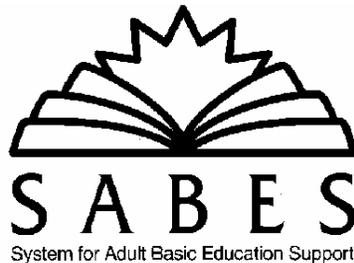


Volunteer Management Training

A Manual for Adult Basic Education Programs for Developing Best Practices for a Successful Volunteer Program

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Written by:

Christine Polk, South Berkshire Educational Collaborative

With contributions from:

Lenore Balliro, World Education

Christine Ellersick, Eastern Massachusetts Literacy Council

Margaret Anderson, The Literacy Project

Michele Sedor, SABES/West

This edition was edited and revised by Lenore Balliro, World Education
with formatting assistance by Heather Brack.

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The sample materials and resources included here are used with the kind permission of South Berkshire Educational Collaborative and Eastern Massachusetts Literacy Council, with the understanding that they are materials developed for 2006, and that they might be subsequently revised or discontinued by the contributing organization. These sample materials are not intended as models endorsed by the Massachusetts Department of Education.

ABE programs are encouraged to adapt and revise the sample materials offered here so they will best suit their needs. Though this training draws heavily from sample materials created at the South Berkshire Education Collaborative, we hope that future editions of this guide will also include samples from a wider range of programs.

INTRODUCTION AND OVERVIEW

Who Is This Training for?

This training is intended for new and experienced volunteer coordinators. It was developed in response to an expressed need from many volunteer coordinators who wish to improve the quality of their volunteer services and to network with other practitioners in the field who face the same challenges and develop resources for similar purposes.

This training is not intended to cover methods, curriculum, and approaches for training volunteers. The actual training of specific volunteer positions is a separate workshop.

Assumptions

Each volunteer program operates with its own philosophy, program design, and methodology. Each program also displays different strengths and presents different needs. However, there are identifiable elements of any successful volunteer program. Today's training is organized around these different general and specific elements. By using these elements as a guide, you will have an active role in designing some best practices that will fit your program. You will also have an opportunity to focus on the elements that are most important to you. Some of the power and value of this training will become fully realized once you take your information and insights back to your program and discuss ways to make changes with your colleagues. You will also leave the training with contact information from other volunteer coordinators and your regional SABES support center, all of whom can provide a supportive network for ongoing program improvement.

Training Overview

- First, we will identify the elements of a successful volunteer program, and you will assess your own program's strengths and needs within each of the elements.
- We will explore each element through a variety of activities and discussions.
- We will share expertise and resources with each other to improve your program.
- As mentioned above, the training continues as you implement your action plan. Your colleagues and SABES personnel are your continuing support.
- Finally, you will design an action plan to improve your program.

Resource Binder

Your binder of resources contains the following:

- handouts and activities;
- examples and models of successful strategies and ideas;
- reference bibliography and webliography.

What's Missing

This workshop will *not* cover the following:

- volunteers who are not counted in the SMARTT system, such as board members and office assistants;
- volunteer training curriculum and methods. However, we will discuss the management issues relevant to the training, placing, and use of volunteers;
- general DOE information covered in New Staff Orientation (NSO). However, we will discuss DOE information related to volunteer programs;
- specific questions about DOE grant requirements, such as liability insurance and laws relating to volunteers. These questions should be directed to your DOE/ACLS program specialists.

Assessing Your Program

Activity 1

As mentioned earlier, this training will start with the successes and needs of your own program. The following items in the chart below are elements of a successful volunteer program. Please consider your own program as we discuss each element. Then, check each item in the following way:

✓	This is going really well.
OK	This is OK.
C	This is challenging.
M	I want to know more about this.
After you have checked all the elements, jot down some notes and questions next to each element.	

Check	Elements of a Successful Program	Notes
	<p>Recruitment</p> <ul style="list-style-type: none"> ■ Advertising ■ Registration ■ Initial volunteer intake <p>Orientation</p> <ul style="list-style-type: none"> ■ “Selling” your organization ■ Describing positions ■ Setting expectations ■ Screening applicants <p>Training</p> <ul style="list-style-type: none"> ■ Initial training for different positions ■ Policies and procedures including: <ul style="list-style-type: none"> * Required reporting * Liability * Safety * Confidentiality * Adults with Disabilities Act (ADA) <p>Retention</p> <ul style="list-style-type: none"> ■ Appropriate placements ■ Support, supervision, communication ■ In-service training ■ Recognition Events <p>Administration</p> <ul style="list-style-type: none"> ■ Massachusetts Department of Education (MDOE) requirements ■ MDOE documentation, data collection, tracking of volunteers ■ Internal program assessment <p>Resources</p> <ul style="list-style-type: none"> ■ Further reading 	

What's Important

Activity 2 (whole group)

This activity is designed to help us focus on what is important to the participants here, understanding that priorities may change as you explore all the elements during this workshop.

Reviewing your completed chart from Activity #1, please complete the following:

- Identify one, two, or three elements that are most important for you to improve upon in your program.
- Write your name and each element you have identified on separate post-its.
- Place each post-it on the newsprint taped to the wall.
- After everyone has posted his or her post-its, survey the newsprint.
- Which elements are people most interested in?
- Which elements are people least interested in?
- As you review the post-its, notice the names of people who need help in an element where you feel confident. Notice the names of people who are confident in the areas where you need help.

EXPLORING THE ELEMENTS OF A SUCCESSFUL PROGRAM

Element #1: Recruitment

Element #2: Orientation

Element #3: Training

Element #4: Retention

Element #5: Administration

Element #6: Action Plan

ELEMENT #1: RECRUITMENT

Recruitment: Who? How? When?

Activity 3 (Pairs)

Please fill out the worksheet below noting the advantages (pro) and the disadvantages (con) of the types of people who volunteer (who), the methods for recruitment (how) and the timing for recruitment (when).

	Pro	Con
Who? <ul style="list-style-type: none"> ■ Retirees ■ College students ■ Service groups ■ People changing careers ■ At-home parent ■ Full-time employed ■ Seasonal ■ Unemployed ■ Your friends ■ Former ABE/ESOL students ■ People in ESL/ABE trainings looking for experience 		
How? <ul style="list-style-type: none"> ■ Using current volunteers to recruit others ■ Using Board members ■ Using teachers ■ Newspaper ads, major paper ■ Newspaper ad, free local weekly ■ Listing in newspaper volunteer section ■ Feature article (newspaper or magazine) about program ■ Flyers in store windows ■ Flyers on community boards ■ Flyers in churches, synagogues ■ Retirement communities ■ Employers ■ Local radio, television ■ Interviews in newspapers ■ Keeping cards on hand ■ TV spots ■ Craig's List 		
When? <ul style="list-style-type: none"> ■ Fall/winter ■ Spring/summer 		

Recruitment Message

Your recruitment message needs to be clear, focused and enthusiastic. As we know, the opening, or 'hook' is very important. The recruitment message should contain the following information, not necessarily in this order.

- What is the compelling need/problem?
- What is the volunteer position and how can it solve the need?
- How is it valuable or worthwhile?
- What's in it for the volunteer?
- What are the requirements for volunteering?
- Why should volunteers select your program over the many competing organizations that need volunteers? What makes your program so compelling?

Toward the end of the message, always include the following:

- Information about the agency (phone, address, fax) and contact information for a specific volunteer contact person (phone, email).
- The date by which people need to apply, including the year. If you recruit all year, mention this so people know the time frame for responding.

Stories from the Field

One volunteer coordinator in an ABE program in the Boston area holds 4-6 orientations a year and 2-3 trainings. This way, she has a ready body of volunteers who can be placed as needed. Volunteers know they may not be placed right away. In between these orientations and trainings, the volunteer coordinator does class observations, and watches how the volunteers, teachers, and students interact. This way she can see if her matches among teachers, volunteers, and students are going well.

Getting Started

Activity 4 (individual/pairs)

- Write a few key words here to include in a recruitment message.

- Now, take these key words and draft a rough recruitment message in the form of a newspaper ad for your local newspaper.

- Exchange the draft of your ad with the person next to you. Read and then return. Make any notes for revisions that you learned from your partner's draft.

One Minute Message: Recruiting a Real Person (Role play)

Activity 5, part 1 (pairs)

Pair up by working with a person you do not know very well.

Scenario: You are talking with someone at a cocktail party. You realize the person would be a great volunteer. What do you say? Practice your one minute message.

Recruiting a Real Person

Activity 5, part 2

If you are comfortable, volunteer to perform your role-play in front of the whole group.

Stories from the Field

What draws people to volunteer in your program? Sometimes it is the small, practical things. Volunteer coordinators note that if your program has ample parking nearby, or if you are located close to a T (subway) stop, it makes a difference. Be sure to mention these things when you describe your program to potential volunteers.

Volunteer coordinators also suggest telling potential volunteers they will have a chance to meet people from all over the world who bring a variety of cultures and experiences to your program. Also, reassure people that they do not have to have an academic background to be a successful volunteer; sometimes people with non-academic backgrounds (factory workers, skilled trades, service industry workers) can relate well to the experiences of the students.

Recruitment

On page 17 you will find a sample recruitment flyer. You can read through the sample later at your own program. Feel free to adapt the sample for your own purposes or to use components that work well for you.

