



*From the Center's Clearinghouse ...**

A Technical Aid Packet on

***Volunteers to Help Teachers
and Schools Address
Barriers to Learning***



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Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration, U.S. Department of Health and Human Services (Project #U45 MC 00175).

Please reference this document as follows: Center for Mental Health in Schools at UCLA. (2007). *Volunteers to help teachers and school address barriers to learning*. Los Angeles, CA: Author.

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*“The children were able to feel special.
They were able to work on a project
or skill longer than normal.”*

-- Teacher

*“Added assistance to those children
who needed more help.”*

-- Teacher

*“The general overall experience has been great!
I had a lot of fun and I learned a lot about teaching and kids.”*

-- Volunteer

*“Children looked forward to them coming. (They) assisted
with small groups and one-on-one tutoring . . . relieved
some of the pressure with the (targeted) students.”*

-- Teacher

*“Showed me that I work well
and enjoy working with children.”*

-- Volunteer

*“The three (targeted) children were each given
individual attention. This allowed me to spend
more time with the rest of the class.”*

-- Teacher

*“Very much of a stress
reducer to be able to know
the “slow” learners would
get additional help.”*

-- Teacher

*“I really enjoyed working with these
students. It was my first experience with
non-English speaking children and I’m
sure if I become an elementary teacher
that I will encounter many more.”*

-- Volunteer

*“It helps to provide the
individual help for the target
children and makes it possible
to do more effective activities
because there is more help
and supervision.”*

-- Teacher

*“An extra adult to give one-on-one assistance
to the children who have a variety of problems.”*

-- Teacher

*“Working with a student and seeing the
difference I could make.”*

-- Volunteer

*“As a result of this extra attention, several students improved and unmotivated students began
to show interest.”*

-- Teacher

Volunteers to Help Teachers and Schools Address Barriers to Learning

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I. Introductory Perspective

A. *Why Use Volunteers?*

Everyone knows that schools have a big job to do and too few resources with which to accomplish the work. Volunteers are not the answer to this complex problem. But they can play a role in helping schools do much more with respect to addressing barriers to learning.

From the front office to the classroom to the outside campus, before school, after school, and on weekends -- volunteers can assist with a wide range of activities. And in doing so, they can ease the burden on staff, improve the lot of students and their families, and reap a host of benefits to themselves (Bilodeau, Holden, Pickard; & Seel, 1994; Cruddas, 2005; Michael, 1990; Munn, McAlpine, & Taylor, 1989; Solo, 1992).

Schools have always had volunteer help. However, volunteer recruitment and training usually is not approached as a major programmatic concern at school sites. This is unfortunate because, with relatively little expense, volunteers can (a) become the backbone of a school's welcoming and social support activities for newcomers, (b) assist with designated students in classrooms to minimize disruptions and facilitate positive performance, (c) help staff with before and after school recreational, enrichment, and tutorial programs, and (d) provide general assistance to staff related to the countless everyday tasks that must be done.

With the renewed interest in "volunteerism" and "service learning," schools have a wonderful opportunity to capitalize on what will be an increasing pool of talent. The key to doing so effectively is to make the ongoing recruitment, training, and daily maintenance of a volunteer force part of a school's everyday agenda.

Volunteers can be used in many ways:

- **in the classroom**
- **to welcome newcomers**
- **in enrichment and recreation programs**
- **to enhance a positive climate**

B. Using Volunteers Effectively (in many roles)

As can be seen below, there are many roles for volunteers at a school.

I. Welcoming and Social Support

A. In the Front Office

1. Greeting and welcoming
2. Providing information to those who come to the front desk
3. Escorting guests, new students/families to destinations on the campus
4. Orienting newcomers

B. Staffing a Welcoming Club

1. Connecting newly arrived parents with peer buddies
2. Helping develop orientation and other information resources for newcomers
3. Helping establish newcomer support groups

II. Working with Designated Students in the Classroom

A. Helping to orient new students

B. Engaging disinterested, distracted, and distracting students

C. Providing personal guidance and support for specific students in class to help them stay focused and engaged

III. Providing Additional Opportunities and Support in Class and on the Campus as a Whole

Helping develop and staff additional

A. Recreational activity

B. Enrichment activity

C. Tutoring

D. Mentoring

IV. Helping Enhance the Positive Climate Throughout the School -- including Assisting with "Chores"

A. Assisting with Supervision in Class and Throughout the Campus

B. Contributing to Campus "Beautification"

C. Helping to Get Materials Ready

As the preceding outline indicates, school volunteer programs can be designed to enable teachers to individualize instruction, free other school personnel to meet students' needs more effectively, broaden students' experiences through interaction with volunteers, strengthen school-community understanding and relations, and enrich the lives of volunteers.

