





II. RECRUITING AND RETAINING SENIOR VOLUNTEERS

Those who bring sunshine to the lives of others cannot keep it from themselves.
James Barrie

Regardless of the number of seniors and new retirees residing in a given community, the project director's challenge is to **attract** the ones who would welcome the opportunity to become Seniors for Schools volunteers. The next challenge is to **retain** your valued volunteers, making the experience so satisfying they commit to the program and grow with it. Retaining volunteers is vital to realizing the intensive service goals of the Seniors for Schools initiative, and lends **continuity and consistency** to the overall tutoring effort. By successfully retaining volunteers you are also more likely to increase awareness of the program and create an interest and enthusiasm that will bring more volunteers and community involvement into the program.

This chapter offers guidance to help you:

-  Focus planning for recruitment and retention of volunteers
-  Identify institutions, organizations and groups that are valuable and helpful in volunteer recruitment
-  Develop recruiting and retention strategies, techniques and materials
-  Develop forms and handbooks to help you accomplish the administrative tasks involved in enlisting and supervising volunteers in your program.



A. Recruiting Volunteers

Volunteers are the bottom line of your program, and for that reason, recruiting volunteers will be an ongoing task for you and your staff. Even after you have succeeded in recruiting a full complement of volunteers for the start of your program, inevitably there are changes in their lives – personal issues, health problems – that may result in their leaving the program. As your program grows, you will also need to recruit more volunteers to fill new positions.

In general, recruiting volunteers is something that you should build into all the other aspects of your program. For example, as you develop parent outreach and community-building activities, you can generate interest in the volunteer experience. As you plan your recruiting strategies, think of ways to include information on volunteer opportunities in just about everything you do!

1. Issues to Consider for Planning Volunteer Recruitment

Essential Skills and Qualities

- What essential **skills** will volunteers need to be successful in your program?
- Do volunteers need to have a specific **background**? What kind of background?
- Will volunteers need to have **experience** working with children?

Participation Requirements

- **How much time** will volunteers need to invest to be part of your program?
- Will your program have **diverse levels of involvement** to accommodate the varying commitments volunteers can make?
- How much **flexibility in participation** will you offer to accommodate changes in volunteer availability caused by medical reasons or unexpected time-off needs?

Incentives and Benefits

- What **benefits** can your program offer to volunteers? How will you highlight them in your recruitment efforts?
- What **incentives** will your program provide to part-time volunteers?
- What **additional benefits/incentives** will you offer volunteers who assume or increase their **leadership** responsibilities?

Training and Preparation

- Volunteers are sometimes reluctant to join a program because they feel they lack the necessary skills to make a contribution. **How will you communicate** to potential volunteers that **your program welcomes them “as is”** and that training and preparation will be provided by the program?
- How will you then **prepare participants** for their role with your program?
- When recruiting volunteers, what **training opportunities** can you comfortably offer?
- Who will **coordinate and lead volunteer trainings**?

Transportation Issues

- What transportation issues might volunteers face **coming to and from** your site?
- Are **meeting sites** on a bus or subway line?
- Will volunteers have to travel a considerable **distance** to participate?
- What **transportation assistance** can your program realistically offer? Cab fare, bus tokens, or mileage reimbursement?



*For ongoing recruiting efforts, identify one of your volunteers who can **speak effectively** about the positive kinds of experiences he or she has had as a volunteer with your program. Take this volunteer with you when you make presentations.*

2. Locations, Organizations, and Institutions for Volunteer Recruitment

When the Seniors for Schools program began in 1997, one of the greatest challenges that the nine demonstration projects faced was **determining the best places to recruit senior volunteers**. Therefore, one of the most important first steps when approaching recruitment is to begin by brainstorming all the places, associations, events, and organizations that are, or may be, part of the lives/interests of seniors in your local community. Make a list. Think about the obvious and not-so-obvious places where seniors may congregate.

When you are recruiting volunteers at any of the locations where they live or congregate, it is very important to do **“blanket recruiting.”** This means that you saturate your target audience. For example, don’t just stop by and pass out flyers one time in a senior high rise. Visit the high rise several times and try to find out who the resident leaders or “activists” are. Your goal is to try to establish **contact with at least one resident you can connect with**, who is willing to spread the word to others and ensure that your posters or flyers get good exposure.

The following questions provide some guidance as you begin thinking of the places and organizations you may target.

Where do seniors live in your community?

- Retirement centers and retirement communities
- Senior high rises
- Older residential neighborhoods

What clubs/organizations might seniors belong to?

- Local civic groups such as the LINKS, Kiwanis Clubs and Rotary Clubs
- Alumni chapters of sororities and fraternities
- Local chapters of the Retired Teachers Association and other retiree associations
- Local churches and synagogues, especially those near your partner schools

What's a good source of demographic information on seniors?

- The American Association of Retired Persons (AARP)
- Local city and county government offices
- Public libraries
- Local newspaper(s): find out who writes about senior issues.