Recruitment Discussion

Activity 6 (small group)

Discuss the following questions in groups of 3-4:

- After successfully advertising and recruiting interesting people as volunteers, how does your program implement an application/registration process?
- How does your initial intake work?

After the discussion, please write down two things you can do to improve your program's recruitment process.

Stories from the Field

Using the Web to Save Time

Most volunteer coordinators do not have time to make lots of phone calls, so many use the Web to recruit volunteers and then use email to do follow-up communication. If you do not have a Website for your program, think about creating one so all of your volunteer information is easily available online. You can direct people to the basic information there and have them get back to you for further details.

How Do You Turn People Down?

Sometimes you realize quickly that a particular person will not be a good match for your program. How do you deal with this? Some volunteer coordinators suggest that you make sure to clearly state in any recruitment material, and at any orientation, that there may not be a match available. If you feel a particular person will not be appropriate with students, you may be able to direct his or her skills to another area in the program, such as office or computer work.

Background Screening for Volunteer Tutors: CORI Checks

What is the CORI?

CORI stands for Criminal Offender Record Information. The CORI Report is a record kept on file by the state of Massachusetts regarding criminal history for a given person.

What does the CORI include?

Any history of criminal charges where the crime is punishable by incarceration. The report includes both the charge and the outcome, including not guilty verdicts, fines due, incarceration, or probation.

What does the CORI not include?

Any criminal history that occurred outside of Massachusetts, before the individual turned 18, and any records that have been sealed in accordance with Massachusetts law. Records can be sealed for certain convictions after a significant passage of time (15 years or more since the final disposition of the case), or if the case ended with no conviction.

How does the CORI affect volunteer programs?

Some types of agencies are required by Massachusetts General Law to obtain CORI reports prior to appointing volunteers. These laws particularly pertain to agencies which serve children under 18, elders over 60, and individuals who are mentally or physically disabled. According to the Criminal History Systems Board website <www.mass.gov/chsb>:

Pursuant to M.G.L. c.6, §172H, entities or organizations primarily engaged in providing activities or programs to children 18 years of age or less that accepts volunteers, shall obtain all available CORI from the CHSB prior to accepting any person as a volunteer.

Pursuant to M.G.L. c. 6, § 172C (Chapter 444, Acts of 1997), it is mandated that CORI shall be available to entities, including, but not limited to, home care corporations, municipalities, or any other entity receiving federal, state, or local funds, which employ, accept as a volunteer or refer for employment to a client, any individual who will provide care, treatment, education, training, transportation, delivery of meals, instruction, counseling, supervision, recreation or other services in a home or community based setting, for any elderly person or disabled person or who will have any direct or indirect contact with such elderly or disabled persons or access to such persons' files.

Is my program required to review a CORI report for potential volunteers?

Consult with your agency's legal counsel to determine whether your program is required to obtain a CORI report for volunteers.

How do I start requesting CORIs on potential volunteers?

Access to CORI is regulated by Massachusetts law. Agencies who wish to review CORI reports as part of their background screening check must apply for certification from the Criminal History Systems Board, at <www.mass.gov/chsb> or CHSB, 200 Arlington Street, Chelsea, MA 02150, 617-660-4600.

Sources: <www.mass.gov/chsb>

The CORI Reader, Ernest Winsor, Esq. <www.MassLegalServices.org>

The Federal Volunteer Protection Act: An Overview

What is the Volunteer Protection Act?

The Volunteer Protection Act is a federal law passed in 1997 which provides some protection from liability for government and non-profit volunteers.

What is the purpose of the Volunteer Protection Act?

The law was designed to promote volunteerism by protecting volunteers from frivolous lawsuits. Lawmakers hoped that it would reassure individuals that they would not be held personally liable for what they do (or fail to do) while volunteering, unless they act with “willful or criminal misconduct.”

Who does the law protect?

The law provides civil liability protection for volunteers of government and non-profit organizations, as long as four conditions are met:

- 1) “the volunteer was acting within the scope of the volunteer's responsibilities in the nonprofit organization or governmental entity at the time of the act or omission;
- 2) “the volunteer was properly certified or licensed, if licensing is required for the given activity;
- 3) “the harm was not caused by willful or criminal misconduct, gross negligence, reckless misconduct, or a conscious, flagrant indifference to the rights or safety of the individual harmed by the volunteer; and
- 4) “the harm was not caused by the volunteer operating a motor vehicle or any other vehicle for which an operator needs a license and insurance.”

What does the law not cover?

- It does not protect the volunteer from being sued for crimes of violence, hate crimes, sexual crimes, civil rights violations (such as discrimination), or acts committed under the influence of alcohol or drugs.
- It does not protect the volunteer from being sued by the organization itself.
- ***The law does not prevent the organization itself from being held liable for acts or omissions committed by the volunteer.***

What else do I need to know about liability and risk management?

The Volunteer Protection Act is a limited tool to offer some protection to volunteers from frivolous lawsuits. It does not replace a comprehensive risk management plan that addresses the individual needs and circumstances of your agency. Consult with your agency’s legal counsel to determine what steps you should take to address risk management.

Working with “Problem” Volunteers

In small groups (3-4 people), consider what you would do in the following situations. Report back to the large group. If you do not agree on how to handle the problem, share the range of ideas you come up with. In each example, practice the actual words you would use.

(Facilitators note: Assign each small group no more than 3 scenarios to work with. If time is limited, ask each group to share only one of their scenarios.)

Volunteers with Personal Issues

- 1) One of your long-term volunteers is an older woman. She has had excellent attendance for more than 10 years, and many students have looked to her as a mentor. Lately, however, she has been falling asleep in class. When she is awake, she has moments of being confused about what is happening in class. The teacher feels that she is no longer an asset in the class. What do you do and say?
- 2) A reference for a new volunteer tells you that she highly recommends the candidate, and that he has made a “great deal of progress” after a serious accident. She is pleased that he is volunteering with you, because he has no other connections within the community. You accept the volunteer, but after the first three sessions with him, the teacher realizes that he has serious short-term memory problems. He can respond if a student approaches him with a question, but he cannot recall directions the teacher gives him at the beginning of class. If he takes a break, he cannot remember what the teacher asked him to do with a student. He sometimes gets lost within the building, trying to find his way back from the restroom to the classroom. What do you do and say?
- 3) You are aware that one long-term volunteer is having personal problems with her family. Her attendance has been irregular. You suspect that at least once she came to class after she had been drinking. What do you do and say?
- 4) A volunteer regularly comes to class looking disheveled and with strong body odor. A number of students have told you that they do not want to work with the volunteer because of his smell. What do you do and say?

Illegal or inappropriate behavior

- 5) While reading the local paper, you see that one of your volunteer tutors has been charged with molesting a child. What do you do and say?
- 6) A student tells you that one of the volunteers has begun to date another student in the class. Many of the students have seen them together outside of class, and in the classroom they sit together. What do you do and say?
- 7) A teacher tells you that one of the volunteers was using a lab computer for personal use, because very few students had come to class one night. After class, she re-filled the paper tray in the printer and pornographic pictures were printed, along with a sexually explicit email to the volunteer. What do you do and say?

- 8) One volunteer tutor is a young college student. After class one day, she shows you a note written by a young male student, asking her to be his girlfriend. She says that she doesn't want to hurt his feelings, and that it's the longest piece of writing he has done so far in class. She feels embarrassed and uncomfortable and doesn't know what to say. What do you do and say?

Breach in confidentiality

- 9) A student calls you and she is very upset. She claims that she lost her job because her volunteer tutor called her at her work place to schedule an appointment, and he left a message saying that he was her "GED tutor." When her employer found out that she did not have her GED, he dismissed her. What do you do and say?

Bad "fit" in the class

- 10) In a writing class, one student is a refugee from a country that has experienced war. In her writing, she has described her experiences, including seeing close family members killed in front of her. A new volunteer starts to work with her, but when he reads what she has written, he is clearly very upset. He gets up and leaves the building, without saying anything. What do you do and say?
- 11) A new volunteer regularly shows up to class significantly late, and sometimes she doesn't show up or call. She always apologizes, but her irregularity is a problem for the teacher. What do you do and say?

"Strong" Personalities

- 12) For Volunteer Appreciation Week, you give gift baskets to all volunteers, to thank them for their work. Several volunteers write you notes and send emails to thank you. One volunteer calls you up, quite agitated, and tells you that she will not offer her services to an organization that "wastes money on junk." She demands to know how much money you spent on the baskets, and says that if you plan to continue to spend your money this way, she'll volunteer somewhere else. What do you do and say?
- 13) One of your volunteers is a retired math professor. He has been a major donor to the program for many years, and after his wife died recently he decided to get involved as a tutor. He is very confident in his ability to teach math, and he often tells the teacher that he disagrees with her teaching methods. However, many students have told the teacher that they do not want to work with him because he goes over the material too quickly. They feel confused and "stupid" when they work with him. What do you do and say?
- 14) A potential volunteer says that she is a retired teacher with a specialty in teaching students with learning disabilities. She would like to volunteer, but only if she can be assured that the student she works with will be "highly motivated, show up on time, not be distracted by outside life issues, have normal to high intelligence, and have suspected language-based learning disabilities." She acknowledges that she is very demanding in what she is looking for, but she feels that it would be a waste of her time and skills if she compromised on any of these criteria. What do you do and say?