Volunteers can be especially helpful working under the direction of the classroom teacher to establish a supportive relationship with students who are having trouble adjusting to school.

Volunteers Helping with Targeted Students

Every teacher has had the experience of planning a wonderful lesson and having the class disrupted by one or two unengaged students. Properly trained volunteers are a great help in minimizing such disruptions and reengaging an errant student. When a teacher has trained a volunteer to focus on designated students, the volunteer knows to watch for and move quickly at the first indication that the student needs special guidance and support. The strategy involves the volunteer going to sit next to the student and quietly trying to reengage the youngster. If necessary, the volunteer can take the student to a quiet area in the classroom and initiate another type of activity or even go out for a brief walk and talk if this is feasible. None of this is a matter of rewarding the student for bad behavior. Rather, it is a strategy for avoiding the tragedy of disrupting the whole class while the teacher reprimands the culprit and in the process increases that student's negative attitudes toward teaching and school. This use of a volunteer allows the teacher to continue teaching, and as soon as time permits, it makes it possible for the teacher to explore with the student ways to make the classroom a mutually satisfying place to be. Moreover, by handling the matter in this way, the teacher is likely to find the student more receptive to discussing things than if the usual "logical consequences" have been administered (e.g., loss of privileges, sending the student to time-out or to the assistant principal).

Volunteers may help students on a one to one basis or in small groups. Group interactions are especially important in enhancing a student's cooperative interactions with peers. One to one work is often needed to develop a positive relationship with a particularly aggressive or withdrawn student and in fostering successful task completion with a student easily distracted by peers.

Volunteers can help enhance a student's motivation and skills and, at the very least, can help counter negative effects that arise when a student has difficulty adjusting to school.

» The majority of people who seek out the opportunity to volunteer at school are

ready, willing, and able to get into the classroom and interact well with students. These individuals are *naturals*.

All they need is a clear orientation about what is expected, as well as ongoing supervision designed to help them learn to be increasingly effective in working collaboratively with teachers and dealing with problems.

- » There are some volunteers who are not naturals. Many of these individuals can learn rapidly and be extremely helpful with just a bit of investment of time and effort. The following are some guidelines that may help to avoid losing or prematurely giving up on a potentially valuable volunteer resource.
 1. *Take some time to appreciate what a volunteer can do.*

In some cases, it takes a while to see the positive qualities a volunteer can bring to the classroom. Try to work with a volunteer for a few weeks before deciding what (s)he is or isn't able to do.
 2. *Watch for the need to re-clarify points made during the initial orientation.*

Volunteers have a lot they are trying to learn and remember when they first start. If they are not following-through on points made during the initial orientation, it may be that they didn't assimilate the information.
 3. *Initially, some volunteers will need to spend more time observing than working with students.*

It usually does not take long before most of them will be comfortable with the students and class routines.
 4. *Initially, some volunteers (like some students) need a little more support and direction than others.*

At first, they may need to be told specifically what to do during the class. After they have a little experience and with a little encouragement, they can be expected to show greater initiative.
 5. *All volunteers need to know the teacher's plan for helping a particular student and to feel they can play a positive role in carrying out that plan. It is important for them to feel they are part of the teaching team.*

Volunteers who do not understand a teacher's plans tend to get confused and upset, particularly when the teacher must deal with the misbehavior of a student the volunteer is helping. Clarifying the plan and even including a volunteer in planning helps them to feel they are working collaboratively with the teacher.
 6. *Volunteers need a maximum of positive feedback and a minimum of evaluative criticism.*

Although they may not be clear about what specifically they are doing wrong, most volunteers are aware that they are not well-trained to work with students. Thus, they tend to interpret the lack of positive feedback from the teacher as an indication that they are not doing very well and often interpret relatively mild negative feedback as severe criticism. Volunteers respond well to daily appreciations; in place of critiques, what seems to work best are comments from the teacher that recognize how hard it is for

even trained professionals to deal with some problems -- along with suggestions about what to try next.