*Plan an effective model for making presentations at local **churches and synagogues**. These are locations where you may find many older members who are already volunteers, and who have strong connections to other organizations and groups in the community where more potential volunteers may be found. They also know who the leaders are in their congregations and in the community.*

3. Recruitment Techniques and Strategies

- Take advantage of **free ads** you can place in community newspapers or ‘shoppers’
- Run a commercial on the **local cable access channel**
- Work with **local radio stations** to run public service announcements about your program and need for volunteers
- Make a **video** of your volunteers working with their tutees and send it in to the local TV stations – seniors working with children has universal appeal

“It was difficult for us to find five volunteers able to serve fifteen hours a week in each school at first,” reports (Joy) Banish, (Cleveland Seniors for School Project Director).

Churches and libraries are where they found the most success. “We sent a letter to every church and synagogue in the entire county, asking them to make an announcement during service, or to post information.”

Convincing the local paper to write a feature story on the project and its volunteers helped attract tutors, too.

from *The Tutor*, Fall 1998 issue

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- Get a story in the **school newsletters** that are distributed to parents and community -- sometimes parents will recommend *their* parents for the program
 - Place ads or announcements in **local library** flyers, newsletters, or on a library bulletin board – you want to attract seniors who are attracted to reading and books!
 - Keep your eyes open for **bulletin boards** around town, often made available to the public at grocery stores and other commercial or public places
 - Place ads in **university/college newspapers**
 - Share your recruitment needs with **local school district staff and employees**, and place ads or articles in their newsletters and mailings

- Send a **press release** to the local newspapers announcing your program
- Partner with community churches to put recruitment ads in their **church bulletins** (sometimes the church pastor will even make a reference to your program's volunteer needs during church announcements)
- Speak directly to **staff at your partner schools**. Often teachers and principals can recommend friends or family that may be interested in the program.

Project directors found that one of the best strategies for recruiting volunteers is by **word of mouth**. Once you're able to get one or two volunteers interested, you're then able to double your recruitment impact by having those two volunteers share information about your program with their friends. This also provides opportunities to build leadership positions for volunteers. The **opportunity for leadership** provides satisfaction for the volunteer, which is enhanced as he/she seeks out and finds more "recruits."

When you contact a local radio station, TV station or newspaper, **keep in touch by keeping your contact informed about your project**. Send them flyers about upcoming events; send them information about positive outcomes. Take pictures of events to pass on to them. This will help to maintain their interest in your project and develop a connection to its activities.

When you are mentioned in an article, feature, or public service message, **send a thank you note**.



*Ask volunteers to share information about the program with **friends or family members**. You might suggest that a volunteer ask his or her spouse to become a volunteer. Even a retired sister or brother. Invite the friend or family member to come to the school, to participate in some event related to the program.*

B. Retaining Volunteers

When volunteers make a commitment to your literacy project and stay with it, this lends stability and credibility to your program. Maintaining your team of volunteers also provides consistency and continuity for the teachers as they support the tutoring effort and individual activities. But perhaps the most important reason to develop effective strategies to retain your valued volunteers is the positive impact this has on the children.

Literacy projects generally target children who are having the most difficulty learning how to read, or who may not speak English as their first language. These **children need to feel comfortable in the tutoring relationship**. They need to develop a sense of **trust** in the tutor so they can risk making mistakes and keep on trying. They need to feel that the tutor is their ally.

This kind of **relationship is more likely to develop** when the same tutor stays with the child throughout the year, and even into the next. For that reason, it is critical that the project director and program staff create a positive and rewarding volunteer experience that will motivate volunteers to remain with the program.

1. What Seniors Might Be Looking For in the Volunteer Experience

The history of the senior volunteer movement in the United States began with the idea that men and women over the age of 55 had a significant contribution to make to society. In turn, the volunteer experience is meant to bring significant rewards to the seniors who make the commitment to volunteer service. The quality of the volunteer experience has therefore been an important consideration from the beginning, and **volunteer satisfaction and empowerment** is one of the core elements of the Seniors for Schools Initiative.

When developing and implementing recruitment and retention strategies, keep in mind some of the **reasons why** seniors come out of retirement or seek activities outside the home. These are issues to consider as you plan activities for your volunteers, emphasizing what they are likely to look for and value in the volunteer experience.

- A **need to connect with others around issues that are important to society**, such as children, education and benefiting their community
- A desire to **get involved for social reasons** – to develop and expand a social network or outlet. Sometimes volunteers have recently lost a spouse or a loved one and are looking for ways to get involved with a positive, encouraging group of people
- A need to **feel useful and valuable** in the absence of a routine they used to experience in the work place or as a homemaker/mother
- Some volunteers have **retired from teaching positions** and appreciate the opportunity to work one-on-one with children, which provides them the freedom to give their personal attention to a child without the kinds of demands found in the traditional teacher role
- Many retirees find themselves surprised by how soon they feel burdened by too much **time on their hands**. They may become restless and even fatigued from lack of things to do and lack of demands on their time. The opportunity to schedule their time during the week is a real boost to both their mental and physical well-being.

2. Bringing Volunteers Together

Orientation and training of your volunteers sets the stage for how volunteers view your program and work within it. It is also the time when volunteers first meet each other and come together in the same place. These are opportunities to **develop a positive spirit among the volunteers**, build your team, and to let the volunteers know how essential they are to the program's literacy goals. Orientation, training, and team building are discussed in Chapter III.



Because volunteers will have different tutoring schedules, bring them together for meetings. **Meetings** are an opportunity to discuss operational issues and share problems or concerns. The volunteers are bound to have doubts and obstacles, and nothing feels better than to know someone else is experiencing the same or similar problems. **Sharing with others** – both the good and the frustrating -- is basic to the volunteer experience you want to provide your seniors.

