Module

5

WASHINGTON READING CORPS

Office of Superintendent of Public Instruction

Volunteer Recruitment and Management

WASHINGTON OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Volunteer Recruitment and Management

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The Washington Reading Corps Toolkit

Module 1: Volunteer Reading Tutor Training Handbook: A Sample Guide for Schools
Module 2: Creating a Volunteer Reading Tutor Program
Module 3: A Guide to Community Partnerships and the Media
Module 4: A Guide to Family Literacy and Involvement
Module 5: Volunteer Recruitment and Management
Module 6: Peer and Cross-Age Tutoring

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Introduction

The use of volunteers as reading tutors is an essential component of the Washington Reading Corps (WRC). Volunteers help provide support for students who need extra assistance in meeting their reading goals. This module is designed to enhance volunteer recruitment and management. It contains tools, ideas, and strategies to use in the recruitment and maintenance of volunteers. The volunteer tutor has a crucial role in Washington Reading Corps schools, which correlates to the success of the students served.

Key:

🕮 **New Section:** New topic in the chapter

🗁 **Subsection:** Samples or other elements that provides additional specific information on the topic

➲ **Formats, Procedures, and Strategies:** Offers information on sample formats and strategies

Chapter 1

Position Development and Recruitment

This chapter provides information needed by schools in order to recruit volunteers and to create positions that support volunteers, including information on the following:

- Role of the Volunteer Coordinator
- Asset Mapping
- Defining Volunteer Roles
- Volunteer Recruitment

🕮 Role of the Volunteer Coordinator

Volunteer programs vary widely from school to school. Each school and/or tutoring program uses volunteers in a variety of ways. Volunteers need to be recruited, screened, and trained. Effective volunteers are matched according to their interests and abilities to the needs of the students. Many tutoring programs have a volunteer or paid volunteer coordinator. This person coordinates the volunteer recruitment, management, and support. She or he communicates with staff members including teachers, instructional, support and administrative staff, the volunteers, and the students.

Adapted from Sexton, C. (Editor). (2003). *Volunteer coordinator manual.* Seattle, WA: Office for Community Learning. Retrieved from http://www.seattleschools.org/area/vol/vcmanual.pdf

🕮 Asset Mapping

Asset mapping for volunteer recruitment helps your program identify the possible partnerships for recruitment that exist in your community and develop a message that describes your project, the need for volunteers and the mutual support that you can provide to each potential partner. Within every community there are a variety of sources for potential volunteers. For example, there are at least 17 stakeholder groups that can connect your program with potential volunteers. Your tutoring program's volunteer coordinator and/or planning committee should assess what resources are available in your area and what you have to offer

each other to form a partnership. For more information, see *Tool 1: Asset Mapping* and *Tool 2: Volunteer Program Readiness Checklist* in the Appendix.

Adapted from *Volunteer management workbook* (n.d.). AmeriCorps*VISTA Early Service Training Tool Time. Retrieved from http://www.nwrel.org/ecc/vista/est/documents/Volunteer_Workbook.pdf

Defining Volunteer Roles

After the planning committee and the volunteer coordinator have met and identified their goals and general needs, they should determine what roles are necessary to support the program. Then, determine whether or not they are a paid staff role or a volunteer role. Use *Tool 3: Identifying Roles Worksheet* to brainstorm with your planning committee about what positions are needed to meet the program's needs. It may help to identify which roles are essential and which are desirable. Then, work to find qualified interested candidates.

SAMPLE STAFF ROLES

- Program coordinator or manager
- Site supervisor to work with program coordinator, tutors, and teachers
- Volunteer Coordinator
- Reading specialist or consultant
- Tutor-training coordinator
- Project evaluator
- Support staff

SAMPLE VOLUNTEER ROLES

- Tutor
- Tutor trainer
- Volunteer recruiter

Adapted from NWREL: *How to spend $50,000* retrieved from http://www.nwrel.org/ecc/steccr/how_to_spend.html

Volunteer Position Description

Once the necessary volunteer roles are determined, the planning committee should write a position description. This brief description clarifies the role by providing a clear statement of the expectations and skills required prior to the volunteer's start. For example, the volunteer tutor's major responsibility is to work with students on a regular basis. It is useful to have written expectations for each different volunteer position in the school. When writing about the position, be realistic about the importance of the role and the time expectations of the position. Please note that the Volunteer Position Description should be clear and concise regarding expectations and duties and specify time expectations and frequency of sessions. The goal is to provide a comprehensive picture of the purpose, requirements, and time commitments that volunteers can expect as tutors in your school. For examples, see *Tool 4: Sample Position Descriptions.*

BASIC FORMAT

- Title
- Objective/Goal
- Duties
- Qualifications or requirements
- Benefits
- Training
- Additional information (i.e. expected time commitments)

Volunteer Recruitment

After the planning committee has identified which volunteer roles are needed to accomplish program goals, they should collaborate to set "ambitious, but realistic goals" for volunteer recruitment. If your school has received a grant to fund your position and your program, they included measurable goals for volunteers and students served in their application. Look at the grant to verify what volunteer goals were provided. The committee should determine what possible tools will aid in volunteer recruitment and identify sources of possible volunteers who are likely to be interested in tutoring who meet the specified requirements and/or qualifications for supporting the tutoring program. Next, use your position descriptions to help you create flyers and other promotional material. See *Tool 5: Sample Volunteer Recruitment Plan* to help you develop your recruitment strategy. The following are questions to aid in the initial planning stages:

- How many volunteers are needed?
- When do we need them?
- What tasks will they perform?
- What skills or qualifications are needed?
- Who are our ideal candidates?
- Who should be involved in helping screening them?
- How do we ensure a diverse group of volunteers?

Adapted from *Recruiting AmeriCorps members: Creating a strategy and making it work*. Available online at: http://www.americorps.org/resources/pdf/recruitment.pdf and from *The one-hour volunteer manager*. Available online at: http://www.k12.wa.us/curriculuminstruct/reading/readingcorps/pubdocs/volunteerManger.pdf

Recruitment Techniques

The three basic volunteer recruiting techniques include: the **warm-body,** the **targeted,** and **ripple** approach. It is important to create a recruitment plan that employs a combination of the three types when trying to find volunteers to support your tutoring program.

