal awards.
2. Develop a nomination process for formal awards.
3. Oversee the nomination and selection process for awards.
4. Organize a recognition event where awards are presented.
5. Evaluate award programs once a year.

Committee Tasks	Dates
• Determine categories for formal awards to be presented to volunteers and staff	• Three months after the beginning of the program
• Determine types of awards: tenure, time served, quality of service	• Three months after the beginning of the program
• Develop nomination process for volunteers and staff to nominate people for awards	• Four months after the beginning of the program
• Develop a year-long plan to carry out the formal award program	• Plan by fourth month of the beginning of the year
• Create and carry out an award event to present formal awards to volunteers and staff	• At time of annual national Volunteer Week (late April)
• Evaluate the awards and the event annually	• Before the end of the school year

Committee Reports Recommendations to: Project manager or leader, building principal

Recommended Committee Size: five to seven volunteers and staff

Assigned Staff: Volunteer Coordinator

Time Commitment: three to six hours per month

Event Invitation

You make our days much brighter
With everything you do,
So now we come to celebrate
A special person –YOU!

Please be our guest at a
volunteer recognition assembly
Presented by the students of
Naval Avenue Elementary School
Thursday, April 26, 200-
10:45-11:15am
Gymnasium

Luncheon to follow in Portable 17

R.S.V.P by Friday, April 13, 200-
(name) (phone)

Certificate of Appreciation

This certificate is awarded to

(name)

By Oakville reading Camp-Summer 20
In appreciation for your tutorin
assistance in our summer school.

Signed: _____ Date: _____
Director

Signed: _____ Date: _____
AmeriCorps-VISTA

Thank you

It's great to know you can count on some people . . .

Oakville Elementary
PO Box H
Oakville, WA 98568
(phone)

Contact For Volunteers and Contributors:
(name) -Americorps-VISTA
(phone)
(e-mail)

Thank You Card # 1

Thank You

Thank you for supporting WRC and RIF in our school by volunteering at our Family Literacy Night-Critters.
We couldn't have done it without you!

(name)-Americorps-VISTA
(name)-Librarian
(name)-Americorps-USA

Thank you

to go the extra mile. Thanks for volunteering.

Thank You Card #2

A word of gratitude for your thoughtful deed. You've given us a golden opportunity to further our literacy programs.

Merci, Gracias,
Thank you!
(name)

Made especially for you by:
Washington Reading Corps Members

Chapter 10

Group Volunteering

Chapter Ten

Group Volunteering

More and more people are volunteering as part of a group to which they belong. Employers are providing release time for employees to engage in community-service activities. Unions are adopting projects to benefit their neighborhoods. Service clubs continue to address social-service needs in their community through group efforts. Finding a group to adopt a school volunteer tutor program, such as the Washington Reading Corps, can enhance your efforts to recruit volunteers. This commitment by the group means there is a member of that club, business, or organization who works as a partner with the school volunteer coordinator or AmeriCorps member to bring in qualified volunteers many times more than one at a time.

Different groups have different strengths to share with tutoring programs. Members volunteering as a group might sponsor a recognition event for all volunteers. They could work with the AmeriCorps member to organize this event. Volunteers from groups could also serve as tutors, as part of a project sponsored by their group. The time they give for tutoring would be as an individual, at an individually scheduled time. They would be doing it, however, because the club, business, or organization has become a local Washington Reading Corps partner.

Understanding the basics of group volunteer recruiting and management might make your task of finding tutors easier. There are two areas of concern in working with groups:

(1) Which are the groups in your community that are likely to have an interest in this project?

(2) Once you have a group signed up, how can you manage its work?

GROUPS IN YOUR COMMUNITY

Groups interested in volunteering come from different areas of the community in which your school is located. The more you know about these groups, the easier it will be to determine their interest in the Washington Reading Corps.

Employee Groups

Many large employers have policies that allow for employees to receive paid leave to volunteer. It ranges from four to eight hours per month for most. Sometimes, the employer has an office that coordinates volunteer activities for the company. For example, Boeing and Washington Mutual have a paid staff that work with local organizations to provide information to their employees about volunteer opportunities. A call to the local office of such big employers can lead you to the person in charge of working with employee volunteer groups in your area.