3. Recognition of Volunteer Accomplishments

Throughout the school year, you will want to take the opportunity to **recognize successes and accomplishments** of your volunteers. You should think early about how you will do this. You want to show your appreciation to outstanding individuals, but sometimes acknowledging achievement makes others feel inadequate. How will you help volunteers recognize each other's accomplishments and achievements without making them feel they aren't doing as well?

One suggestion might be to simply **feature a volunteer** and describe the contribution he or she is making to the literacy project. In successive weeks or months you may acknowledge a different volunteer's work, giving each volunteer equal time and recognition.



4. Successful Retention Ideas

Senior volunteers may desire appreciation and a sense of belonging more than young or middle-aged volunteers. There are **simple things** that projects can do to **let volunteers know that their service is appreciated**. It also builds a feeling of team, broadens connection to the corps, and generally enhances work satisfaction. It also allows volunteers to play **leadership roles**.

The following retention activities were employed by demonstration sites with great success:

Sunshine Committee

Invite interested volunteers to form a Sunshine Committee or Hospitality Committee. This type of committee is traditionally responsible for highlighting a birthday or special occasion for other volunteers. Birthdays can be celebrated by simply purchasing or making a birthday cake or brownies for the recipient. The committee is usually responsible for sending cards or flowers to any volunteer who is sick or shut-in, or who has suffered the loss of a loved one.



Pins, Buttons, Accessories

Little things for volunteers such as pins and buttons that they can wear mean so much to volunteers. For example, at the Texas Seniors for Schools site, the project director purchased “angel pins” for volunteers. She was surprised to discover how many volunteers valued their pins. She then began to look for other unique things to use to celebrate accomplishments, volunteer efforts, and appreciation for the work that the volunteers do.



Creating an Identity within the School

Texas Seniors for Schools volunteers wear gold-colored smocks when they are working in the schools. This is a way for school staff and children to easily identify the volunteers and know who they are. Many volunteers see wearing the smocks as a status symbol. This also builds a strong sense of team and team pride.

C. Administrative Issues

Though your volunteers are not employees, your program is like a business in that it is a formal organization of people and activities working to achieve a high quality, successful ‘product’. Recruiting and retaining volunteers therefore involves some of **the administrative tasks you would expect as the manager of a small business**.

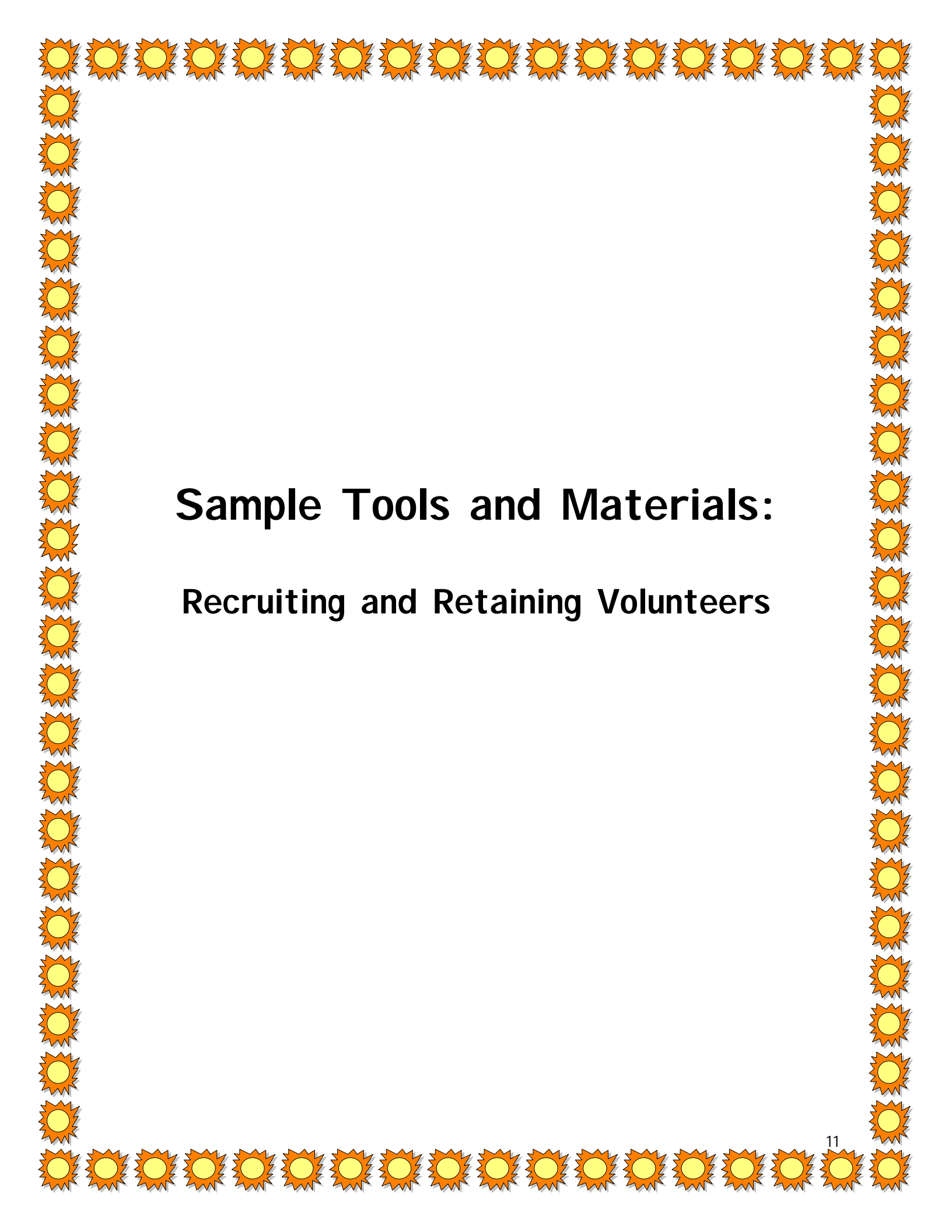
When you set out to recruit volunteers, as you respond to interested applicants, they should fill out a **formal application**. Because volunteers work with children, they are required by law to undergo a **background check**, which involves fingerprinting. You will probably also want to obtain **references**.