Conflict with the Teacher

- 15) A teacher tells you that a new volunteer stopped showing up after a few classes. When you call him to follow up, he tells you that he no longer wants to volunteer with the agency because the teacher “snapped” at him when he tried to help a student, and “tried to turn him into a personal secretary,” asking him to do photocopying rather than helping the students. What do you do and say?
- 16) A volunteer tells you that she wants to switch to a new class time, with a different teacher. She finds the classes led by the current teacher boring and she feels that no real learning is happening. This is the fourth volunteer who has had complaints with the same teacher. A number of others have stopped coming without saying why. You do not directly supervise the teachers, but you are concerned about this pattern. What do you do and say?
- 17) A teacher says that a volunteer who has been working with her for 6 months has made comments on numerous occasions that offend students, such as “We went over that last time? Don’t you remember?” As a result, a number of students asked not to work with the volunteer. The teacher accommodated their request, but she never told the volunteer that students were unhappy. Now there are very few students who want to work with the volunteer, and the teacher asks you to “dismiss” the volunteer. What do you do and say?
- 18) A volunteer ends service, and she privately tells you that she is leaving because a student made racist comments in the class which the teacher did not address. She was so shocked and offended that she felt that she could not return to the class. What do you do and say?

Resource Tip

According to authors Steve McCurley & Sue Vineyard, *Handling Problem Volunteers* is a book “designed to help you handle a variety of problem volunteers from the annoying to the disruptive to the totally dysfunctional.” Each chapter begins with a specific problem type and includes suggestions on how to deal with them. Additional materials and references can be found in the last chapter.

Available through Amazon.com.

**IF YOU CAN
READ THIS FLYER
YOU'RE DOING BETTER THAN
1,000,000
MASSACHUSETTS ADULTS
WHO CANNOT
READ OR WRITE
WELL ENOUGH TO PASS A
FOURTH GRADE CLASS!**

South Berkshire Educational Collaborative needs volunteer tutors and classroom assistants to give invaluable support to adults in our community who are learning English, or are preparing for the GED. **No previous teaching experience is required.** Your commitment is to attend an initial training, and to give one hour of your time each week at your convenience to tutor one or more adults, or help in a classroom setting. We provide training, follow-up workshops and monthly check-ins.

Please call the Collaborative (413) 528-6263 for information.
Kindly provide name, address, and phone number.

Please take the information below if you are interested:

To Volunteer Please call 413-528-6263									
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ELEMENT #2: ORIENTATION

Orientation Objectives

Activity 7 (individual reflection)

Once you have recruited volunteers, your next responsibility is to make them feel welcome and to provide them with an overview of your organization and where they fit in.

Below you will see a chart with sample objectives for an effective volunteer orientation.

Review each of the objectives and mark OK if you feel your organization is doing well in that area or I if you feel your organization needs to improve. Jot down any notes or ideas that may come to you.

Objectives for a successful volunteer orientation	Mark <i>OK</i> or <i>I</i> (needs improvement) and add any notes.
<p>Make volunteers feel welcome and comfortable. Always offer food and beverages! Encourage introductions. Have a clean and welcoming space. Do icebreakers. Provide pens/ and pencils and paper for those who may have forgotten them. Have breaks.</p>	
<p>Explain to volunteers how they are an important part of the organization. Invite current volunteers to come and speak about what they do and why they do it.</p>	
<p>Explain the mission and vision of your organization. Explain its structure. Explain the purpose of the program and how volunteers fit into the big picture. Use visuals or charts to keep this simple and brief. Invite current volunteers to speak about what they do and why they do it.</p>	
<p>Give information about the world of ABE. Hand out an acronym list and brief information about ABE. Go to SABES website for info. <www.sabes.org></p>	
<p>Outline basic policies and procedures. Make sure volunteers know the limits of their responsibilities. Establish clear expectations. Give handouts.</p>	
<p>Give a tour of the facility. Show classrooms, lounge areas, preparation areas, office, bathrooms, etc.</p>	
<p>Offer a time for volunteers to decide if they want to commit or decline commitment after the orientation.</p>	
<p>Provide a folder of materials. Include your contact information, policies, and anything you want volunteers to know about.</p>	

Note for Activity 7

Vision: Describes the future the organization is trying to create; where it sees itself 5-10 years from now.

Mission: States the reason for the organization to exist, what the organization does, for whom, and how.

Purpose: States how the volunteer program contributes to the achievement of the organization's mission.

On the next few pages you will see some sample information sheets for volunteers that could be part of the recruitment and orientation process.

Stories from the Field

Goody Bags

One volunteer coordinator provides canvas tote bags with the name and logo of the program on it for each volunteer who attends the orientation. Printed materials from the orientation can be organized in these bags.

Length of Orientations

Some volunteer coordinators split up the orientation into two sessions. The first part, which may be 2.5 hours, can provide "big picture" information: an overview of the field of ABE, including types of programs, acronyms, funding, etc. The first session can also provide an overview of the structure and mission of your specific ABE program. Like good classroom teaching, some of the time can be spent in interactive activities to get this information out. Leave plenty of time (more than you think you need) for questions. The second session, about 2 hours, can be spent on the specifics: the students, the classes, the volunteer positions, policies and guidelines for volunteering, more questions and answers. Some coordinators said they think of the orientation as the beginning of volunteer training.

Clarifying Policies

Volunteer coordinators stress the need to clarify expectations very clearly. For example: Our volunteer position includes meeting with a student in a public place for the purpose of tutoring English. If the volunteer violates the policies, you can refer back to the clearly written description if you need to dismiss a volunteer.

Philosophy of The Literacy Project's Volunteer Program

Volunteers contribute to all aspects of The Literacy Project's programming and administration. We place volunteers at all classroom sites, with the Technology, Health and Volunteer Programs, and in the administrative office.

Through our work with volunteers:

- we connect to the community in dynamic ways, enriching our classrooms and offices with a diversity of opinion and experience;
- we raise public awareness about literacy issues;
- we provide on-going training in teaching strategies, philosophies and tools;
- we provide meaningful opportunities for leadership development, including peer tutoring opportunities for adult literacy learners;
- we provide meaningful opportunities for personal and professional growth;
- we build dialogue and community, bringing together people from a wide variety of backgrounds to work together towards common goals;
- we expand the opportunities we offer to students well beyond what our budget would otherwise allow.

SOUTH BERKSHIRE EDUCATIONAL COLLABORATIVE
P.O. Box 502, Great Barrington, MA 01230
413-528-6263

Volunteer Program

PURPOSE

The volunteer program provides well-trained and supported volunteers as tutors and/or classroom assistants in the ABE (Adult Basic Education) program, funded by Massachusetts Department of Education. Most students are immigrants who are learning English.

Tutors and classroom assistants significantly increase students' learning, advancement and educational success. (*You really make a difference in the lives of these adults.*)

Tutors reinforce classroom lessons and also work with the student on specific personal needs and goals not met in the classroom.

Classroom assistants help teachers individualize instruction within the classroom.

VOLUNTEER COMMITMENT

Complete the initial and follow-up training workshops

Tutor or assist in the classroom for a minimum of 6 months for one hour a week

Complete the "Monthly Report." This is required for funding.

TRAINING – Interactive, practical and fun.

2 sessions of initial training. (5 hours)

Classroom observation.

2 sessions of follow-up training (5 hours)

VOLUNTEER ASSIGNMENT

Deciding

During the initial training you decide what type of student you would like to work with and the time and place that is convenient (Usually 1 – 2 hours a week.) or what class you would like to assist in. (Usually 1 class a week.)

During the first few weeks of ABE classes, students request a tutor, and also the time and place that is convenient.

Assigning

Christine Polk, the Coordinator and Trainer of Volunteers, and the program counselors match each tutor with a suitable student. Priority is based on regular attendance in classes. Tutor and student meet with Christine Polk or a counselor to establish goals, immediate student needs, initial lesson plan and initial meeting time and place.

ON-GOING SUPPORT AND TRAINING

Christine and the program counselors are available for help, questions, needs etc.

There are in-service workshops throughout the year focusing on specific topics.

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Volunteer ESOL Tutor Description

Position: ESOL Tutor

Importance of this position:

Significantly increase an adult student's learning, advancement and educational success.

Responsibilities:

1. Satisfactorily complete the 15-hour tutor training.
2. Tutor a student enrolled in the adult basic education program for a minimum of six months with twenty-four hours.
3. Schedule tutoring sessions in a public place, arrive on time and notify the student in advance of absence.
4. Prepare individualized lessons for the student, based on their specific needs, interests and goals.
5. Complete necessary reporting forms.
6. Attend in-service workshops.
7. Consult with the coordinator, counselor or classroom teacher for assistance whenever needed.
8. Accept the policies of confidentiality, safety and non-discrimination.

Qualifications:

1. High school diploma or equivalent
2. Have good communication, listening and organizational skills.
3. Ability to be sensitive, patient, understanding and respectful of the learner.

Responsible to: Volunteer Coordinator

Stories from the Field

Try not to call the volunteer position a job—this way you avoid the suggestion that you are taking away a paying job from someone. Also, many volunteers do not want to think of their volunteer work as another job.