Some organizations like to do projects. AT&T employees are noted for adopting a project and sending a number of employees at the same time to work on the project. If the school wants to sponsor a fun-day or reading Olympics, this type of group is perfect for carrying out the duties necessary.

Unions

Some employee unions are interested in volunteering. Large unions, such as the Machinists Union at Boeing, have offices with a staff that can answer questions about the issue of volunteering. Sometimes members of a local, in a given facility, will adopt a project for its members. Find out if there are active unions in your area. Be sure to include public employee unions, such as ASFME (Association of State, Federal, Municipal Employees). Rarely do government departments give employees release time for volunteer work. But the union can provide information to members about volunteer opportunities.

Clubs

Community clubs and organizations are an excellent source for potential volunteers, both as individuals and as groups. The members of the club are already volunteers by virtue of their membership in the club. Most members have already been involved in community projects, and sometimes have money to support programs.

Clubs range from Rotary, Zonta, Exchange, Lions, Kiwanis, Altrusa, the Elks, to bowling leagues, and quilt guilds. Service clubs, such as Zonta or Rotary, designate community service projects each year. When they do this they devote both time and money to the project. Professional associations of lawyers, accountants, advertising account managers, and teachers are other sources of volunteers.

Many clubs have regular weekly or monthly meetings. These meetings are a great place to the take the Washington Reading Corps story. This is a place for volunteers to share their experiences as tutors and recruit others to sign up. It works best if the tutor is also a member of the club. The Governor's office has brochures, buttons and pencils for distribution to those attending the meeting.

While large service clubs like the Elks or Rotary seem logical places to find volunteers, do not neglect smaller groups. Organize a speaking team of volunteers that is to provide information and make speeches about the Washington Reading Corps to these groups. The speeches should include how working as a volunteer for the Washington Reading Corps can help children in the community. Once the team has done several presentations, it can be sent out without the AmeriCorps member in attendance, this means that more groups will be contacted.

Finding the clubs in your community is most easily done at the Chamber of Commerce. They maintain lists of community groups, with phone numbers of people who are leaders. The staff can usually answer questions about groups. One rural Washington community has 350 clubs or organizations listed with the Chamber.

In small communities, with no Chamber of Commerce, it is helpful to ask school administrators, teachers, members of the PTA about the clubs or groups in their community. Grange organizations exist in many rural communities and involve themselves in service projects.

Create a list of clubs or organizations to whom you can present information on the Washington Reading Corps. Then arrange to make a presentation at one of their meetings. Practice a presentation that gives the facts about the program, how the targeted group can help (either individually or collectively), and how to answer questions. Invite a tutor to accompany you to the meeting. They are wonderful at sharing their experiences.

Use the sign-up sheet as a clever way to move members of the group from listeners to volunteers. At each table or place leave a sheet for volunteers to sign up "For Further

Information." Tell them it obligates them to nothing, but you would like to answer all of their questions and tell them about the needs you have. Be sure to mention volunteer opportunities other than tutoring.

If a group decides to take on a project where several people from the group are involved, a club or organization coordinator needs to be designated. It is essential that the AmeriCorps member have a contact person with whom to work.

MANAGING A GROUP

Every volunteer job begins with a description of what the volunteer will do. Someone recruited through a group might choose to work as a tutor, and is treated the same as any other individual who volunteered. Many groups, however, enjoy doing projects together. Ideal types of volunteer activities for a group in connection with the Washington Reading Corps would be such things as: sponsoring a special recreation day, providing funding and recruiting the volunteers for a "Reading Olympics," overseeing a volunteer recognition event, or coordinating weekly recreation activities for children involved in the Washington Reading Corps.

Volunteer Project Description

No matter the task, provide a description of what the volunteers will do. The group volunteer project description has many of the same sections as the position description described in Chapter Two.

For example:

> The sponsoring group needs to know about how many people are needed to carry out the activity. Is there special equipment they must provide? Once a union agreed to lay down carpet in a domestic violence shelter. The old carpet had to be removed and new put down. The task required removing molding around baseboards and then replacing it. The shelter had one hammer. Union volunteers were told what equipment to bring with them the day the carpet was removed. That is all part of the project description. See samples of group volunteer project descriptions at the end of this chapter.