Seniors for Schools volunteers are eligible for stipends and health insurance. They are also entitled to reimbursement for transportation costs and may receive education credits for their volunteer work. These incentives are strategies to initially attract senior volunteers and contribute to their feeling that the work they do as tutors is important.

To receive the benefit of these incentives, the **volunteers must fill out forms**. It will be your staff’s responsibility to ensure that they are collected and submitted as required for the benefits to be realized. You will want to devise a **schedule and method for distribution** of stipend checks and reimbursements to ensure that your volunteers receive them in a timely manner.

Some of the administrative materials you will need to prepare for your volunteers are as simple as a few lines on a single page; others are as lengthy and detailed as a **Volunteer Handbook**. Samples of volunteer forms and documents are provided in the Tools and Materials section of this chapter.

Forms that may be required by law are standard and you can obtain them from your sponsor organization or state government office.



Sample Tools and Materials:

Recruiting and Retaining Volunteers

LIST OF TOOLS AND MATERIALS

1. The Spectrum of Volunteers, Generations Incorporated, Boston

Recruiting

2. Recruitment Flyer, Kansas City, Missouri Seniors for Schools
3. Recruitment Flyer, Port Arthur, Texas, Experience Corps
4. Job Description Handout, Kansas City, Missouri Seniors for Schools
5. Job Description Handout, Minneapolis Seniors for Schools
6. Recruitment Brochure, Port Arthur, Texas, Experience Corps
7. Recruitment Brochure, Cleveland RSVP/Seniors for Schools

Retention

8. Volunteer Survival Kit
9. Cultivating and Growing Volunteers

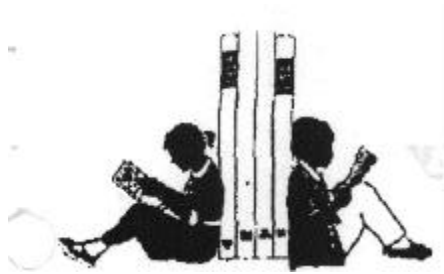
Administrative Issues

10. General Volunteer Enrollment Form
11. SFS Volunteer Application Form
12. Checklist of Volunteer Forms
13. Volunteer Enrollment and Insurance Form
14. Character Reference Form
15. Statement of Good Health
16. Volunteer Sign-In Sheet
17. Volunteer Time Sheet and Reimbursement Form
18. Sample Operational Calendars
19. Incident Report

SPECTRUM OF VOLUNTEERS

VOLUNTEERS	RESPONSIBILITIES	BENEFITS
AmeriCorps Member 40+ hours/week	<ul style="list-style-type: none"> • Serve 4-5 students, 4 days per week • Write session plans for 6 students • Write book folders • Help prepare materials for up to 30+ students each day • Substitute 1-2 sessions per day • Serve as liaison between program staff, volunteers and the school • Coordinate schedules of students and their coaches • Conduct and facilitate evaluation efforts • Spearhead special projects 	<ul style="list-style-type: none"> • Living allowance • Education award • Weekly training and professional development • Mid-year and end-of-year celebrations
AmeriCorps*VISTA 40+ hours/week	<ul style="list-style-type: none"> • Volunteer recruitment and support or financial development • Media relations • Special event planning 	<ul style="list-style-type: none"> • Living allowance • Education award • Weekly training and professional development • Mid-year and end-of-year celebrations
Senior Leader 15+ hours/week	<ul style="list-style-type: none"> • Serve 3-4 students, 4 days per week • Write session plans for 5 students • Write book folders • Support AmeriCorps members in many of their daily responsibilities • Help conceive of and plan special projects • May fill in for absent Reading Coaches 	<ul style="list-style-type: none"> • \$160-\$190 per month • Extra out of pocket expenses reimbursed • Monthly trainings • Mid-year and end of year celebrations
Reading Coach™ 2-14 hours/week	<ul style="list-style-type: none"> • Serve 1-2 students, 2 or 4 days per week • Option to receive training and assist with all other tasks (writing session plans, special events etc.) 	<ul style="list-style-type: none"> • Ongoing support • Travel and out-of-pocket expenses reimbursed • Mid-year and end-of-year celebrations.