Volunteer Classroom Assistant

You provide invaluable help to the teachers and students in the class.

Your role in the classroom will depend on the needs of the learners, teaching style of the teacher, your own interest and what you are comfortable doing.

These are some ways to assist in the classroom:

- **Monitoring and helping learners**

After the teacher has presented the lesson, you can circulate among the learners checking their work, and helping when necessary.

- **Helping lower-level learners**

You can sit with struggling learners and help them understand and practice the lesson, or help with a specific problem. Encouraging learners and boosting their self-image can never be underestimated.

- **Helping higher-level learners**

You can work with higher-level learners who have finished the general work, or need another activity.

- **Interacting**

You can provide extra conversation and interaction.

- **Half-group teacher**

You teach half the group while the teacher teaches the other half. Both groups can be doing the same activity. It doubles the learners' participation.

- **Teaching a small group**

You can regularly be a teacher of a small group within the class that has distinct needs. You can take more responsibility for planning if you like, as you get comfortable with the group.

- **One-on-one tutor**

You can help one learner with special needs.

- **Assist the teacher**

You can assist the teaching by recording ideas on the board as the teacher leads a discussion; model a dialogue with the teacher; demonstrate an activity with the teacher.

- **Share a special interest or talent**

You can share with a group or the whole class.

Stories from the Field

Teachers do need to spend more time upfront if they use volunteers. Paying teachers for the extra time they need to plan and follow up with in-class volunteers ensures more effective practice. Each teacher should decide if she wants to use a volunteer in class or not; it should be optional. Finding time for teachers and volunteers to meet can be tricky.

The Importance of Fall-back Plans: Dealing with Student Absences

You've recruited, trained, and placed your volunteers. Each volunteer shows up on time, ready to lead a small group in a classroom or work one-on-one in a classroom or on her own. However, there is one missing element: the students. We all know that adults miss class and tutoring time for many legitimate reasons. What can you do with a volunteer when this happens so you don't risk losing him or her?

Some volunteer coordinators suggest the following:

- 1) Be clear with the volunteers that students may not show up for a variety of reasons, and advise them not to take it personally. Ask if they would be willing to help the program out in other ways if students don't show up.
- 2) Be proactive. As an agency, prepare for this situation in advance. At a staff meeting, spend some time brainstorming ways you can use volunteers when students fail to show. Then prepare a box of file folders or even index cards with various tasks the volunteer can do. These would vary depending on the abilities and interests of the volunteers: Web research, Web design, drawing, making phone calls, helping with office work, organizing books and materials in the library, redoing signs and posters, helping out in another class, serving as an impromptu conversation partner, etc. Volunteers can select tasks that interest them.

Dealing with Down Time: What to Do When Everyone Is Working

1. Check in with students, especially quieter ones, to see if they need any help.
2. Check in with the teacher about special projects they need help with.
Here are some projects you might be invited to help with:

Academic Support

- Work one-on-one with a student to organize their notebook or help them select work samples for a portfolio.

Student Retention

- Call students who miss class to check in.
- Send a “we miss you” letter to students we can’t reach.
- Call people who scheduled an intake and didn’t show up.

Documentation

- Make follow up calls to former students, to ask about goals they’ve met since leaving the program.

Outreach

- Update cable access postings.
- Draft fliers or press releases.
- Write a PSA for the radio.
- Send a mailing.

Curriculum Development/Lesson Planning

- Collect materials for an upcoming class.
- Look for web sites on topics of interest at an appropriate reading level.
- Plan a group activity for a future class.
- Photocopy materials for an upcoming class.

Web maintenance

- Prepare student writings for posting on the web site

Classroom Maintenance

- Water plants.
- Straighten up.
- Organize books and materials.
- Clean.

Personal/Professional Development

- Read materials related to adult education that you want to become more familiar with.
- Write in a volunteer log about your experience and thoughts.
- Have a conference with the teacher (if they are also free) about how things are going in class.

If you often find yourself with “nothing to do,” talk to the teacher about having a plan to keep busy during these times. We value your time and contributions! If you find that you’d like to take on more challenges or responsibilities, please talk to the teacher or the volunteer coordinator.

ELEMENT #3: TRAINING

Ways of Organizing the Training of Volunteers

Activity 9

Though we noted that we would not be discussing the content of initial training of specific volunteers in any depth, we *will* share management issues of volunteer training.

Discuss:

- Who provides the training to your volunteers?
- If you provide the training, are you able to offer this expertise as a consultant to other programs?
- When is the training offered?

The following resources can be helpful to you in organizing volunteer training:

Verizon Literacy University <www.literacycampus.org/>

Verizon Literacy University offers free online courses for anyone learning about the various aspects of literacy. There is a 30 minute (self-paced) course called *Orientation to Volunteering in Literacy* that gives good information about the need for literacy volunteers in the United States. All of the courses could give you ideas of things to include and how to structure your own volunteer training. There are also four or five online presentations about using or managing volunteers in literacy programs.

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Classroom Assistant Guidelines

Have fun! Enjoy!

You provide **invaluable extra help**, enabling the classroom teacher to better meet the specific needs of the learners. Thank you.

Be sensitive to your teacher's style, procedures and methods. It is easier for the learners to have consistent expectations.

Be **flexible and creative** to help with the unpredictable needs of the learners, and the different plans of the teacher week to week.

Always **respect the learners' confidentiality**. The only people you can talk to about the learners are the program personnel.

Call your teacher as soon as you know if you will **NOT** be able to come to the class. Your teacher plans the lessons assuming you will be there to provide extra help.

Your teacher will provide materials, plans, expectations and instructions for you.

You need:

Your teacher's contact information

Calendar of classes

Student handbook (Incl. class cancellation policy)

List of learners

Phone number of the school

Give the teacher **feedback** about the learners either during the class, during the break, at the end of class, or email or telephone. Be sure to ask any questions, concerns, clarifications or comments. **Communication is key.**

If you have any concerns that you are **uncomfortable** talking with the teacher about, contact Christine.

Policies and Procedures

Explaining policies (expectations, principles) and procedures (directions, instructions) is part of the training of all volunteers. Every program needs clear policies and procedures to prevent problems.

Volunteers are only protected by the law or covered by insurance while they are within the scope of their volunteer responsibilities. This is one reason to have specific written policies, procedures and responsibilities. Volunteers are never protected if they are guilty of gross negligence, recklessness or willful misconduct.

The following important issues should be taken back to your program and discussed with appropriate staff. These issues should be clarified by the Massachusetts Department of Education, since they are beyond the scope of the presenters in this workshop.

- **1997 Volunteer Protection Act**

What do you need to know?

What do your volunteers need to know?

(See the complete text of this Act on the following page.)

- **ADA**

What do you need to know for compliance purposes?

- **Liability Insurance**

What insurance does your agency you have? What is covered? What is not?

- **CORI Checks**

Do you do them? Are they required? What experiences have you had?

- What **Policies and Procedures** does your program have?

- What **Safety Policies** do you have for your program? For example, do volunteers have a buddy system for walking each other out at night? Are there always others in the building if they are volunteering?

- **Immigration**

Does your program have the most recent laws and policies relating to immigrants?

Background Screening Information Request

In accordance with The Literacy Project's Background Screening Policy, applicants for employment and significant volunteer positions are requested to submit to a voluntary Criminal Offense Record Information (CORI) screening, and to disclose any past criminal convictions. *Having a criminal record will not necessarily disqualify an applicant from employment or voluntary service.* **Your appointment is conditional to satisfactory review of the CORI report.**

The primary reason that we ask applicants to submit to this screening is to best protect the growing number of youth, under 18, who attend classes with us, and others in our care who may need special protection. Thank you for your cooperation.

Voluntary Disclosure of Criminal History

Your Name: _____

Have you ever been convicted of a criminal offense? No _____ Yes _____

If you answer "yes" please explain on the back of this page.

Please Note: Under Massachusetts law, you may answer "No" to the above question if any of the following circumstances are applicable:

1. You have never been arrested for violation of a criminal statute.
2. You have been arrested but never tried for a criminal offense.
3. You have been tried for a criminal offense but were not convicted.
4. You have a first conviction of any of the following misdemeanors: drunkenness, simple assault, speeding, minor traffic violations, affray, or disturbance of the peace.
5. You have not been convicted of a criminal offence within the five (5) years before the date of completion of this form and you have not been convicted of misdemeanors where the date of the conviction or the termination of incarceration, if any, occurred more than five (5) years before the date of this application.
6. You have a felony or misdemeanor convictions which have been sealed pursuant to Massachusetts law.
7. You have juvenile delinquency or child in need of services complaints which were not transferred to Superior Court for prosecution.

The Literacy Project's Background Screening Policy

Approved by Board of Directors, November 27, 2000

Statement of Purpose

The Literacy Project's policy on background screening seeks to balance the rights of Literacy Project learners, especially those learners under the age of 18, to study in a safe environment, with the rights of individuals to make meaningful contributions towards our mission, in paid or volunteer positions.

To this end, The Literacy Project shall conduct background screening checks on applicants for those positions, paid and unpaid, who work directly and/or in an unsupervised capacity, with learners.