It is important to have a timeline, and to make sure that tasks are delegated to members of the group appropriately. Group projects take on a life of their own, and it is easy for things to spin out of control. The volunteer coordinator for the Washington Reading Corps project represents the best interests of the school and the children. A person from the group that is volunteering needs to be its representative with whom the AmeriCorps member works. The responsibilities of the partners in the collaboration are spelled out in writing.

For example:

> If a local service club decides to sponsor a "Reading Olympics," who selects the categories for competition? Is the school responsible for ribbons? How many people need to be at the school? At what time? Who is going to train the volunteers?

By working with the group's representative in advance, the AmeriCorps volunteer coordinator insures that important project details are established and assigned.

Supervising the Work of Volunteer Groups

Sometimes a volunteer group project can be implemented without the presence of the AmeriCorps volunteer coordinator. The carpet-laying project, mentioned before, is one such example. The volunteer coordinator worked with the union representative to lay out the work to be done. The first day (it was a two weekend project) was spent removing carpeting, while leaving the facility habitable and safe (no nails protruding, for example). The regular on-duty staff could check all of these.

The volunteer coordinator drew pictures of the floor plan and attached the carpet sample to the room in which each type of carpet was to be laid. The union representative had the diagrams and samples and directed the work of his crew accordingly. The person from the group supervised the volunteers. This is perfectly appropriate. This situation also provided for staff from the organization to double-check and make sure the right carpet was in the right room. However, the staff member did not have any responsibility for ensuring that the carpet was laid properly.

If possible it is important to have the AmeriCorps member or a school staff present when children are involved. Struggling readers have special needs. Sometimes lay people are unsure about how to handle specific situations. This is an ideal place for a teacher to step in and advise.

Remember, one of the functions of volunteer supervision is to answer questions, clarify, offer alternatives, and reduce anxiety. The most experienced person is usually the one who can do that best!

It is important to determine who is managing the volunteer work group in advance. Then on the day of the event or project there is no confusion, with volunteers and staff unsure about whom to consult concerning these last-minute decisions.

Evaluating the Group Volunteer Project

Evaluation is a continuous process. It begins with daily or weekly reports of how things are going to more formal types of assessment. Just as the children are being evaluated, so are volunteer groups being evaluated. There are two kinds of evaluations for groups: the volunteer group assessment of the project, and the school assessment of the project.

1. Volunteer Group Assessment of the Project

The group and its leader need the opportunity to provide feedback on their experiences as volunteers. The volunteer coordinator can learn from this information—using it to adjust activities for the next group that volunteers.

Once the volunteers have completed a project, the AmeriCorps volunteer coordinator contacts the group's leader and asks questions.

Below are some samples:

- Did enough people show up to do the work? How many?
- How long did it take you to complete the task? (If it was too long or too short ask the person why they think that happened.)
- Did we provide everything you needed to complete this task?
- What else could we have done to make this task easier for your group?

Some volunteer managers provide all volunteers with a simple evaluation form that asks similar questions. This provides more data than just the opinion of the leader. The form needs to be simple—a half sheet of paper. If the project is outside the school building (like in a park), be sure there are pencils available for people to complete the evaluation form.

Once the information has been collected it is tabulated. How many people responded in a similar way? This profile helps you understand the experience from the point of view of the volunteers.

2. School Assessment of the Project

It is also important to assess the work done by the group. School administrators, teachers, and even children can provide feedback on the work done by the group. Sometimes it seems easier just to skip the evaluation because everything turned out all right and everyone seems happy. However, this can be deceiving. Each activity of the Washington Reading Corps provides information to enhance the work of the next activity.

It is also true that if the staff is dissatisfied with the efforts of groups, they will resist partnering with them in the future. One way to avoid this negative reaction is to involve the staff in the assessment; and to make the changes that they feel will make these types of activities more productive for them.

Evaluation of group volunteer activities can be written out on a form or be done through a short interview. Either way, it needs to gather the right information in a short period of time. Here are some sample questions:

- Did the group volunteer project achieve the goals established at the beginning of the project? If yes, how? If no, why not?
- Did you feel that the group was prepared to work with the children?
- What might we have done to help them be more effective?
- What would you recommend for future projects like this one?