- Despite the best of intentions on everyone's part, some volunteers do not work well with students who are having trouble adjusting to school. If a volunteer continues to demonstrate an inability to work appropriately with such students, (s)he may be willing to help with other students (e.g., those who are doing well at school) or with tasks that do not involve interacting with students (e.g., preparing and organizing materials).
- Obviously, if a volunteer is completely inept, there is little point in keeping him or her on, and steps should be taken to kindly redirect their good intentions.

School-Based Mentoring Impact Study

Despite the rapid growth of school-based mentoring, research on the practice is sparse. Indeed, an impact study of Big Brothers Big Sisters School-Based Mentoring is the first national study. It focused on 10 agencies, 71 schools and 1,139 9- to 16-year-old youth randomly assigned to either a treatment group of program participants or a control group of their non-mentored peers. Surveys were administered to all participating youth, their teachers and mentors in the fall of 2004, spring of 2005 and late fall of 2005.

The online report describes the programs and their participants and explores several key questions, including: Does school-based mentoring work? What kinds of mentoring experiences help to ensure benefits? How much do these programs cost? The findings highlight both strengths and limitations; recommendations are offered.

Online at – http://www.ppv.org/ppv/publications/assets/220_publication.pdf

II. Organizing a Volunteer Program at a School

A. Starting

Any school that is serious about developing a strong volunteer force will need to start by designating a staff person to initiate the process. Such a volunteer "coordinator" plays a key role in leading the way to establishing and maintaining policies and procedures for recruitment, training, supervision, and so forth. This lead person is not expected to devote full time to the effort. Rather, the coordinating staff member initiates and guides the process. By recruiting the involvement of other staff on a steering committee, the coordinator ensures a critical mass of leadership for the effort. By initially recruiting a few non-staff volunteers to be co-coordinators, the steering committee ensures there are personnel with enough time to carry out the various activities necessary for establishing and maintaining an effective pool of volunteers.

As the lead for volunteer development, the coordinating staff member

- meets with the school's leadership team and others who play a special programmatic role (e.g., principal, assistant principal, drop-out prevention coordinator, Title I coordinator) both to ensure they are supportive of the effort and to involve them in initial planning as much as is feasible
- clarifies what resources are available from the district and at the school site to help recruit, train, and supervise volunteers
- clarifies district policies about the use of volunteers
- informs the rest of the school staff about plans and seeks other staff who may want to help develop a strong volunteer force and establishes a steering committee
- recruits one or more volunteers (e.g., parents, persons from the community, college students) who are willing to be co-coordinators for developing a strong volunteer force (helping to recruit, select, and train other volunteers)
- works with co-coordinators for several weeks to develop a clear understanding of their functions (as described in this guide) and develops a specific plan of action for the first month
- begins volunteer recruitment (see flyers in *Resource Aids* section).

B. Coordinating

The overriding responsibility of the co-coordinators is to understand what is involved in making the program work and to take initiative in working with teachers and other staff to ensure volunteers are used productively.

The following list of co-coordinator functions is not meant to be prescriptive or exhaustive. Such personnel

- clarify which school staff want to have the assistance of volunteers
- take the lead in recruitment of volunteers (e.g., identifying and calling sources, preparing letters and flyers, talking to interested groups, signing up interested persons)

Initially, volunteer recruitment will take about 6 hours per week. Once an adequate pool is recruited, it is important to continue to devote 1- 2 hours a week to recruitment activity in order to find replacements for volunteers who cannot stay throughout the school year.

- help to orient and place (i.e., match) volunteers with participating teachers and other staff
- assist in providing volunteers with additional training opportunities, support, and guidance
- monitor and trouble-shoot to ensure mutually beneficial experiences for staff, students, and volunteers

C. Recruiting

To make the effort worthwhile, recruit volunteers who will commit to giving *at least* three hours a week.

>> Sources include:

1. *Parent Volunteers*

Because of their special interest and proximity, recruiting parents may be the best place to begin.

2. *Student Volunteers*

In many locales, student volunteers will be a good source, especially those from local colleges, universities, occupational centers, etc. In addition, some high school students can be recruited (e.g., from private prep schools, classes for pregnant teenagers, continuation schools).

3. *Community Volunteers*

Subsequently, recruitment can focus on expanding to community volunteer organizations and to senior citizen groups.