Summary of Policy

Those staff and volunteers who work directly with learners, with the exception of consultants and short-term volunteers, shall undergo a background screening check. For the purposes of this policy, a short-term volunteer is anyone who is committing to provide less than 20 hours of service. Individuals who have not undergone a background screening check shall not work in an unsupervised capacity with students.

The Background screening shall consist of

- 1) A reference check (2 current references),
- 2) A self-disclosure form regarding criminal convictions, and
- 3) A CORI check,

Process for Gathering Background Information

- 1) Applicants shall be asked to provide 3 current references.
- 2) Applicants shall be asked to disclose any previous criminal convictions for felonies. Regarding misdemeanors, applicants shall be asked the following (as required by Massachusetts law) : "Within the past 5 years, have you been convicted of, or completed a period of incarceration for, a misdemeanor **other than** a first conviction for drunkenness, simple assault, speeding, minor traffic violations, affray, or disturbance of the peace?"
- 3) The existence of a criminal record shall not automatically disqualify an applicant from the position. (See below, "Evaluation of Criminal History".)
- 4) Before hiring or placing an applicant, TLP shall check references and review any self-disclosed criminal convictions. While awaiting the results of the CORI check, the applicant shall not be unsupervised with students, nor shall they have access to confidential information. If results of the reference check and self-disclosure are satisfactory, the applicant shall be hired or placed, and a CORI check will be conducted. Continued employment (paid or unpaid) shall be conditional upon receiving satisfactory results from the CORI report.
- 5) The Executive Director and/or Associate Director shall review all CORI reports. For the Executive Director position itself, the Board President shall review CORI. In the case that there is not an Acting E.D., the Associate Director shall review the CORI report. CORI reports shall be kept strictly confidential and shall be stored in a secure file drawer, as required by law.

Evaluation of Criminal History

The existence of a criminal record shall not automatically disqualify an applicant. Criminal history shall be evaluated in the following way:

- 1) Applicants with **repeat** convictions for felonies involving violent behavior or sexual misconduct (with the exception of convictions for “sodomy,” specifically Massachusetts General Law, Chapter 272, sections 34 and 35, due to the discriminatory nature of this law) shall not be considered for employment, paid or unpaid.
- 2) Applicants who have been convicted of offences that involve violence, force or direct physical harm, or threat of violence, force or direct harm, to another person, and those convicted of crimes against children, shall be disqualified from service for 10 years from the end of the sentence served, or the end of probation or parole. At the conclusion of the 10-year waiting period, applicants shall be considered on an individual basis, as in #3 below.
- 3) Applicants who have been convicted of any other offense, and applicants who have exceeded the 10-year waiting period described above, shall be considered on an individual basis. The applicant shall be asked to explain the circumstances of the offense and why s/he believes that s/he would not pose a threat to any member of the TLP community. The agency may request additional materials or references, such as a letter from a parole officer, therapist or addictions counselor. Factors such as the following shall be taken into account:
 - Age at the time of offence and conviction
 - How much time has passed since offence
 - Seriousness of the offence
 - Harm caused to victim
 - Relevance of the offence to the position
 - Degree of satisfaction of any conditions of probation or parole
 - Evidence of successful rehabilitation

Date Effective

This policy shall take effect on December 1, 2000.

Review of Policy

This policy shall be reviewed one year after it has been implemented.

The Federal Volunteer Protection Act of 1997: An Overview

What is the Volunteer Protection Act?

The Volunteer Protection Act is a federal law passed in 1997 which provides some protection from liability for government and non-profit volunteers.

What is the purpose of the Volunteer Protection Act?

The law was designed to promote volunteerism by protecting volunteers from frivolous lawsuits. Lawmakers hoped that it would reassure individuals that they would not be held personally liable for what they do (or fail to do) while volunteering, unless they act with “willful or criminal misconduct.”

Who does the law protect?

The law provides civil liability protection for volunteers of government and non-profit organizations, as long as four conditions are met:

- 1) “the volunteer was acting within the scope of the volunteer's responsibilities in the nonprofit organization or governmental entity at the time of the act or omission;”
- (2) the volunteer was properly certified or licensed, if licensing is required for the given activity;
- (3) “the harm was not caused by willful or criminal misconduct, gross negligence, reckless misconduct, or a conscious, flagrant indifference to the rights or safety of the individual harmed by the volunteer; and
- (4) the harm was not caused by the volunteer operating a motor vehicle” or any other vehicle for which an operator needs a license and insurance.

What does the law *not* cover?

- It does not protect the volunteer from being sued for crimes of violence, hate crimes, sexual crimes, civil rights violations (such as discrimination), or acts committed under the influence of alcohol or drugs.
- It does not protect the volunteer from being sued by the organization itself.
- ***The law does not prevent the organization itself from being held liable for acts or omissions committed by the volunteer.***

What else do I need to know about liability and risk management? The Volunteer Protection Act is a limited tool to offer some protection to volunteers from frivolous lawsuits. It does not replace a comprehensive risk management plan that addresses the individual needs and circumstances of your agency. Consult with your agency’s legal counsel to determine what steps you should take to address risk management.

Confidentiality Issues

Confidentiality

The area of confidentiality can be a complex one. Enough time should be spent on this issue so volunteers know not to talk publicly about the students they are working with.

Discuss:

- What information is confidential? What is not?
- Who can the volunteer share information about students with?
- Does your program have a confidentiality policy in writing?
- How do you explain it to the volunteers?

You may want to find out if there is a general agency policy about confidentiality. If you do not have a written policy, we have included some samples below, as well as some resources about volunteers and the law.

Confidentiality Issues for Volunteers at The Literacy Project

Why it matters:

Some students like to be public about their stories and their struggles. Others do not. It's up to them to choose how much to reveal, and we need to be *very* careful about keeping information about students confidential.

Not being careful about what we say can jeopardize the student's safety and well-being or violate their privacy. Here are some examples:

- ❑ Some students do not tell their employers that they do not have a GED. If an employer finds out that a student attends our classes, that student could lose their job.
- ❑ A number of students have survived domestic violence and are in hiding from the perpetrators. Revealing their identity or the identity of their children could literally put them at risk of their lives.
- ❑ A student's attendance record can become a factor in a probation case. In the case of minors (16-18 year olds), attendance can be an issue in child custody battles.
- ❑ We serve all adults, regardless of their immigration status. Some students may not be legal residents.

Guidelines:

- ❑ **At our learning centers, if you answer the phone or greet a guest** who wants to know whether a particular student is in the class or attended class on a certain day, do not provide any information. If the a caller asks whether a student is in class, you may answer, "I'm not able to give out that information." If the caller wants to get a message to a student, you can answer, "I can take a message and give it to her if she is present."
- ❑ **In personal settings, do not discuss specific students and their struggles or progress** with anyone other than **the staff** at The Literacy Project. Do not share information with other Literacy Project students or other volunteers. Do not share information about a student with staff at other agencies without written permission from the student. If you want to talk about your experiences, use the guidelines detailed below.
- ❑ **If you are speaking or writing about your work with a student, such as for service/learning course requirements:**
 - Do not use the real name of the student. Change the name of the student and any family members, friends or others whom you might mention. (continued)
 - Change or obscure *any* details which could make someone *recognizable*. For example, do not include their address, where they work, the high school they went to, the kind of car they drive, etc. Particularly in small communities, certain details make individuals easily recognizable.

- If you have some reason to be more specific, such as for a detailed case study, talk to the staff about obtaining written permission from the student.

An example of too much information:

Today I worked with Tammy Highland, a 20-year-old single mother of two kids, 4 ½ year old Sammy and 2 year old Jessica. She lives in Pufton Village, and she dropped out of Amherst High School when she was 16 because she was pregnant. She works at the Walmart in Hadley and she doesn't get paid enough to cover the basic costs of rent and heat, etc. I helped her with her fuel assistance application. Her brother Paul was in here, too.

An example of obscured information:

Today I worked with Sarah (not her real name), a 20-year-old single mother. She left high school at 16 when she got pregnant. She works at a service job in a big chain store, and she doesn't get paid enough to cover the basic costs of rent and heat, etc. I helped her with her fuel assistance application.

Thank you for helping us to protect the privacy of our students!

ELEMENT #4: RETENTION

Retention: Time, Talents and Tasks

High retention of volunteers is an indication of a successful program.

Recruitment and training are expensive and time-consuming, but they are important aspects of retaining volunteers.

Evidence from a variety of sources revealed that poor management practices result in more lost volunteers than people losing interest because of changing personal or family needs. This speaks to the need of establishing clear expectations and clear policies and procedures and the need for appropriate placement with adequate support.

Volunteers have said that when an organization does not make good use of their time or talents, or when tasks are not clearly defined for them, they are more likely to drop out of their volunteer commitment. Volunteers under 24 years seem to have the lowest rates of retention.

One time tested key to retention is matching the talents and motivations of volunteers and with appropriate tasks and enough support.

Below is a list of things that volunteers suggest motivates them to continue their work. You may want to list other motivations that do not appear on the list.

What's In It for Me?

Activity 10 (individual reflection)

Take a minute to visualize the actual volunteers in your program. What motivates each one of them? Write the name of a volunteer next to a motivation in the list below. Add any motivations you know about that are not included here. Keep these motivations in mind as we go through this section.