The **warm-body** approach is to take anyone who wishes to volunteer. It is good for events and activities where many volunteers are needed. Provide information about volunteering at events in your community and/or set up a recruiting site in a communal area.

The **targeted** approach is used to recruit an individual with specific skills for a particular job. Determine the type of person most qualified to do the volunteer work. Find out ways to reach that person. Develop a flyers, announcements, and promotional material that target those specific skills.

Finally, the **ripple** technique is used when current or past volunteers recruit other volunteers. Develop promotional material that helps a current volunteer recruit a friend or family member. Supply them with position descriptions and applications to make it easy.

To find a list of local businesses, obtain a business license list at City Hall. For a list of local organizations, check with the Chamber of Commerce.

Adapted from *The one-hour volunteer manager*. Available online at: http://www.k12.wa.us/curriculuminstruct/reading/readingcorps/pubdocs/volunteerManger.pdf

SAMPLE TOOLS FOR RECRUITMENT

- Flyers, brochures, and posters
- Word of mouth
- Websites
- Phone calls
- Community message/bulletin boards
- Involvement, interests, and/or skills surveys
- Newsletters
- Media, local newspapers, classified advertisements, press releases
- Public service announcements for radio and TV
- Presentations at local meetings and events

TIPS ON INVITING PEOPLE TO VOLUNTEER

- Be motivated and sincere.
- Be clear with your expectations. Use written volunteer job descriptions.
- Use titles. The word "volunteer" is a pay category, not a function.
- Share deadlines up front.
- Remember that it is better to live with a vacancy a little while longer than to convince the wrong person to become a volunteer.
- Define the training and supervision or support the volunteer will have.
- Identify or express the benefits to the volunteer from accomplishing a task.
- Explain why you decided to ask this particular person to help—what skills or personality traits make him or her a good candidate for the position?
- Find out volunteers' skills and interests.

Adapted from *The volunteer recruitment book* by Susan J. Ellis. 1994, Energize Inc.

TIPS FOR BILINGUAL FAMILIES AND VOLUNTEERING

As with other families in your school, as you deepen connections with bilingual families their involvement with school will likely increase. Keep in mind that volunteering may not be a part of many bilingual families. Here are a few suggestions specific to involving bilingual families as volunteers:

- Identify volunteer roles that do not depend heavily on English language skills.
- Involve groups of families that speak the same language and find ways to integrate their activities with other family volunteers. Children should experience and value parents helping at school.
- Many of our bilingual families have younger children that are not in school. Identify appropriate and helpful tasks they can help with while caring for their younger children. Or help connect them with childcare on an occasional basis so they can help at school.
- Create and translate a handout that briefly explains some of the things they should know about working at the school, what their role is, who to communicate with, and thank them for being involved.

From Sexton, C. (Editor). (2003). *Volunteer coordinator manual.* Seattle, WA: Office for Community Learning. Retrieved from http://www.seattleschools.org/area/vol/vcmanual.pdf

Sample Sources for Volunteer Recruitment

Organizations:

- Service clubs
- United Way
- RSVP
- Neighborhood Association
- 4-H
- Girl/Boy Scouts
- Boys & Girls Clubs of America
- Camp Fire USA
- YMCA/YWCA
- Friends of the Library
- American Legion Auxiliary
- Veterans of the Foreign Wars
- Lions Club
- Eagles Auxiliary
- Rotary Club
- Zonta International
- Kiwanis
- Chamber of Commerce
- Soroptimist Club
- Optimist Club
- Governmental organizations
- Other nonprofit organizations

Businesses:

- Corporate outplacement programs
- Corporate volunteer programs
- Bookstores
- Grocery stores
- Restaurants
- Local businesses and corporations
- Small Businesses Association

School:

- Junior high and high school students
- College students
- Career counseling centers
- Civic clubs, fraternal societies, or sororities
- Teachers
- School staff
- School board and administration
- Paraprofessionals
- PTA
- Librarian or library clerks
- Honor society
- Key club
- Student council
- Future Business Leaders of America
- Future Farmers of America
- Athletic teams
- Internship programs
- Community service programs

Other:

- Faith organizations
- Religious communities
- City council
- Emergency Medical Services (EMS: Fire Department, Ambulance, and Police Dept.)
- Library staff
- Community centers
- Retirement homes
- Retiree programs
- Senior center
- Volunteer recruitment fairs

From compiled suggestions from WRC schools.

Chapter 2

Hiring and Training

This chapter provides information needed in order to develop a hiring and screening process and a training plan for volunteers, including information on the following:

- Volunteer Application
- Interviewing and Screening
- Orientation and Training
- Levels of Involvement and Decision Making

🕮 Volunteer Application

Many schools have no formal method of screening volunteers. The screening process begins with a description of the volunteer's tasks described in the position description and is followed by an application, interview; and a background check. Volunteers who want to serve in schools should first complete an application. Please check with your local school district to see if there is currently a process for screening and interviewing volunteers that you should use. An application form should collect basic information on the interested candidate, which can be used later for an interview. It should include contact information and a place to provide areas of interest and references. For an example, see *Tool 6: Sample Volunteer Application* in the Appendix.

🕮 Interviewing and Screening

Prospective volunteers should complete an application and be interviewed before starting to tutor or work. These processes allow the volunteer coordinator or site supervisor to learn about a potential volunteer's interests, experience, and level of commitment. This information can aid in appropriately matching tutors to students, as well as finding volunteers to best support the needs of the tutoring program. Conduct an interview with potential applicants. First, identify what information you would like from prospective volunteers and decide what questions would best address those needs. For additional Information see *Tool 7: Sample Interview Questions.*

➲ INTERVIEWING PROCEDURES

- Exchange names and introductions.
- Review the position description: qualifications, time commitments, responsibilities, training requirements.
- Explain the benefits of the position in relationship to what you know about the person.
- Clarify the "hiring" procedure: background and reference checks, orientation, and training.
- Thank him or her for their time and interest. If the applicant does not seem to be well-suited for a volunteer tutor position, think of other volunteering possibilities to also support the program. Remember there are people who like to volunteer routinely and those who enjoy working on special projects or one-time events. Your program may be able to use volunteers to help aid in recruitment, work with children in another capacity, and plan, coordinate, or participate in enrichment activities, or organize recreational activities such as FINs or Family Literacy activities.