>> The general steps used are:

1. *Identification of specific sources of volunteers*

Ask individuals who are familiar with local resources and look through reference materials -- including local phone directories.

2. *Initial calls to determine programs and persons who may provide access to potential volunteers*

for example, check with the school principal for names of the PTA president and other parent leaders; get names of university/college faculty who teach courses involving a practicum (e.g., contact Departments of Education, Psychology, Social Work, and Child Development Programs, as well as field work offices); call high schools, continuation schools, occupational programs for names of counselors, principals, and teachers; call association for retired citizens.

3. *Calls to specific offices and persons to explain the project, as well as the opportunity for volunteer participation*

4. *Sending written information -- including flyers to be posted*

5. *Sending out volunteer coordinators to provide additional information*

If possible, presentations should be made directly to potential volunteers (e.g., during classes or special meetings).

6. *Ongoing, regular contact by volunteer coordinators*

For example, to keep high visibility, the volunteer coordinators should continue to post flyers and make presentations.

D. Screening and Placement

- *Screening:* Brief interviews can be conducted to explain the program and to determine whether the volunteer understands and is willing to commit him or herself to the time and goals of the endeavor. Information about previous experience and career interests also help to identify the best applicants. (See *Resource Aids* section for a sample Volunteer Information Sheet.)
- *Placement:* If more than one teacher or staff member is participating in the program, placement involves making judgments about how well a volunteer's interests and experiences match with the specifics of the situation (e.g., a particular classroom teacher and population).

Helping a Teacher Identify Students who Might Benefit from Volunteer Assistance

- Extensive assessment is not necessary to identify a group of students who are having trouble adjusting to school, as every classroom teacher has several students whom (s)he is greatly concerned about.
- To be certain that some students who are having adjustment problems (e.g., the quiet ones) are not ignored, it is well to begin by listing a range of students who are of concern and then narrow the list down to three who are of greatest concern.

For example,

1. *Start by listing up to three students who might fit into each of the following five categories (if no student fits under a particular category, leave it blank):*

aggressive: _____

shy: _____

underachieving: _____

overactive: _____

unmotivated: _____

2. *List any other students who are of concern but do not fall into the above categories:*

3. *Of the students listed above, circle the three who are of greatest concern at this time.*

4. *This process of identifying three students can be repeated periodically (e.g., every 2 months). This will ensure that volunteers spend time with students in greatest need.*

E. Training

Obviously, the intent of initial training and ongoing supervision is not to develop professional level competence. The aim is to develop awareness and skills appropriate to paraprofessional functioning. Volunteers must already have at least a minimal level of competence. Additional skills can be learned at the initial orientation and during *on the job* supervision.

- Volunteers who are relatively inexperienced can start off with students who are relatively easy to relate to and/or simple tasks. Such volunteers should be given a high degree of supervisory support over the first few weeks of participation.

Training and supervisory activities for volunteers working with a program to assist in addressing school adjustment needs must

- clarify the program's rationale and procedures
- facilitate awareness of models for conceptualizing child learning and development, teaching, and the causes and correction of learning and behavior problems
- facilitate acquisition of basic interventions skills
- prepare the volunteer to work effectively with the teacher
- transition the volunteer into the classroom
- provide ongoing support related to performance as a volunteer (e.g., improve knowledge, skills, attitudes; deal with performance anxiety).

With respect to understanding student problems, the emphasis should be on prevailing views of the causes and correction of behavior and learning problems. Particular stress should be placed on understanding group (cultural, ethnic) and individual differences.

With respect to fundamental intervention skills and attitudes, the emphasis should be on basic interactional techniques and concerns (e.g., communication skills including active listening, responsiveness, establishing and maintaining working relationships with students; techniques for dealing with adjustment, psychosocial, and learning problems; ethical and legal concerns).

The training process also allows for further screening of individuals who might prove to be ineffective volunteers. If necessary, volunteers can be tested on their mastery of material using criterion referenced measures.

THE TRAINING PROCESS

Initial Orientation: A general orientation for volunteers can be provided in group sessions when feasible or on a one-to-one basis. Such initial training involves approximately 2 hours. To save time, a videotaped presentation may be used. Volunteers often are willing to do some brief assigned reading. If time allows, role playing can help volunteers anticipate students' reactions. Initial training stresses (a) the role of the volunteer, (b) general expectations of school staff regarding volunteer performance and demeanor, (c) other specific program requirements, and (d) introduction into the assigned school and classroom. Each participating classroom teacher will have specific orientation concerns.