WIIFM – “What’s In It for Me?”

Some Motivations for Volunteers

Feel Needed	New Community
Share Skills	Explore a Career
Learn New Skills	Committed to a Cause
“Give Back”	Feel Challenged
Meet People	Need to fulfill mandated requirement
Keep Busy	Employer Encourages It
Make Contacts	Gain Status
Gain Experience	Enjoy Teaching
Language Exchange	

Placement

Activity 11 (small group)

In small groups of 3 or 4, take turns describing your placement process. What are the challenges to placement, and how do you deal with them?

The following three pages are samples of a tutor placement process. Please take these back to your program and reflect on what might work for you.

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Volunteer Tutor Matching Process

- Christine Polk trains tutors, which includes a classroom observation. The volunteers tell Christine when they want to observe. She checks with the teachers to make sure it is convenient.
- Volunteers fill out a form with their time availability.
- Students who want a tutor complete a “Tutor Request Form.” They get one from their counselor, Erica Mielke (Lee) or Estella Bodner (Gt. Barrington). The counselor gives the completed form to Christine.
- Christine talks with teachers to check on priorities, attendance and the abilities and needs of student.
- Christine creates potential matches. Attendance is the first priority: how long the student has been in the program and consistent attendance. Teacher recommendation and student need are the next priorities.
- Christine contacts volunteers to see if the match would work.
- Christine informs Erica or Estella of potential matches.
- Erica or Estella checks with student to ensure the time and place will work.
- Erica or Estella contacts the tutor for a convenient evening to meet and match with the student during class time.
- That evening the tutor spends some time in the class of the student.
- Erica or Estella meets with the tutor and student to help fill out the Tutor Assignment Form. Both the tutor and tutee have a copy of the form.
- Erica or Estella gives the tutor the text books that the student uses in class.
- Erica or Estella informs Christine the match is complete: Time and place.
- Christine calls the tutor after the first session.

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Volunteer Tutor Program

Do You Want a Tutor?

You need to attend classes regularly to have a tutor.

Your counselor will tell you when there is a tutor who can meet the same times as you.

Date: _____

Name: _____

Teacher's Name: _____

Mailing Address: _____

Home Telephone: _____ Cell Phone: _____

Do you have a car? _____ Which towns are best? _____

When did you start attending classes? _____

When can you meet with a tutor?

Please show **ALL** the days and times you could meet with a tutor.

Fill in the exact times. You need to meet one or two hours every week.

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

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Tutor Assignment

Date: _____

Tutor: _____ Home Phone _____

Work Phone _____

Cell Phone _____

Student: _____ Home Phone _____

Work Phone _____

Cell Phone _____

Student's teacher and class _____

Teacher's Phone, email _____

First meeting time and place: _____

Student Goals: _____

Student's Immediate Need: _____

Tutoring Lessons:

Student – Bring: Activities from class, bi-lingual dictionary/translator
Paper, pen, questions

Tutor – Bring class textbooks
Tutoring resources

Get to know each other

Review class materials

HAVE FUN! ENJOY!

Communicating with Volunteers, Teachers, and Counselors

Activity 12 (whole group)

Many volunteer coordinators note that supervising, supporting, and communicating with volunteers are their most pressing areas. To improve communication, coordinators have suggested the following:

- Short regular reports where volunteers fill in areas you want to check in on (See page xx for a sample report)
 - Informal emails on regular basis
 - Informal meetings
 - “Office hours” when you are available for drop in support problems, etc
 - Workshops
 - Dialogue journals via email (IF the volunteer and you like writing!)
 - Posting a public scheduling on dry erase board for volunteer coordinator and all tutors so everyone knows where you all are and when.
-
- Under the Communication chart on the wall, please list the different ways your volunteers, teachers, and other staff communicate with you and with each other.
 - Under the Support chart on the wall, please list the different ways you offer support to your volunteers. For example, a stock of supplies, tutoring resources, access to computer, etc.
 - Under the Supervision Challenges chart on the wall, please list the most pressing challenges you feel as a volunteer supervisor.

One way to improve support to volunteers is to ask them what kind of support they need and how they would like it. On the next page you will see an example of a tutor support review. Please take it with you to review and adapt to your own purposes if you find it helpful.

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Tutor Support: You have lots of it.

The Coordinator is here to help you:

- Brainstorm solutions
- Design lessons
- Select teaching materials
- Locate resources
- Find more information
- Explain tricky grammar questions
- Connect to other tutors in similar situations
- Find another tutoring place if needed

The Counselor is here to help you:

- Communicate with your student
- Get feedback/suggestions from your student
- Track down a missing student
- Provide referrals to service agencies etc.
- Share information and provide advocacy on specific concerns, such as Citizenship, enrolling in BCC.

The Teacher is here to help you:

- Use ideas to reinforce, supplement the class lessons
- Understand your student better
- Appreciate the progress of your student
- Focus on specific needs, strengths
- Know what is going on in the classroom
- Know what is planned for future lessons

And anything else that will help you and your student.

Get in touch by phone or email.

We love to hear from you –

Christine Polk: Phone: 637-0236

crspolk@aol.com

Estella Ortiz Bodner: Phone. 528-4646

fajme@usadatanet.net

Erica Mielke: Phone: 717-0614

erica_Mielke@hotmail.com

SOUTH BERKSHIRE EDUCATIONAL COLLABORATIVE

Volunteer In-Service Trainings

- Each bi-monthly training is 2 hours. There is a choice of evening or morning times.
- The in-service trainings are based on the volunteers' needs and interests.
- Each workshop starts with sharing of the tutors' experiences – successes and challenges. Basic principles from the initial training are reviewed and related to the sharing.
- The focus of the workshop is usually an elaboration of an area of study from the initial training: specifically; listening, talking, reading, writing, personalizing instruction, enlarging the tutors' "tool kit."

In-service trainings from the past have included:

- Keep in Style – teaching and learning styles: how to use your student's strengths.
- Fun with Grammar - making sense of the crazy English language
- Real Life Reading – using the newspaper for developing skills and vocabulary
- Working Words – ways to help your student with his/her own workplace needs
- Write-On – using models to improve writing
- Phonic Phacts – a review of phonics, spelling and pronunciation
- Games Adults Play – creating variety with games and activities
- FACE-to-FACE – Fluency and Accuracy in Conversational Experiences

Recognition Events

Activity 13 (whole group)

- How do you recognize the value of your volunteers?
- What has been successful in this area?
- What are some of the challenges to volunteer recognition?
- How does your recognition relate to motivation?

Please write down two things you would like to improve in your program in the area of retention of volunteers.

1.

2.

ELEMENT #5: ADMINISTRATION

The Massachusetts Department of Education requires that programs they fund provide data entered into the SMARTT system, as well as back up documentation. This data becomes part of accountability and assessment of programs.

The following samples provide information to coordinators for SMARTT documentation. You can review these samples to see if you can adapt them to the needs of your program.

Sample EMLC Tutor Report Form

Tutor name: _____ Learner Name: _____

Month: _____ Year: _____ Place/Day/Time of most tutoring sessions : _____

Total hours of tutoring this month: _____ Hours spent in preparation: _____

You must Explain Each Goal in the Space Provided Below.

Goals Achieved THIS MONTH ONLY:

Family/Self: explain below

- Met a health/wellness goal
- Met a goal involving children's education
- Met a communication/pronunciation goal
- Met a reading/writing goal

Work/Education: explain below

- Met a work-based goal
- Entered training program
- Passed a standardized test (GED/TOEFL etc.)
- Met an educational goal

Self within Community: explain below

- Met a citizenship/residency goal
- Acquired library card, driver's license or other
- Participated in government (registered to vote, voted, etc.)
- Participated in community activity or volunteer work

Other goals achieved this month:

- _____
- _____

New goals set:

Family/Self: explain below

- Meet a health/wellness goal
- Meet a goal involving children's education
- Met a communication/pronunciation goal
- Met a reading/writing goal

Work/Education: explain below

- Met a work-based goal
- Entered training program
- Passed a standardized test (GED/TOEFL etc.)
- Met an educational goal

Self within Community: explain below

- Met a citizenship/residency goal
- Acquired library card, driver's license or other
- Participated in government (registered to vote, voted, etc.)
- Participated in community activity or volunteer work

Other goals achieved this month:

- _____
- _____

Explanation of Goals Achieved this Month: use back of page for further descriptions of goals achieved.

VOLUNTEER MANAGEMENT TRAINING

Learner life changes: (For example new address, new phone number, new job, job promotion, divorce, illness, extended travel.):

People were concerned about who would see the info on these forms...something to consider with recent info about how everyone is being tracked, etc comes back to confidentiality

Materials and activities used this month: Please include **all** materials/activities used. For a structured series, list title, level, and lesson(s). Example: "Lifeprints, 2, lessons 2-3, utility bills, notes from child's teacher, Boston Globe classifieds." Use the back if needed.

Please submit reports by the 7th of each month.

Mail to: English at Large, Attn: Carolyn · 400 High Street · Medford, MA 02155. Email: <volunteer@emlc.org>

Submit through Web site: <www.emlc.org/tutors/tutors.html>. Phone: 781-395-2374. Fax: 781-395-3281.