➲ INTERVIEWING STRATEGIES

Do:

- Question all candidates in an objective manner. Assure that questions are job related and allow an outline, which guarantees similar questioning of all applicants.
- Develop general questions, which require an extended response beyond a simple yes or no.
- Conceal your reactions to questions or statements from the applicant, guarding against both verbal and nonverbal clues of your interpretation.
- Encourage candidates to develop their own responses unless you are using some specific questioning strategy.
- Work towards eliciting genuinely revealing candidate responses.
- Use direct eye contact during discussions to promote sincere questions and courteous attention.
- Be consistent and objective in the questions you ask.
- Offer brief information about the programs. Save the rest for a proper orientation.
- Allow time for their questions.

Do not:

- Develop personal biases, particularly early in the interview.
- Include lengthy, drawn-out questions.
- Move on to the next topic while there is still doubt or uncertainty about the question at hand.
- Allow candidates to digress or ramble, especially if it is evident that they seem incapable of answering.
- Humiliate the candidate through stressful questioning unless the question is job related and has a specific purpose.
- Display personal opinions or views in your conversation.

Sample taken from Campfire Boys and Girls from Sexton, C. (Editor). (2003). *Volunteer coordinator manual.* Seattle, WA: Office for Community Learning. Retrieved from http://www.seattleschools.org/area/vol/vcmanual.pdf

SAMPLE INTERVIEW TOPICS

What does the volunteer need to know about the various types of tasks or activities to decide if this is a suitable position? What does the school need to know about the volunteer to make the best placement?

- Time commitments and other position requirements
- Orientation and training information
- Schedule
- Past experience and qualifications
- Type of volunteer position available

Adapted from Macduff, N. *The one-hour volunteer manager.* Available online at: http://www.k12.wa.us/curriculuminstruct/reading/readingcorps/pubdocs/volunteerManger.pdf

Background Check

Prospective volunteers should be subjected to a screening before beginning work with students. The screening may include a reference check as well as a criminal history and background check. In the State of Washington, a school may choose to use WATCH, a part of the Washington State Patrol Identification and Criminal History Section, which is the official internet website that provides criminal history conviction records for the state. The Washington State Patrol does offer an online criminal background check service. The decision about what level of criminal background check to require is up to each individual school district. For more information, schools should consult with their school district central office and go to: https://watch.wsp.wa.gov/ or http://www.wsp.wa.gov/crime/crimhist.htm
Note: This search is only for criminal convictions in the state of Washington.

Adapted from *Washington state patrol WATCH: Washington access to criminal history*. Retrieved from https://watch.wsp.wa.gov/

Reference Check

Ask the applicant to provide personal and professional references to find out how others view this person and the strengths and challenges they will bring to your school. Ask if their references know they are applying to be a volunteer with your school. You may wish to create a standard reference form for each individual reference to complete. This form should contain character and personality based questions as well as open-ended background questions. The reference procedures and policies should be shared with the prospective volunteer.

Adapted from Sexton, C. (Editor). (2003). *Volunteer coordinator manual.* Seattle, WA: Office for Community Learning. Retrieved from http://www.seattleschools.org/area/vol/vcmanual.pdf

🕮 Orientation and Training

🗁 School-Specific Orientation Materials

Volunteer should be provided with an orientation to the school or tutoring program site before they are trained and start volunteering. You may wish to introduce the volunteers to the school staff and teachers. At this initial meeting, the site supervisor, volunteer coordinator or trainer should explain what your program's policies are on the following:

- General information for volunteers
- Volunteer rights and responsibilities
- Key position duties and expectations
- School-specific information such as procedures, policies, and contact information
    - Volunteer handbook
    - Guidelines for volunteers
    - General rules
    - Safe interaction and verbal communication
    - Safe touch areas
    - Tutoring procedures
    - School calendar
    - Daily tutoring schedule
    - School map
    - Contact information
    - Emergency procedures such as a school safety plan

🗁 Volunteer Tutor Training

Providing training for volunteers clearly increases their effectiveness as tutors and promotes program sustainability. The training improves the volunteer's understanding of his or her role in a tutoring program. When volunteers feel valued and supported by the school, their sense of commitment increases. Preliminary tutor training should include the following information:

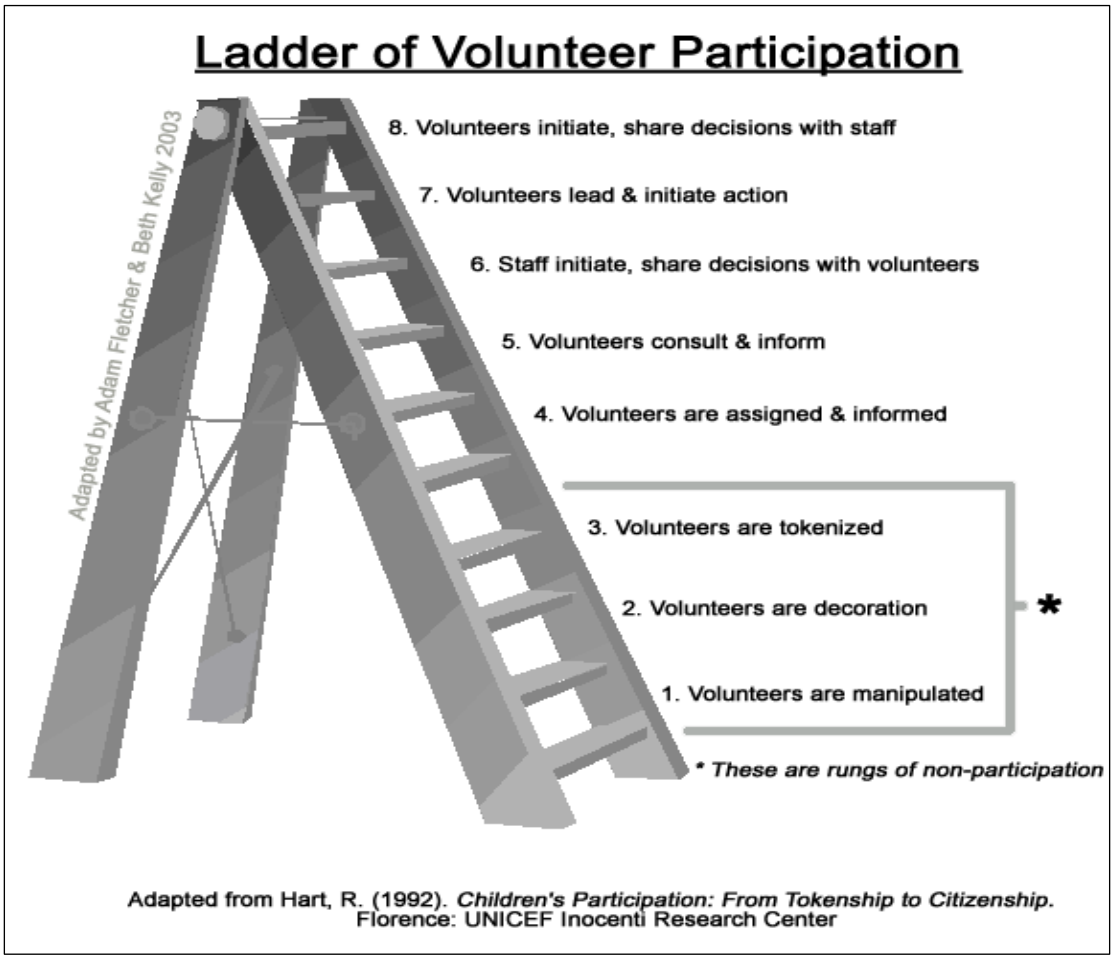
- Tutoring session set-up and content
- Stages of development
- How children learn to read
- Reading strategies and tutoring tips
- Sample tutoring plan
- Effective Ways to work with children
- Incentives and rewards
- Frequently asked questions

Programs should also provide on-going training and support for volunteer tutors. For more detailed information, see *Module 1: Volunteer Reading Tutor Training Handbook: A Sample Guide for Schools.*

Adapted from *Elements of successful volunteer tutoring programs.* (2002).Retrieved from Seattle School District Volunteer Services and from Fountas, I.C. & Pinnell, G.S. (1997). *Coordinator's guide to help America read: A handbook for volunteers.*

🕮 Levels of Involvement and Decision Making

Provided below is a depiction of the various levels of involvement or participation for volunteers in a school environment. This illustration can help your tutoring program or school assess how involved your volunteers currently are and determine how much you wish them to be in the future. For example, the higher the rung, the more involved a volunteer is within your program. The upper the rungs contain activities such as when a volunteer initiates changes, is invited to holds leaderships positions, advises, and helps with strategic and long-range planning. They sit in position of power that can affect future of initiative. The middle rungs depict volunteers who donate time and resources, who are invited to help generate resources, and who are invited to volunteer and staff functions and committees. The lowest rungs contain the least amount of involvement. In this level, volunteers may hear about major decisions, may be invited to give some feedback, may be invited to attend key events and activities, and may hear of activity through the media such as a bulk mailer with information. The higher rungs represent meaningful participation within your program. Volunteers' level of involvement and commitment increase when they feel that the work that they are doing is significant and their voice is heard. For additional information, see: http://www.soundout.org/.



Chapter 3

Management and Retention

This chapter provides information needed in order to manage and retain volunteers, including information on the following:

- Communication
- Volunteer Retention and Appreciation
- Ongoing Training and Support
- Evaluation Tools
- Problem Resolution

Communication

Effective communication is essential for the success of a volunteer tutoring program. Communication between volunteers, teachers, and program coordinators:

- Provides a supportive learning environment and increases the level of the amount of personalization a tutoring session can offer for each student.
- Aids in volunteer retention and prevent some problems from occurring.
- Creates opportunities for volunteers to offer feedback and suggestions. The following are examples of different methods of communication:

SAMPLE METHODS OF COMMUNICATION

- A notice board in a lounge or office
- A simple one-page newsletter with current information to announce events and provide recognition
- An orientation session for volunteers and staff
- A telephone tree
- An email or listserv
- A meeting with staff and volunteers
- A mailbox in office or lounge
- A log or communication notebook
- Surveys or feedback forms

Adapted from Fountas, I.C. & Pinnell, G.S. (1997). *Coordinator's guide to help America read: A handbook for volunteers.*

🕮 Volunteer Retention and Appreciation

Ongoing communication, recognition and appreciation are vital to volunteer retention in a program. Generally, volunteers want and need both formal and informal recognition. Recognition is a way of saying volunteers are valuable and their work is significant. As a result, their level of productivity, motivation, and commitment increases. Volunteer recognition techniques should align with personal motivators for volunteering. Informal recognition should be integrated into the daily program operations. Formal volunteer recognition such as an event should take place at least twice annually.

🗁 SAMPLE WAYS TO SHOW APPRECIATION
▪ Smile, greet them, and use their names ▪ Ask about their life and well being in general ▪ Call when ill ▪ Verbally thank in-person, be about specific about contribution ▪ Thank volunteers-frequently and sincerely ▪ Write personal thank-you (or from school staff, teachers, or students) ▪ Send birthday, holiday, and/or for any occasion cards ▪ Take time to communicate and check-in with each other ▪ Respect individual differences and cultural sensitivities ▪ Match volunteer to his or her preference ▪ Include volunteers in planning process and staff meetings ▪ Provide a volunteer suggestion box ▪ Nominate for awards ▪ Have a volunteer of the month program ▪ Provide adequate orientation, training, and appropriate tools ▪ Award certificates ▪ Give a photo of them at work with a certificate ▪ Dedicate a bulletin board for volunteers ▪ Have a special treat like flowers or balloons ▪ Provide foods or drinks ▪ Have a recognition event ▪ Have a social or informal event ▪ Write an article on a volunteer's contribution for your newsletter ▪ Have local media write an article ▪ Write a letter of recommendation ▪ Create a sign for cross-age tutors' lockers ▪ Give additional responsibility ▪ Provide name badges
➲ APPRECIATION STRATEGIES
▪ Include the entire team of volunteers ▪ Involve students ▪ Make it appropriate for the volunteer ▪ Write or thank them personally ▪ Make it as public as possible (at least within the school community)

- Provide opportunities for students to share personal experiences
- Include statistics
- Be consistent
- Make it tangible, or displayable

Adapted from NAPE's workshop training handbook and from *Students teaching students*. (1996). Southern Regional Council.