Prepared by Melissa Gartenberg, Generations Incorporated (Massachusetts) – “Leaps in Literacy”



YMCA of Greater Kansas City
Seniors for Schools

Read to Succeed

3100 Broadway, Suite 930 • Kansas City, MO 64111-2413 • (816) 561-8122, ext. 277

Are you at least 55 years young and active in your community?

Let's pass it on!

Do you want to help children learn to read?

WE NEED YOU!!!

Come share your gifts, talents, and skills with
children, parents, and your community as a

Reading Tutor!!!

Volunteer at a local Elementary school 3 days a week

There are a limited number of **stipend** positions!

Benefits: YMCA Membership, School Lunch

For More Information, call the Program Director,

Kimberly Jordan, at 561-8122 x277



We build strong kids, strong families, strong communities.

*Experience Corps
Port Arthur
Seniors for Schools*

“We make a living by what we get,
but we make a life by what we give.”
-Author unknown

**HELP A CHILD SUCCEED!
BE A TUTOR/MENTOR!**

Why volunteers working with *PAI SD* students is a good idea.

- Positive reinforcement from mature, caring adult increases a child's self-esteem and motivation to excel in school.
- In a highly competitive world market, our country cannot afford to waste valuable minds – the resources of innovation.
- The participation schools can identify children who need extra help so they do not become “at risk” of dropping out of school.

The indicators are:

- low self-esteem
- academic deficiencies
- poor social development
- unstable home environment

Tutor/Mentor Focus

- Self-esteem – enabling children's horizons and broadening their vision for their culture through positive mentor example and inspiration
- Literacy – enhancing reading skills development, and other skills as needed



Why is a Tutor/Mentor Program so important?

- A large proportion of Port Arthur children live at the federally defined poverty level.
- Many children are reared in single-parent households.
- Drug abuse, gang violence, teen pregnancy and suicide are glaring indicators that family and community involvement with our youth is critical.
- Tutor/Mentors devote at least one hour per week toward improving their child's academic skills and self-confidence.

For more information contact VI STA volunteers
Theodora Perrot or Robert Thibedeaux at

Experience Corps – Port Arthur
Seniors for Schools
PO Drawer 1387
Nederland, Texas 77627
409-722-0203



YMCA of Greater Kansas City

Seniors for Schools

Read to Succeed

8100 Broadway, Suite 930 ■ Kansas City, MO 64111-2413 ■ (816) 561-8122 ext. 277

Job Title:	Core Volunteer
Job description:	To work with Elementary grades Kindergarten through Third, target children on improving reading skills. Volunteers will spend 15 hours per week, three days per week. Volunteers will be responsible for lesson plans, and signing in and out on time records. Retrieving children from classrooms, and returning them when sessions are over. Reading to children, assisting them in learning new words, vocabulary, and spelling. Volunteers will engage parents in conferences and after school programs.
Location:	Attucks Elementary School, 2400 Prospect, Kansas City, Mo.
Pay:	\$200, Non-taxable monthly stipend
Benefits/Incentives:	Metro Bus Passes, movie passes, school lunch, T-shirts, YMCA Membership
Objectives:	To raise the reading level of 70% of the students, by at least one grade level, by the end of the term. 100% showing some sort of improvement. Increase classroom reading scores by a minimum of 25%.
Expectations:	15 hour work week, Monday, Tuesday and Wednesday. Or Wednesday, Thursday and Friday. Four or five hours per day. Volunteer is expected to maintain a positive working relationship with Attucks Administration and Teachers. Volunteers expected to attend staff meetings and training sessions.



We build strong kids, strong families, strong communities.

Seniors for Schools Volunteer Tutor Job Description

Position summary:

Provide tutoring enrichment and specialized help for students in six Minneapolis Public Schools to increase their reading skills.

Time Requirement: *

Work 15 hours per week during school hour for 9 months.

Specific responsibilities:

Work one-to-one or in small groups with children in grades K-3, improving their reading skills. Help students complete make-up work. Assist students in completing daily classroom assignments or special projects. Build student self-esteem and help them develop a more positive attitude toward learning.

Qualifications:

- Age 55 or older
- High school diploma or equivalent
- Interest in working with children
- Patient
- Enthusiastic
- Dependable and committed to a regular volunteer assignment

Training Provided: * 15 hours pre-service training

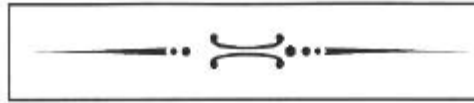
* monthly on-going training

Benefits:

- small monthly stipend
- transportation reimbursement up to \$50.00/month
- sense of personal accomplishment
- make positive impact in children's lives

Senior Resources
2021 E. Hennepin Ave # 130
Minneapolis, MN 55413
331-4063

You can give children
Skills that they will use
throughout their lifetime.