FOR OFFICE USE ONLY: Access ____ SMARTT ____ Counselor ____

Developed by the Eastern Massachusetts Literacy Council
An affiliate of ProLiteracy America

SOUTH BERKSHIRE EDUCATIONAL COLLABORATIVE

P.O. Box 502, Great Barrington, MA 01230
413-528-6263

VOLUNTEER PROGRAM
Monthly Class Assistant Report

Month:

Name:

Class:

How many times did you assist in this class this month?

What was your role? What did you do?

What are some successes, achievements, progress?
What were the positive times? Things you liked best?

What are some questions, difficulties and/or problems?
What were the things that were least satisfying?

Any ideas, materials and/or resources that you need?
How can I or your teacher help?

*Please email this to Christine Polk, crspolk@aol.com
Or mail: 74 Galway Ct., Lenox, MA 01240*

SOUTH BERKSHIRE EDUCATIONAL COLLABORATIVE

Volunteer Information for DOE Statistics

SAMPLE: This form has been designed in this format because it is the way information is entered into the SMARTT system.

Date: _____

First and Last Name: _____

Gender: _____

Date of Birth: _____

Ethnicity: _____

Native Language: _____

Assignment: Student name and/or class: _____

Home Address: _____

Mailing Address (if different) _____

Home Phone: _____ Work Phone (if appropriate): _____

Email: _____

Training: Orientation: _____ Pre service: ABE _____ ESOL _____

Scheduling Availability: Will volunteer in the summer: _____

Available hours:

Please show **ALL** the days and times you are available. Please fill in the exact times.

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Internal Program Assessment

Activity 14 (individual reflection)

We are coming to the end of the workshop. Having reflected on all the elements we have discussed, please consider the following:

- What additional information do you want to know about in running an effective volunteer program?
- How will you get that information?
- Who do you want to ask for this information? (people in this group? People in your program? Others?)
- How can you use this information to improve your program?

ELEMENT #6: ACTION PLAN

Envisioning Success

Activity 15 (individual reflection)

Consider your notes, discussions and resources from the training. Envision your program as wonderfully successful, being the best it can be. What will each element look like?

Check each item: * This is already going really well.
 OK This is OK: I can do one thing to improve it.
 C This has been challenging: These are some ideas and solutions.
 M I need to know more about this.

Check	Elements of a Successful Program	Notes
	Recruitment <ul style="list-style-type: none"> ■ Advertising ■ Registration ■ Initial volunteer intake 	
	Orientation <ul style="list-style-type: none"> ■ “Selling” your organization ■ Describing positions ■ Setting expectations ■ Screening applicants 	
	Training <ul style="list-style-type: none"> ■ Initial training for different positions ■ Policies and procedures including: <ul style="list-style-type: none"> * Required reporting * Liability * Safety * Confidentiality * Adults With Disabilities Act (ADA) 	
	Retention <ul style="list-style-type: none"> ■ Appropriate placements ■ Support, supervision, communication ■ In-service training ■ Recognition events 	
	Administration <ul style="list-style-type: none"> ■ Massachusetts Department of Education ■ (MDOE) requirements; ■ MDOE documentation, data collection, ■ tracking of volunteers; ■ Internal program assessment 	

1 = Disagree strongly 4=Unsure (neither agree nor disagree) 7 = Agree strongly

7. I am satisfied with the extent of the access of ongoing volunteer support workshops and activities that support my ability to perform my volunteer services. 1 2 3 4 5 6 7

I would like more support with the following aspects of the service I provide:

8. I am satisfied with the extent to which the program keeps me informed about students, other volunteers, decisions made, changes, program activities, and literacy in general. 1 2 3 4 5 6 7

My ability to perform my volunteer service would improve if: so that I could:

9. I would recommend this program to a friend who is looking for interesting volunteer work. 1 2 3 4 5 6 7

I would be more likely to recommend this program if:

10. I feel my volunteer efforts are appropriately recognized by this agency. 1 2 3 4 5 6 7

I would feel more appreciated if:

11. In general, I am satisfied with my volunteer experience at this agency. 1 2 3 4 5 6 7

I would feel more satisfied if:

12. I am satisfied with the extent to which the web site supports volunteers. 1 2 3 4 5 6 7

My ability to perform my volunteer service would improve if the web site offered: so that I could:

13. What kind of preparation did the program provide to help you prepare for your volunteer role?

(Please check all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> I attended a general orientation session for new volunteers. | <input type="checkbox"/> I attended a tutor training workshop prior to my volunteer service. |
| <input type="checkbox"/> I observed an experienced volunteer doing the job. | <input type="checkbox"/> I was given or directed to resources to read/study. |
| <input type="checkbox"/> I received individual training. | <input type="checkbox"/> Other (please explain): |
| <input type="checkbox"/> I was coached or mentored by an experienced person. | |
| <input type="checkbox"/> I received no special preparation. | |

14. The best thing about volunteering for this program is:

15. I would be more satisfied with my volunteer experience if:

16. Please place a "1" in the box that indicates your primary volunteer responsibility and a "2" in the box that indicates a secondary volunteer responsibility (if applicable).

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> Tutor | <input type="checkbox"/> Trainer | <input type="checkbox"/> Assessor | <input type="checkbox"/> Board/Governance |
| <input type="checkbox"/> Conversation
Group
Vounteer | <input type="checkbox"/> Office Volunteer | <input type="checkbox"/> Technical
Support | <input type="checkbox"/> Special Event/
Fundraising |
| <input type="checkbox"/> Other (please describe): | | | |

17. I have been a volunteer with this program for _____ years and _____ months.

18. On average, I volunteer about _____ hours per month.

19. I would like to volunteer: more hours fewer hours the same amount of hours

Demographic Information: Your responses to the following standard questions will help programs more effectively meet the needs of diverse volunteer populations. Please note that some categories may not be applicable to the specific program for which you volunteer.

20. Your age:

- 15 & under
- 16-24
- 25-44
- 45-59
- 60 & over

21. Ethnicity:

- Native American/Alaskan
Native
- Asian
- African American
- Latino(a)/Hispanic
- White
- Other

23. Gender:

- Male
- Female

24. Education:

Less than 12th grade
High school diploma/GED
Some College
Undergraduate degree
Graduate Degreee.

25. Employment Status:

Employed full-time
Employed part-time
Unemployed (*seeking employment*)
Retired
Not in labor market (*not seeking employment*)

THANK YOU!

Please note: You are NOT required to provide your contact information if you do not wish to be identified on this survey. However, in such a case, we will have no means of providing you with feedback regarding any specific concerns or suggestions that you have.

Name (Optional) _____

Phone Number _____

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An affiliate of ProLiteracy

RESOURCES

SABES Bibliography

Volunteer Guidelines, Training and Management, May 2006

Note: For availability, contact the SABES Literacy Library: 617-287-4074
sandra.darling@umb.edu

Book Collection

Basic Literacy Trainer's Guide, Chloe Fessler, and Inc Literacy Volunteers of America. Syracuse, NY :
Literacy Volunteers of American, Inc, 1994.
LB1050 .C62 1994

Becoming an Effective Tutor, Lynda B. Myers. Los Altos, CA: Crisp Publications, 1990.
LC41 .M93 1990

A Coordinator's Guide to Help America Read: a Handbook for Volunteers, Gay Su Pinnell, and Irene C.
Fountas. Portsmouth, NH: Heinemann, 1997.
LB2844.1.V6 P52 1997

Enriching Our Lives: Poetry Lessons for Adult Literacy Teachers and Tutors, Francis E. Kazemek, and Pat
Rigg. Newark, DE: International Reading Association, 1995.
LC151 .K39 1995

ESL Home Tutor Resource Kit, Maureen Nurse, Training and Technology British Columbia Ministry of
Advanced Education, and Transfer and Technology Centre for Curriculum. Victoria, BC:
The Ministry, 1998.
PE1128.A2 .N87 1998

Help America Read: a Handbook for Volunteers, Gay Su Pinnell, and Irene C. Fountas. Portsmouth, NH:
Heinemann, 1997.
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Knowing and Naming: Reflections and Approaches From Adult Literacy Tutor Training and Teaching, Beth
Sauerhaft. [S.l.]: Beth Sauerhaft, 1989.
LC149.7 .S38 1989

Litstart: Literacy Strategies for Adult Reading Tutors, Ed Robson, Marsha De Vergilio, and Donna
DeButts. Lansing, MI: Michigan Literacy, Inc, 1989.
LC5225.R4 R62 1990

Many Literacies: Modules for Training Adult Beginning Readers and Tutors, Marilyn Gillespie, Janet Kelly,
and Mass. Read/Write/Now Adult Learning Center (Springfield. Amherst, MA: Center for
International Education, 1990.
LC5225.R4 G46 1990

Read With Me, Walter Anderson. Boston: Houghton Mifflin Co, 1990.
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VOLUNTEER MANAGEMENT TRAINING