🕮 Ongoing Training and Support

Training and support will help volunteer tutors feel and be successful. It is important for tutoring programs to continue to provide additional resources, training, and support for volunteer tutors after the initial orientation and training session. This added on-going training facilitates the most effective tutoring sessions possible. For more detailed information, resources, and examples of ongoing training and support, see *Module 1: The Volunteer Reading Tutor Training Handbook: A Sample Guide for Schools*. Regular training of volunteers may add to your program's sustainability by giving volunteers a reason to continue with the program. For more information on volunteer management, see *Tool 8: Volunteer Management Checklist and Strategies* in the Appendix.

🗁 Sample Reflection Questions to Prepare for Volunteer Training

The following questions will help you determine the kind of training your volunteers will need, and its content:

Overall Purpose and Mission

- What **essential information** do your volunteers need to know about your program from the start?
- What should the volunteers know about the **tutoring program's mission and purpose?**

Daily Operations

- What is a **typical volunteer day** like?
- How many **hours per week** will volunteers work?
- Who will **volunteers report to**?

Essential Paperwork and Background Information

- What paperwork must volunteers **complete prior to working in schools**? An application form? A **background check**? Fingerprinting?
- Do you have the **forms** you need or can you create customized forms for your program?

Understanding School Culture and Protocol

- What **essential information** do volunteers need to know about your partner schools, to help them understand school protocol and school culture?
- Are there any **particularly sensitive issues** at the school that volunteers need to understand?
- What kind of **diversity training** do your volunteers need and how soon?

Ongoing Communication

- What **methods** will you use for communicating with volunteers?
- What system will you use to **distribute written communications**? Is there a place in the school where you can set one up?
- Will **volunteers meet with teachers** on a regular basis?

The Real Work—Working with Students

- How much do your volunteers know about **working with young students**?
- Will all volunteers serve as tutors? What can **non-tutoring volunteers** contribute?
- Will volunteers be asked to **assist with student testing**? Who will train them?
- Should volunteers **discipline** students? What is acceptable and unacceptable discipline?
- Should volunteers be **formal** with children or **informal**? Where is the line drawn?
- Can volunteers **touch and hug** children? What is appropriate and inappropriate?
- Will volunteers be encouraged to interact and **share progress with parents**, or refrain?
- How much variation is there in availability, skills and experience of volunteers? How will this affect your plans for training? Will this mean **scheduling separate sessions**?

Based on material from *Seniors for schools effective practices guidebook* (1999). Retrieved from http://www.nationalserviceresources.org/filemanager/download/372/d.C3.pdf

Diversity and School Culture Training

Working in schools exposes volunteers to a multitude of social and cultural differences. Training in diversity and in school culture should enable volunteers to examine their own attitudes and feelings about school, learning, education, social, and cultural differences. It also provides an opportunity to gain insight and understanding into ways students and their families feel about these issues, too.

Diversity is also much more complicated than culture, language and race. Training needs to include reflection on other areas such as age, disability, religion, social norms-from both the volunteer's and student's point of view. Diversity training should give volunteers the perspective they need to enter a new environment with new situations, gain an understanding that recognizes the value of differences they find there, and then help others do the same.

Adapted from *Seniors for schools effective practices guidebook* (1999). Retrieved from http://www.nationalserviceresources.org/filemanager/download/372/d.C3.pdf

Evaluation Tools

Establish a plan for evaluating the effectiveness the volunteer component of the program. These accomplishments should be measured against the planning committee's original objectives regarding volunteers. The evaluation tools used should align with the program goals and examine information from all of your partners including, volunteers, teachers and other staff, students, parents, and community partners. Whatever tool used, it is important to use it over a significant amount of time to guarantee reliability. There are many different methods

to collect data. Each has their own characteristics, advantages, and constraints. The method you chose should be based on what aspect of your program you are evaluating, on your program's resources, and on who is responding. Ideas for different evaluation areas include your program's volunteer recruitment, volunteers' sense of appreciation, and retention.

Adapted from Miller et al., 1993; Gaustad, 1992; Topping 1988. *Elements of successful volunteer tutoring programs.* (2002).Retrieved from Seattle School District Volunteer Services. *Performance measurement toolkit:* (n.d.). Retrieved from http://www.projectstar.org/star/special.htm

SAMPLE EVALUATION TOOLS

- Self-evaluations
- Pre- and post tests, interviews, or surveys for volunteers
- Demonstration sessions or role playing for tutors
- Evaluation questionnaires or surveys
- Interviews, including exit interviews
- Reflection activities
- Informal questions, feedback, and discussion

RECORD KEEPING FOR SUSTAINABILITY

- What does a successful and sustainable program look like at your school? How many volunteers were you aiming to recruit?
- Provide information about recruitment of volunteers- where did they hear about your program, what tools materials did you use for recruitment?
- Provide contacts for future recruitment efforts.
- How many volunteers did you recruit? How many hours of service were reported?
- Provide volunteer position description.
- Track your progress and procedures to measure your movement toward meeting your program goals and assist in future volunteer programming.
- Provide list of volunteers and their status (e.g., resigned, current, will start. etc.).
- Keep track of volunteer schedules when possible. Make sure you are not burning people out and check in with people who you miss.
- What was the process for scheduling volunteers? (It may help if you leave a copy of this year's schedule).
- How were your volunteers trained? Supervised? Supported?
- How were volunteers incorporated as valuable members of the school culture?
- What is the daily routine for volunteers (Signing in, recording time spent with students, etc.)?
- Keep track of the children your volunteers are serving. This may allow your school to understand the impact volunteers have on student achievement.
- Make notes of what works and what does not. This will help future people in your position or those at other schools.
- If you are working on specific projects or events, keep a list of tasks and steps you take to assist in future planning efforts.
- Make notes of volunteer successes to use for appreciation and program marketing. Also note any challenging or contentious interactions with volunteers.
- What recognition did the volunteers receive?