There is an overwhelming urge to heave a sign of relief when a group volunteer project is complete and forget about things like evaluation and recognition. The principle of sustainability means working to create a program that can continue to function effectively. Building community support is as much a part of the AmeriCorps mission as is tutoring children. As an AmeriCorps member you have an opportunity to gather information, and share it with your school colleagues. These assessments leave a legacy of your time with the Washington Reading Corps and the community that you serve.

Chapter Ten

Samples

Group Volunteering

Project Description

Group Volunteer Project Description

Name of School: _____

Name of Contact Person at the School: _____

Phone #: _____ FAX: _____ E-Mail: _____

Name of the Project: _____

Date(s) of the Project: _____

Description of Activities by Volunteers:

Specific Duties:

1.

2.

3.

4.

5.

Requirements/Qualifications Necessary to Complete the Activities:

Time Required:

Number of Volunteers Needed:

Project Agreement

Group Volunteer Project Agreement Form

Name of School: _____

Name of Contact Person at the School: _____

Phone #: _____ FAX: _____ E-Mail: _____

Name of the Project: _____

Date(s) of the Project: _____

Description of Activities by Volunteers:

Group/Organization Coordinator:

Name: _____ Phone: _____

Address: _____City: _____State: ___ Zip: _____

FAX: _____ E-Mail: _____

Number of Volunteers to Work on this Project: _____

The _____School agrees to:

_____

_____

The _____ organization/club/business agrees to:

_____

_____

_____ _____

signature date signature date

Chapter Eleven

A Final Word

Chapter Eleven

A Final Word

This manual is intended to get you started with the basics of volunteer coordination and management. If you listen to and observe volunteers, you will learn more than any book can teach you.

Listed below are a few additional suggestions that provide information on the fundamentals of being a volunteer manager:

- **Associations of Volunteer Managers:**
  Seek out other volunteer managers in the school district or community. Many communities have associations of volunteer managers who meet on a monthly basis to network and to learn from one another. Currently there are volunteer manager associations in the following regions of Washington State: Clark County/Vancouver; Thurston County/Olympia; King County/Seattle; Snohomish County/Everett; Whatcom County/Bellingham; Yakima; Benton/Franklin County/Tri-Cities; Spokane. Most of these communities also have a volunteer center that can help you get connected with such a group. If there is no volunteer center in your area, you can find out if such a group exists by calling the local United Way office.

- **Volunteer Centers:**
  Volunteer centers are another source of help. You can list your volunteer positions, and they will refer people to you. Many have lending libraries of books on volunteer management. Find out about their services.

- **Certified Staff:**

Ask the certified staff, "Who is the best volunteer manager you know?" Interview the person. Ask her to serve as an advisor to your program.

- **<u>Internet</u>**:
  Use the Internet. Most schools have Internet access. There are discussion groups for volunteer managers and WEB sites with wonderful information. See the Resource section following this chapter for a list of sites you should not miss.

- **<u>Library:</u>**
  Check out the library. Your local library may not have books on volunteer management, but they can usually use the interlibrary loan system to get them from other libraries in the state.

- **<u>Associates:</u>**
  Find out who else is doing your job in schools near you. Agree to meet about every six weeks to discuss your success stories, heartaches and problems. She is really the only other person who understands what you are up against.

- -

Now that you have completed reading this book, go back to page 4 to review your questions about working with volunteers.

Resources

1. **List of Books on Volunteer Management**

2. **Internet Sites/Services for Volunteer Managers**

Resources

1. List of Books on Volunteer Management

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Moore, Larry, *Motivating Volunteers*, (Vancouver Volunteer Centre, #301-3102 Main Street, Vancouver, BC V5T 4G7) 1987.

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2. Internet Sites/Services for Volunteer Managers

CYBERVPM: An Online Discussion Group for Volunteer Managers

Hundreds of volunteer managers discuss everything you can imagine about recruiting and managing volunteers. This keeps you on top of the latest and is a source of help with special problems.

Visit the Association for Volunteer Administration Web site http://www.avaintl.org and sign up for CYBERVPM

Energize, Inc.

A web site of opinion from a major writer in the field with links to many other resources.

http://www.energizeinc.com

Impact Online

A web site where you can post volunteer jobs, and link to many other services and sites.

http://impactonline.org

Volunteer Today: An Electronic Gazette

A web site newsletter with tips on recruiting, retention, training, and management of volunteers. There are lots of resources, too.

http://www.volunteertoday.com