...He who opens a school door,
closes a prison.
-Victor Hugo

Experience Corps
will serve in the following
elementary schools this
1998-1999 school year:

- Sam Houston**
- Dick Dowling**
- William B. Travis**
- Booker T. Washington**

*Benefits for E.C. members
include:*

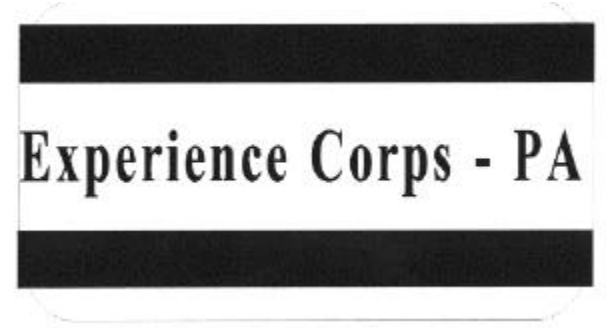
- \$150. 00 monthly volunteer allowance**
- Supplemental insurance**
- Tutor training**

and

**CHILDREN PREPARED
FOR THEIR FUTURE!**

For more information,
please contact:
Nettie Clark, Tisha
Armstead
or Rebecca Attey at
722-0203

Sponsored locally by:



**Experience
Corps
Port Arthur**

Experience Corps members:

- *Have a sincere interest in children*
- *Are young at heart*
- *Have the ability to accept differences in race and culture*
- *Have a desire to keep learning*

Who are we?

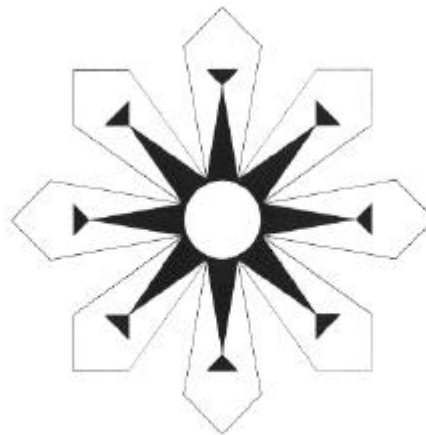
Experience Corps - Port Arthur is a very special program, one of only nine in the country. Our goal is to help elementary students improve their reading skills by placing senior volunteers in local schools.

The program is based on the belief that men and women, 55 and older, are vital to the community and can make a tangible difference in schools.

What do members do?

Experience Corps members volunteer 15 hours a week to helping first graders learn to read.

They may spend this time reading to a child, or helping him or her learn the alphabet or other needed skills.



Corps members help children learn necessary literacy skills and stay on track.

How much is Experience Corps - Port Arthur needed?

VERY MUCH!!!

Local and national statistics show that as many as forty percent of third grade children cannot read independently.

You can bring to school - into a child's life - the wisdom and knowledge of a lifetime.

We Are...

Seniors For Schools is a literacy program that matches the talents of older adults with the needs of the children in Cleveland Public Schools.

Seniors For Schools volunteers work one-on-one with children in kindergarten through third grade to help them learn to read. Volunteers read stories, help children learn the alphabet, the sounds that letters make, and they help them learn to write.

Volunteers also serve as mentors, are positive role models, and give special attention and encouragement to the children. The individual attention really makes a difference in the personal and educational lives of the children.

The Retired and Senior Volunteer Program of Greater Cleveland, Inc. (RSVP) recruits, trains, and supports volunteers age 55 and older in the Seniors For Schools program.



What People Say About RSVP's Seniors For Schools Program...

"This is the only volunteer program we have ever had where the volunteers are consistent and really make a difference."

Neil Stone, Principal
Marion-Sterling School

"Mr. Jackson is an excellent role model, a great tutor, and is very dependable."

Sonja Howell
First grade teacher

"One-on-one tutoring really makes a difference. I can see the response in their faces when I give them attention and help."

Kay Staub
SFS tutor

"Because of the one-on-one time spent with students the tutor is able to provide me with valuable insights regarding specific skills, behaviors, strengths and weaknesses of the children."

Maria DeSeranno
Third grade teacher

"The Seniors For Schools volunteers are an integral part of our school family and staff."

Charles Russo, Principal
Adlai Stevenson School

RSVP Seniors For Schools Initiative



A Program of
The Retired and
Senior Volunteer Program
of Greater Cleveland, Inc. (RSVP)
2611 Church Avenue
Cleveland, Ohio 44113
Phone: 216.566.9192
FAX: 216.566.0245

Children in Need

85% of Cleveland Public School students did not pass the fourth grade proficiency test last year.

Many of these students are failing because they are not able to read.

86.4% of Cleveland elementary school students live below the poverty line.

Meeting the essential needs of their households becomes the priority for families.

72% of Cleveland school students live in single parent homes.

These children need extra support and encouragement to learn to read and succeed in school.

Research shows that if a child can not read by the end of the third grade he/she will not succeed.

You Can Help !!

Older adults have the understanding and patience to work with children to help them succeed.

Older adults are good role models, with a wealth of practical knowledge in which to help children learn.



What We Do...



Tutor One-On-One

to help children learn basic reading skills.



Read Stories

to instill in children the love of books and importance of reading



Encourage Parents

to be their child's first and most important teacher.



Give Books

to help children build their own libraries at home.

For more information about the RSVP Seniors For Schools program or the Books For Kids program call 216-566-9192

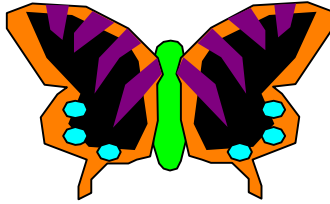
The project that used the Volunteer Survival Kit typed this up on a sheet of labels, printed them out and affixed them to the “goody” bag given to the volunteers.