Based on material from Sexton, C. (Editor). (2003). Volunteer coordinator manual. Seattle, WA: Office for Community Learning. Retrieved from http://www.seattleschools.org/area/vol/vcmanual.pdf

🕮 Problem Resolution

When confronting a difficult situation with volunteers, try to remain objective, fair and strong. Dealing with a difficult person or addressing problem behavior can be intimidating. Weigh the good intentions of the volunteer with the need for safety for your school. Problems rarely just go away by themselves. Someone has to address them. The planning committee should identify a staff person responsible for responding to personnel issues with volunteers. In most cases, this person is the principal or volunteer coordinator. Below are some questions to assist you when dealing with volunteer challenges:

- Am I giving this volunteer adequate recognition?
- Does this volunteer have the skills to do the job?
- Does this volunteer have interests and personality to do this job well?
- Is the volunteer having personal, non-job related problems?
- Have I involved this volunteer in decision-making that affects his/her job?
- Is the job meeting this volunteer's personal goals and needs?
- Is this a staff-volunteer conflict?
- Am I making this volunteer feel part of the team?
- Am I involving this volunteer in social events related to the organization?
- When was the last time I gave this volunteer a sincere compliment, or said "thank you"?
- Does the volunteer have adequate support to get the job done?

➲ STRATEGIES FOR CONFRONTING VOLUNTEERS

When you have a problem with a volunteer, this ten-step procedure may be helpful for arriving at a productive solution:

1. Set a time and place to talk.
2. State your intentions and expectations for the outcome of this meeting.
3. State the event and wait for acknowledgement.
4. State your feelings about the event using "I statements" and end your statement with a question.
5. Explore all relevant information concerning the event. Do not go for solutions yet.
6. Repeat the volunteer's view of the event.
7. Explore solutions that would satisfy both of you.
8. Ask, "What can I do to be helpful to you in such a situation?" Or say, "Here's what you can do to help me"?
9. Offer a fair exchange.
10. Test for agreement and commitment.
11. Sum up the conclusion and agreements made.

Adapted from Sexton, C. (Editor). (2003). *Volunteer coordinator manual.* Seattle, WA: Office for Community Learning. Retrieved from http://www.seattleschools.org/area/vol/vcmanual.pdf

Appendix

Contains additional resources to assist in the development of volunteer recruitment and management.

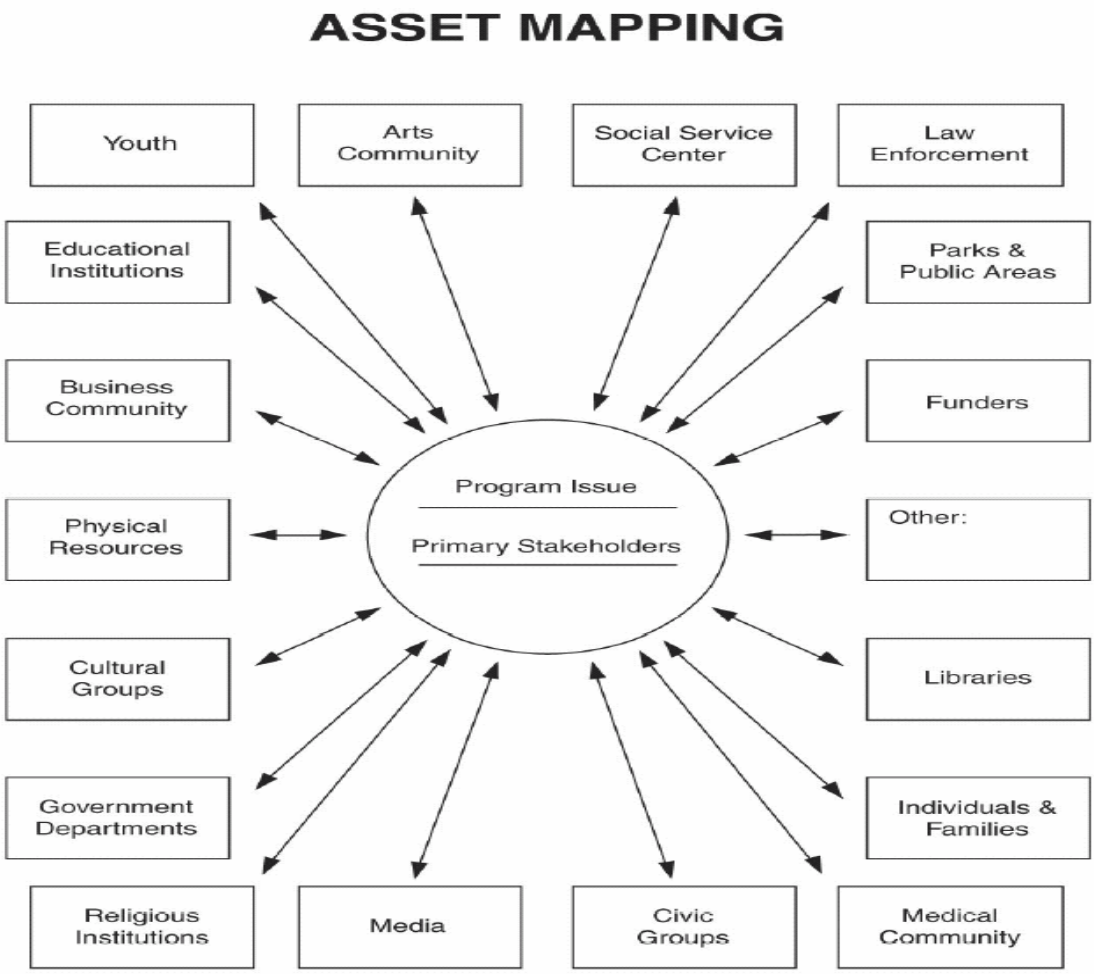
Tool 1: Asset Mapping Worksheet

Directions

First, look at the asset map and notice the categories of organizations and associations listed. Think about the specific organizations within your community that represent some of the categories. Organizations within each category can play a central role in helping you recruit volunteers. Determine who you to contact, what kind of support you hope to receive, and how to develop a relationship. The relationship has to be mutually beneficial to both parties. That means the organization you target should get something from the support that they provide to you. Ask yourself, "What is it that they want or need, that I can provide?" Next, ask yourself what each organization, or category, can give you related to volunteer recruitment.