- Recruiting Volunteers: a Guide for Non-Profits*, Mary Ann Burke, and Carl Liljenstolpe. Los Altos, CA: Crisp Publications, 1992.
HD8039.N65 B87 1992
- Talk Time Handbook: Conversation Sessions for Volunteer Facilitators and Limited English Speaking Participants*, Marilyn Bentson, Elisabeth Mitchell, and Jamie Treat. [Tacoma, WA; Washington, DC: Tacoma Community House; National Institute for Literacy], 1995.
LB1529.U6 B46 1995
- Teaching Adults: An ESL Resource Book*, developed by Laubach Literacy. New York: New Readers Press, 1997.
- Teaching and Learning From Strengths: ESL Tutor Training Curriculum Guide*, Loren McGrail, and Adult Literacy Resource Institute. Massachusetts: Adult Literacy Resource Institute, 1990.
PE1128.E85 M34 1990
- That Kid Can't Even Read: a Collection of Case Studies on a Volunteer Literacy Programme*, Grassmere Youth Services. [Doveton, Vic.]: Grassmere Youth Services, 1990.
LC149 .T42 1990
- Tips at Your Fingertips: Teaching Strategies for Adult Literacy Tutors*, Ola M. Brown. Newark, DE: International Reading Association, 1996.
LC5225.R4 T56 1996
- Tutor: A Collaborative Approach to Literacy Instruction*, Judy Cheatham, Ruth Colvin, and Lester Lamencack. New York: New Readers Press, 1993.
- The Volunteer Recruitment and Membership Development Book*, Susan J. Ellis. Philadelphia, PA: Energize, 1996.
HN49.V64 E444 1996
- The Volunteer Recruitment Book*, Susan J. Ellis. Philadelphia, PA: ENERGIZE, Inc, 1994.
HN49.V64 E444 1994
- The Volunteer Tutor's Toolbox*, Beth Ann Herrmann. Newark, DE: International Reading Association, 1994.
LC149 .V65

SABES Literacy Division Bibliography: Volunteer Guidelines, May 2006

(These resources can be found in the SABES Central Resource Center (CRC) library, but they do not circulate. Call Lenore Balliro or Lou Wollrab at the CRC, World Education, if you want to come in and use these resources. 617-482-9485

- Commonwealth Literacy Corps. *Commonwealth Literacy Corps ABE Methods Resource Handbook for CLC Volunteers*. Massachusetts: Commonwealth Literacy Corps.
LB2844.1.V6 .C662
- Adult Literacy & Basic Skills Unit (ALBSU). *ESL/Literacy: An Introductory Handbook for Tutors*. London, England: The Adult Literacy and Basic Skills Unit, 1985.
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Sauerhaft, Beth. *Knowing and Naming: Reflections and Approaches From Adult Literacy Tutor Training and Teaching*. Boston, MA: Adult Literacy Resource Institute, 1989.
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McGrail, Loren. *Teaching and Learning From Strengths: ESL Tutor Training Curriculum Guide*. Boston, MA: Adult Literacy Resource Institute of the University of Massachusetts (Boston), 1990.
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Reck, Deborah, Lucinda Wingard, Marilyn Bentson, Peter Skaer, Julia Gage, Karen Zeller, Judy de Barros, Matthew Laszewaki, and Anita Bell. *Tutoring ESL: A Handbook for Volunteers*. Tacoma, WA: Volunteer Training Project at the Tacoma Community House, 1986.
PE1128.A2 .R43 1986

Minicz, Elizabeth, and Judith Diamond. *Volunteers and Teachers in the Classroom: Training Packet for a Two-Session Workshop on Volunteers and Teachers in the Classroom*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education ; Pelavin Associates, [1992?].
LC5225.T4 .P23 1992

SABES File Cabinet Collection

This collection largely reflects a collection of materials developed by ABE practitioners. Contact Sandra Darling, librarian, at 617-287-4074 to access the resources.

Assisting College Students with Learning Disabilities: A Tutor's Manual

Adelman, Pamela and Olufs, Debbie. 1990.

SABES RSC: Boston, Southeast. File drawer: ABE/Curriculum and materials.

A manual written for service providers and tutors who work with college level students with learning disabilities.

Beyond Details: Designing a Volunteer Tutor Institute

Gonzalez, Maria E. and Reuys, Steve. 1993.

SABES RSC: Boston. File drawer: Administration/Program planning and development.

Designed for volunteer coordinators, this ongoing workshop/sharing group tackles different aspects of running a volunteer program in adult basic education. The folder includes: packets of materials for inspiring creative writing; sample questions to ask at a reunion of volunteer coordinators.

A Manual for Adult Literacy Tutors: A Follow-Up to Tutor Training

Odell, Mary Ann and Snowman, Sally. February 1999.

SABES RSC: Boston, Northeast, Southeast, West. File drawer: Administration/Volunteers.

Although the manual is geared towards learning disabilities, with a focus on brain activity, testing math skills and strategies for learning, the material is applicable for tutors in a variety of settings.

Tutors as Learners: Becoming a Reflective Practitioner

Hugo, Jane. 1993.

SABES RSC: Boston. File drawer: Counseling/Communication skills.

This conference paper guides teachers on how to be reflective in their work; it includes specific suggestions, real-life examples and a bibliography of sources.

Volunteers and Teachers in the Classroom: Pelavin Training Module. 1993.

SABES RSC: Boston, Northeast, Southeast, West. File drawer: General audience/Volunteers. Two- or three-session workshop series with scheduled activities for participants to complete between sessions. Material includes detailed instructions for trainers as well as masters for all handouts and transparencies.

What Next?? A Quick and Easy Guide to Practical Volunteer Tutor Management.

Riley, Brenda Stone. June 1996.

SABES RSC: Boston, Northeast, Southeast, West. File drawer: General audience/Volunteers. A hands-on, practical guide to managing volunteer tutors in an adult basic education program.

Web Resources for Volunteer Managers

Grassroots Press

<www.literacyservices.com>

Listing of Grassroots Press publications from Canada, including the following valuable resources:

Literacy Volunteer Resources (Ottawa-Carleton Coalition for Literacy)

Handbook for Literacy Tutors (Ottawa-Carleton Coalition for Literacy)

Points of Light

<www.pointsoflight.org/resources/volunteerresource>

Excellent links for a large variety of volunteer topics.

United Way of Massachusetts Bay

<www.uwmb.org>

A local resource for people who wish to recruit volunteers, become volunteers, develop a volunteer program or serve on the board of a nonprofit organization. The web site offers a database of volunteer opportunities. United Way also offers *Effective Practices in Volunteer Management Seminars* that will help you make the most of your volunteer resources.

ServiceLeader

<www.serviceleader.org/new/>

This web site provides information, guides, and articles on all aspects of volunteer management, including getting your organization ready to involve volunteers, volunteer screening, matching, record-keeping and evaluation, legal issues/risk management, volunteer/staff relations, online activism by volunteers, and volunteer management software.

VolunteerMatch

<www.volunteermatch.org>

VolunteerMatch is a nonprofit, online service that helps interested volunteers get involved with community service organizations throughout the United States. Volunteers enter their ZIP code on the VolunteerMatch web site to quickly find local volunteer opportunities matching individual interests and schedules.

Energize, Inc.

<www.energizeinc.com>

Energize, Inc. provides information on books, resources, and ideas regarding volunteerism.

Idealist

<www.idealists.org>

On the non-profit Idealist web site, you can find volunteers to work with you by looking through the Volunteer Profiles. You can also advertise your volunteer opportunities here. You can sign up for e-mail updates about upcoming events in your area and new books and resources in your field.

Verizon Literacy University

<www.vluonline.org>

Verizon Literacy University offers free online courses for anyone learning about the various aspects of literacy. There is a 30 minute (self-paced) course called Orientation to Volunteering in Literacy that gives good information about the need for literacy volunteers in the United States. All of the courses could give you ideas of things to include and how to structure your own volunteer training. There are also 4 or 5 online presentations about using or managing volunteers in literacy programs.

ProLiteracy Online Information Center

<proliteracy.org>

If your program is an affiliate of ProLiteracy, you have access to informative articles on all aspects of running and maintaining a literacy program, including volunteer management and training, at this web site.

Time to Read

<www.timetoread.org>

Time Warner Company's Literacy/Mentoring program created this on-line literacy tutor manual. A "short and sweet" presentation of activities promoting reading comprehension. Most activities are based on the use of magazine articles.

Read Write Now Partners Tutoring Program

<www.udel.edu/ETL/RWN/Tutorman.html>

A tutor training guide put together for the American Initiative on Reading and Writing. Some good guidelines and tips, although this is based upon tutoring children.

The Volunteer Management Report

<www.energizeinc.com/prof/services/vmreport.html>

This is published monthly by Stevenson, Inc. It is not able to be reproduced, except for the back page. While it is not specifically for ABE programs, it contains a lot of general information on working with volunteers. (In the SABES West region, it is kept in a binder and then it circulates among volunteer coordinators.

Other Resources/Books Not in the SABES Library

What We Learned (the hard way) About Supervising Volunteers, Jarene Lee and Julia Catagnus. Philadelphia, PA: Energize, Inc. 1999.

Tutor: A Collaborative Approach to Literacy Instruction, Judy Cheatham, Ruth Colvin, and Lester Lamencack. New York: New Readers Press, 1993.

The Volunteer Recruitment Book (3rd edition), Susan.Ellis. Philadelphia, PA: Energize, Inc. 1996.

Volunteers and the Law: A Guidebook, Robert W. McMennamin. Tomac Publishing, 1996.