Volunteer Survival Kit



- A **stick of gum** to remind you to stick with it!
- A **chocolate kiss** to remind you that you are loved!
- A **match** to light your fire when you feel burned out!
- A **tootsie roll** to remind you not to bite off more than you can chew!
- A **smarties** to help you on those days when you don't feel smart!
- A **starburst** to give you a burst of energy on those days you don't have any!
- A **snickers** to remind you to take time to laugh!
- A **bag** to help you keep it all together and give you food for thought!
- And, most importantly, a **candle** to remind you that you can brighten someone's day!

Cultivating and Growing Volunteers



Strategies for Cultivating and Growing Volunteers

- Have clear roles for volunteers. Be sure that when you ask folks to come out and help that you can clearly share with them what they are expected to do. Create well-defined job descriptions detailing what you want volunteers to do and for how long.
- Constantly share with volunteers how their work is making an impact on your program goals.
- Allow volunteers and community people to have genuine input. Ask to hear what they would like you to do in their community and really hear their responses. Invite them to the planning table.
- Encourage participation by helping individuals see their own talents.
- Be open to change. In order to get the best result you must be flexible.
- Allow volunteers to share in the evaluation process. Let them evaluate their success and the program's success. Ask them whether you are meeting clear community needs or are you merely spinning wheels.
- Conduct training sessions where volunteers have the opportunity to learn new information. They have a desire to learn new tips and strategies that will be helpful to them in their volunteer work and in their personal lives.
- Work closely with your partners to learn rich details about each volunteer's success and share information with all volunteers.
- Honor the birthdays of your volunteers. Have a special way that your program honors each person's special day.
- Provide opportunities for strong experienced volunteer leaders to train new volunteer leaders.
- Remember to let your volunteers know how much you appreciate them giving of their time and their resources. Send them a thank-you note from time to time.

Retired and Senior Volunteer Program

2611 Church Avenue Cleveland, Ohio 44113-2908
Telephone: (216) 566-9192 FAX: (218) 566-0245



Volunteer Enrollment Form

Prefix	Last Name	First Name	Middle Initial
Address		City	State Zip Code
Home Phone:	<input type="text"/>	Birth Date:	<input type="text"/> Sex Code <input type="checkbox"/>
E-Mail:	<input type="text"/>		Entry Date: <input type="text"/>

Volunteer Stations:

Station	Duties	BHN Code
Station	Duties	BHN Code

<input type="text"/>	Drivers License:	<input type="text"/>	<input type="text"/>	<input type="text"/>
Transportation Code	Expiration Date:	<input type="text"/>	Living Situation Code	Residential Status

Physical Status: Do you have any health or physical limitations? _ YES _ NO

If YES, what is the condition? _____

Work Experience:

Most Recent Employer:

Hobbies and Special Skills:

Special Assignment:

Would you be interested in special assignments? _ YES _ NO

Special Assignment Location:

FOR OFFICE USE ONLY
Code:
Prog. Coord. Initials:

REGULAR SECOND ASSIGNMENT: Would you be interested in a regular 2nd assignment? _ YES _ NO

PREVIOUS VOLUNTEER EXPERIENCE: _____

Referral: How did you learn of RSVP? _____

Have you ever been enrolled in RSVP before? _ YES _ NO

If YES, where? _____

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Why do you want to be a volunteer? _____

Is there any other household member over 55 years of age who would be interested in volunteering? YES NO

BENEFICIARY:

Name _____		Relationship to Volunteer _____	
Number and Street Address _____		City _____	State _____
Phone Number(s) _____			

EMERGENCY:

Name _____		Relationship to Volunteer _____	
Number and Street Address _____		City _____	State _____
Phone Number(s) _____			

Dear Volunteer:

Please read the application information to make sure it is all recorded correctly, and read and then sign the statement below. Then, mail the application back to the RSVP office to complete enrollment in the program. THANK YOU

I AGREE TO VOLUNTEER MY SERVICES THROUGH THE RETIRED AND SENIOR VOLUNTEER PROGRAM (RSVP) AND UNDERSTAND I AM NOT AN EMPLOYEE OF THE RSVP PROGRAM OF GREATER CLEVELAND.

_____	_____
Signature of Senior Volunteer	Date

The following information is required by our funding sources. The information is submitted in totals only, not by individual. RSVP pledges to protect the confidentiality of all information. We ask your cooperation in checking the appropriate boxes. Thank you.

How would you describe yourself?

What is your annual income?

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> African American | <input type="checkbox"/> Hispanic | <input type="checkbox"/> \$50,000 or above | <input type="checkbox"/> \$10,000 to \$19,000 |
| <input type="checkbox"/> Asian or Pacific Islander | <input type="checkbox"/> Native American (Indian) | <input type="checkbox"/> \$30,000 to \$49,000 | <input type="checkbox"/> Below \$10,000 |
| <input type="checkbox"/> Caucasian (White) | <input type="checkbox"/> Other _____ | <input type="checkbox"/> \$20,000 to \$29,000 | |



Seniors for Schools Application

1. Educational background

___high school graduate ___some college ___college graduate ___GED

If college graduate, what degree?_____

2. Do you enjoy reading? And what do you like to read?_____

3. Have you ever been convicted of a felony? _____ If yes, what?_____

4. Please give 2 references, one personal and one professional (work or volunteer position)

Name_____

Name_____

Address_____

Address_____

Phone _____

Phone _____

Relationship_____

Title_____

5. Would you be available/interested in helping with other Seniors for Schools activities, such as recruitment, publicity, parent outreach, book fairs, bulletin boards, summer programs?