Now, using the Asset Mapping form attached, working together with a few colleagues or alone, begin to map out how each category or organization can be useful in soliciting volunteers. You will see arrows going to and from each category. Your program is represented in the middle. On one side of each arrow/line brainstorm what type of service or support that the organization or category can provide to you. On the other side of the line brainstorm what type of service or support that you can provide to that organization or stakeholder group. Think of as many ideas as possible.

Based on *Volunteer management workbook* (n.d.). AmeriCorps*VISTA Early Service Training Tool Time. Retrieved from http://www.nwrel.org/ecc/vista/est/documents/Volunteer_Workbook.pdf



Tool 2: Volunteer Program Readiness Checklist

Because the effectiveness and success of a volunteer program depends on the readiness and buy-in from volunteers, the tutoring program staff, and the community, it is important to assess your capability to use volunteers. Answer the following questions:

Yes	No	Organization Environment Self-Assessment
		Does our program have a statement of purpose, mission, or philosophy that addresses volunteer involvement?
		Do we have goals and objectives for the volunteer program, which support our program's mission?
		Do we have a long-term volunteer development plan?
		Do our promotional materials include
		Do our staff, program planning committee, and volunteers create a team environment where everyone feels valued?
		Does your program have a staff position whose role will be to focus on the recruitment, orientation, training and on-going support of volunteers?
		Is there a person designated to oversee volunteer involvement and maintain continuity and consistency in the management of volunteer resources?
		Are our board and staff fully informed of the volunteer program and its benefits to our program?
		Do we provide training to our staff on how to work with volunteers?
		Do staff job descriptions acknowledge responsibility for involving volunteers?
		Is there a clear agreement of the appropriate roles of volunteers in the organization? Name some of these roles.
		Does our Volunteer Coordinator have the support pf our planning committee?
		Is the Volunteer Coordinator part of a leadership team in our program?
		Does the Volunteer Coordinator have adequate resources, i.e. time, money, and training, to manage the volunteer program?
		Are there financial resources available to support a volunteer program? For example is there money for travel reimbursement, refreshments, thank you/appreciation activities or training materials?
		What partnerships exist to support your volunteer program, i.e. in-kind donations?
		Does the Volunteer Coordinator have access to volunteer management publications, trade journals, and best practices information?
		Are organizations similar to yours competing for the same volunteer pool?

Adapted from *VolunteerWorks,* for more information go to http://volunteerworks.org/ and from *Volunteer management workbook*. Retrieved from http://www.nwrel.org/ecc/vista/est/documents/Volunteer_Workbook.pdf

Tool 3: Identifying Roles Worksheet

Directions

Use this worksheet to help identify which positions are needed in your program and to help determine where to find qualified candidates. First, brainstorm with your planning committee about what positions are needed for the various areas of your program. Identify needed volunteer and staff positions and develop job descriptions for each. Make a list of potential sources for candidates. Record the information below.

Position	Position Duties, Requirements, and Benefits	Skills and Experience Needed	Possible Sources for Candidates

Tool 4: Sample Position Descriptions

Position Title:	**WRC Volunteer Reading Tutor**
Accountable to:	Site Supervisor, VISTA/volunteer coordinator, or Principal
Objective:	To work with students for a minimum of one hour per week. To help motivate and guide students, challenging them to increase their learning skills and academic success.
Duties:	Commit to a regular and consistent schedule of the length of the tutoring session.
	Assist individual students or small groups with academic needs.
	Be a role model. Help motivate students to improve study skills, self-esteem, and goal attainment.
	Communicate with teachers and Volunteer Coordinator regarding student needs, progress, and tutoring strategies.
	Maintain tutoring log describing session and student progress
Qualifications:	Reliable, patient, and flexible
	Have a desire to motive students to learn
	Basic knowledge of reading, writing, and math skills
	Effective communication skills
	Complete a WA State patrol background check
	Ability to maintain confidentiality
Benefits:	The personal satisfaction of helping students
	Gain valuable work experience
	Make a positive contribution to your community
Training:	Orientation and tutor training is provided
Additional Info:	For example: time commitment

Tool 4: *continued*

Position Title:	**Volunteer Coordinator Position Description**
Accountable to:	School Principal/ District Volunteer Services Manager
Objective:	To oversee volunteer-based reading tutor program
Duties:	Volunteer Recruitment and screening
	Volunteer Orientation and training
	Volunteer Placement/ Matching
	Volunteer Recognition
	Liaison between school staff/ volunteers/ community partners
	Program evaluation (qualitative and quantitative)
Qualifications:	Computer literate
	Able to work flexible hours
	Can multitask
	Ability to communicate effectively with a diverse student / parent/ community population
	Effectively on the phone communication skills
	Professional presence
	Able to attend staff and cluster meetings
Benefits:	The personal satisfaction of helping students
	Gain valuable work experience
	Make a positive contribution to your community
Training:	Orientation and tutor training is provided
Additional Info:	Individual must complete documentation required to comply with funding contract(s)
	Individual must compile and submit all district requested data (i.e. volunteer activity reports)
	Attend trainings as offered by district Volunteer Services Office

Tool 5: Sample Volunteer Recruitment Plan

Mission and Vision of the Organization or School
(What you communicate to prospective volunteers)

Our mission is to…

In five years, we…

Assumptions about recruiting volunteers in your organization or school

- People give their time and resources to organizations in which they are "invested." How are you helping your volunteers create an investment in your organization?
- People expect to take away something of value from their volunteer experience. What are you offering? Some things might include: gaining knowledge, learning new skills, meeting new people, expanding network, trying out something new, etc.
- People need choices of when and how to volunteer in your organization. What choices do you offer?
- People volunteer because they are asked directly, one-on- one. Who is asking people to volunteer?
- People need to have volunteering as an activity suggested to them. Who is suggesting this to them?
- People have limited time. How do you make the best use of your volunteer's time? How are you wasting their time?

Your Volunteer Recruitment Plan

- Our volunteer recruitment plan will be complete and in effect by (date).
- Everyone in our organization will be familiar with our volunteer recruitment plan and with our current volunteer needs. (How are they learning this?)
- Our goal is to increase our volunteer workforce by (percentage) by (date).
- We will monitor the effectiveness of our plan and revise as needed (who will do this?).

Volunteer Recruitment Tools

- We will create a brochure/promotional materials to mail prospective volunteers by (date). It will include a volunteer application (Who will do this?).
- We will develop a phone script for recruiting and screening volunteers by (date). (Who will do this?)
- We will follow up every brochure mailed with a phone call (Who will do this?).
- We will develop a video depicting volunteers working with our clients by (date) (Who will do this?).

Source: Unknown

Tool 6: Sample Volunteer Application

Date: _____

Name: _____
Address: _____
City: _____ **Zip:** _____
Home phone: _____ **Work phone:** _____
E-mail (optional): _____ **Date of Birth**_____
Emergency Contact: _____
Phone: _____ **Relationship:** _____

Grade level preferred: ☐ K-3 ☐ 4-5 ☐ Middle school ☐ High School
School(s) preferred: _____ **No preference:** ☐ yes ☐ no
Group size preferred: ☐ One to one ☐ Small group ☐ Large group
Subject area: ☐ Reading ☐ Math ☐ Spelling ☐ Art &/or Music ☐ Science ☐ Library ☐ Office assistance ☐ Working with Special Populations (i.e. Special Education, English as a Second Language, gifted students) ☐ Other: _____
Day(s) 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?** _____
  _____
- **In order to make an effective match for you, it is important for us to know of any special skills or talents you would like to bring to your volunteer work. If so, please describe.**
  _____

Please list two non-family references:
1) **Name:** _____ **Day Phone:** _____
   Address: _____
2) **Name:** _____ **Day Phone:** _____
   Address: _____

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

_____ _____
Signature **Date**

For additional information, contact: name, title, phone number and/or email.

Adapted from *The one-hour volunteer manager*. Available online at:
http://www.k12.wa.us/curriculuminstruct/reading/readingcorps/pubdocs/volunteerManger.pdf

Tool 7: Sample Volunteer Interview Questions

Sample Questions:

- Ask a variety of direct questions and open-ended questions that help provide a sense of the applicant's character and personality. For example:
- How did you hear about the Washington Reading Corps?
- How much time do you have available for this position?
- How do you think this program can help children to read better?
- What would you do if the child you were tutoring refuses to cooperate?
- Why do you think volunteers might be effective in helping children learn to read?
- You will be working with a classroom teacher. Please describe how you see the relationship of the volunteer tutor to that of the teacher.
- Tell us about yourself.
- What interests you about the opportunity to work for with WRC?
- What are you most proud of in your work and/or professional life? In your personal life?
- Tell me about a difficult situation that you have encountered and how you resolved it.
- Tell me about the biggest challenge that you have ever taken on. How did you handle it? What lessons did you learn from it?
- Under what circumstances are you most productive?
- How are you motivated?
- What do you like about working on your own? What do you like about working with a group? Which do you prefer? Why?
- What are your biggest strengths? Your weaknesses?
- Is there anything else you would like to tell us about yourself?
- Tell me about your prior volunteer experience: What did you like most? Least?
- Why are you interested in doing volunteer work? What do you want to get out of a volunteer experience?
- What would be the ideal volunteer job for you?
- What do you hope to be doing in five years?
- Is there a type of person you are most interested in working with? Are there types of people you feel you would be not able to work with?
- Why are you interested in volunteering with our program?

Tool 8: Volunteer Management Checklist

This checklist is an activity to help you set goals, and plan for the sustainability of your program. If you do not or are unsure if your program currently has one of these features in place, describe how you plan to incorporate it into future plans.

Do you currently ...	Yes	No	Unsure	Future plans
Have measurable goals for my program?				
Have written position descriptions for all tasks volunteers carry out?				
Have a volunteer application?				
Interview volunteers they assume their position?				
Do appropriate background checks if/when volunteer positions require it?				
Have written policies to guide volunteer actions?				
Use different 2-5 different techniques to recruit volunteers?				
Have regular informal communication with volunteers?				
Have a formal way of communicating with volunteers (newsletter, web page, etc.)?				
Keep records of all our volunteers and their service?				
Have formal recognition of volunteers?				
Have informal recognition of volunteers?				
Work with groups or organizations in our community to provide volunteers for our program (i.e. corporate, service clubs, et.)?				
Have records about the volunteer program that are passed from one Volunteer Coordinator to the next?				

Volunteer Management Strategies Checklist

- ☐ Clearly identify your volunteer needs and the skills necessary to perform the tasks.
- ☐ Recognize your capacity, as a teacher or administrator, to commit to utilizing volunteers in the classroom.
- ☐ Understand your role primarily as it relates to volunteer-student matching, on-the-job training and daily supervision of volunteers.
- ☐ Think outside of the box in how a volunteer can be utilized-capitalize on their strengths and talents.
- ☐ Engage volunteers in meaningful work.
- ☐ Consistently use the standards as a framework for volunteer service.
- ☐ Engage in effective and consistent communication with assigned volunteers.
- ☐ Employ the three step system in dealing with difficult volunteers.
- ☐ Support volunteer recognition activities.

Based on material from Sexton, C. (Editor). (2003). *Volunteer coordinator manual*. Seattle, WA: Office for Community Learning. Retrieved from http://www.seattleschools.org/area/vol/vcmanual.pdf

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