No___

Yes___ What?_____

Your name_____

Why do you want to be a Seniors for School volunteer? Why do you think you would be a good tutor?

Do you currently have any children in your life? If so, what is your relationship to them and what kind of activities do you do with them?

Young children have short attention spans. How would you keep a child interested in the work that you are doing with him or her?

Think up a game or activity to help a child learn the alphabet and write down how you would play the game/activity.

Volunteer: _____

Volunteer Forms - Checklist

Enrollment:

_____ Experience Corps Application

_____ Criminal History Check

_____ TB test or Doctor's note

_____ Insurance Enrollment

_____ In-Service Checklist

_____ Johns Hopkins Consent

_____ Johns Hopkins Intake

_____ Johns Hopkins Health and Activity Survey

End of the School Year:

_____ Volunteer satisfaction survey

_____ Johns Hopkins Health and Activity Survey

_____ References have been checked

VOLUNTEER ENROLLMENT RECORD AND INSURANCE FORM

NAME: _____ PHONE: () _____

ADDRESS: _____

CITY: _____ STATE: ___ ZIP CODE: _____

BIRTH PLACE: _____ BIRTH DATE: _____

LANGUAGES SPOKEN: _____

YEARS OF SCHOOL COMPLETED: _____ (CHECK ONE)

ELEMENTARY: _____ HIGH SCHOOL: _____ COLLEGE: _____

SINGLE: _____ MARRIED: _____ DIVORCED: _____ WIDOWED: _____

EMERGENCY CONTACT:

NAME: _____ PHONE: () _____

ADDRESS: _____

CITY: _____ STATE: _____

.....
BENEFICIARY(S) FOR EXPERIENCE CORPS ACCIDENT INSURANCE

1) NAME: _____ PHONE: () _____

ADDRESS: _____

CITY: _____ STATE: _____

RELATIONSHIP TO VOLUNTEER: _____

2) NAME: _____ PHONE: () _____

ADDRESS: _____

CITY: _____ STATE: _____

RELATIONSHIP TO VOLUNTEER: _____

.....
SIGNATURES:

EXPERIENCE CORPS MEMBER

PROGRAM COORDINATOR

DATE: _____

DATE: _____

EXPERIENCE CORPS PROGRAM CHARACTER REFERENCE FORM

APPLICANT NAME: _____

CHARACTER REFERENCE _____

1. How long have you known the applicant?
2. In what capacity have you known the applicant? Friend, church, work, volunteer work, relative, etc.?
3. Is the applicant punctual and responsible?
4. How well do you think he/she works with others? Why do you think that?
5. Do you feel that the applicant is able to take supervision and follow rules? Any examples?
6. Have you seen the applicant showing affection, playing and doing activities with children? Do you feel that he/she works well with children? Examples?
7. Do you feel that he/she has the stamina to volunteer 5 days a week for 3 hours each day? Why or why not?
8. Do you feel that he/she would make a good Experience Corps Volunteer? Why?

Date: _____ Name of interviewer: _____

Experience Corps – Port Arthur

P.O. Drawer 1387 Nederland, Texas 77627 Telephone (409) 722-0203 Fax (409) 962-7151

Statement of Good Health

The following person has received a TB test (x-ray or skin test) within the last year:

Name

On the basis of the results, this patient may/may not (circle one) participate in Experience Corps – Port Arthur.

Signature of Physician

Date

Experience Corps Volunteer Sign-In

Week of _____

Name	Monday		Tuesday		Wednesday		Thursday		Friday	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM

OCTOBER 1997

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Seniors for Schools Begins Staff Meeting at 10:00 am Tutoring begins at 10:30 am	2	3	4
5	6	7	8 Time sheets due Lesson plans due Staff meetings	9	10 Lesson plans due	11
12	13	14	15 Pay Day Lesson plans due Staff meetings	16	17 Lesson plans due	18
19	20	21	22 Lesson plans due Staff meetings	23	24 Lesson plans due	25
26	27	28	29 Lesson plans due Staff meetings	30	31 Lesson plans due	

NOVEMBER 1997

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5 Time sheets due Lesson plans due Staff meetings	6	7 Lesson plans due	8
9	10	11	12 Lesson plans due Staff meetings	13	14 Pay Day Lesson plans due	15
16	17	18	19 Lesson plans due Staff meetings	20	21 Lesson plans due (for 2 weeks)	22
23	24	25	26 Lesson plans due Staff meetings	27 Fall Vacation Schools Closed	28 Fall Vacation Schools Closed	29
30						

EXPERIENCE CORPS – PORT ARTHUR

INCIDENT REPORT

Date of Incident: _____ Time of Incident: _____

School: _____

Volunteer involved in incident: _____

Is this the first occurrence of this incident? YES NO

If NO, please list date of first occurrence: _____

DESCRIPTION OF INCIDENT: (Who? What? When? Where? Why? Injuries?)

WITNESSES: _____

INCIDENT OCCURRED WHERE? (in facility): _____

IS ANY FOLLOW-UP REQUIRED? YES NO

DESCRIPTION OF FOLLOW-UP: _____

SIGNATURE OF PERSON REPORTING INCIDENT:

_____ DATE: _____