Supervision: Supervision is provided daily by classroom teachers, and on a regular, as needed, basis by volunteer coordinators. This supervision takes the form of general discussions of daily events, problems, and specific students, as well as feedback regarding the volunteer's performance. In addition, a weekly supervision group can be provided for all who want to augment their learning; this group can be led by the teacher and/or volunteer coordinator or even by special resource professionals such as a school psychologist, school social worker, or special education teacher. In all supervisory contacts, special emphasis is given to the two major topical themes guiding volunteer supervision and training activity: (a) building working relationships, and (b) problem-solving steps and strategies. (See *Resource Aids* -- section on training)

Training Workshops: If feasible, periodic training workshops are worth considering to discuss volunteer experiences and to place such experiences in the context of the two major training themes. The workshop process includes sharing, discussion, lecture material, and handouts covering content relevant to the training themes.

FROM THE "PROJECT AMERICA" WEB PAGE:

(<http://www.project.org/guide/volman.html>)

Volunteer Management 101: Tapping People's Talents

Tons of books have been written on effective volunteer management; however, they all come down to the same thing: Treat your volunteers as you would like to be treated. That may sound pretty obvious, but some people can forget the that basic rule when things start heating up.

Volunteers are like anyone else -- they want to be listened to, and they want to know their ideas count. As a project leader, ask your volunteers what they would like to contribute to your project. Find out what they think the project needs to be successful. And get their feedback after the service has been completed.

Managing Dos and Don'ts

The following tips for working with volunteers are based on suggestions in *101 Ways to Raise Resources* by Sue Vineyard and Steve McCurley (Heritage Arts Publishing: 1807 Prairie Ave., Downers Grove, IL 60515).

- Learn their names -- and use them. Name tags are always helpful.
- Treat them as equal, vital members of your team.
- Try to place them in a job which best suits their talents or experience.
- Give them specific job descriptions.
- Tell them where they fit in the overall project.
- Be open with them about problems and challenges.
- Don't try to spare them details -- they'll hear them anyway.
- Don't make unrealistic demands on their time; if they said they can give you four hours, don't assume they can really give you eight.
- Listen for lame excuses of why work isn't done. It may be a way of saying "get me out of this job." If that's the case, try assigning that person to a different task.
- Give positive feedback when it is deserved.
- Encourage humor.
- Accept their different reasons for participating.

F. Evaluating the Impact and Expressing Appreciation

There are basically two reasons for evaluating the volunteer program:

1. *To decide whether having volunteers is effective*

and if so,

2. *To determine whether the volunteers are satisfied with their experience (and therefore likely to continue volunteering and/or recommend that others do so).*

The intent here is not to propose a comprehensive evaluation of these matters. Rather, the idea is to encourage gathering some data that can help you determine if the program is going in the right direction and, if not, what to do about it.

Are volunteers effective?

- Any teacher who continues to use volunteers does so because (s)he finds them helpful. In one sense, that's all the evaluation that is necessary to justify continued use of volunteers (assuming that the volunteer program is inexpensive to run).
- However, because volunteers are helping students who are having trouble adjusting to school, it is helpful to have at least some data on the progress of the students identified as needing help.
- Periodic ratings of student progress can be provided independently by volunteers and the classroom teacher. If feasible, similar ratings might be made by parents and even by the students themselves.

Are volunteers satisfied? Do they feel appreciated?

- Give volunteers regular opportunities to formally rate their level of *satisfaction* and sense that they *feel appreciated*.
- In addition, it is well to get an indication of what
 - >aspects of the experience have been most positive
 - >problems and concerns have arisen
 - >recommendations they have for improving the volunteer experience.

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III. Resource Aids

- A. What Does Your School Do To Enhance Volunteer Resources? A Survey
- B. Recruitment Flyers
- C. Welcoming, Orientation, and Training
- D. Appreciation and Evaluating
- E. Some Programs: Examples
- F. Senior Citizens as School Volunteers

A. What Does Your School Do To Enhance Volunteer Resources? A Survey

Community outreach for involvement and support (including volunteers) is one of six intervention arenas of an enabling component for addressing barriers to learning and teaching. It is an essential element of a comprehensive system of learning supports.

The following pages contain a self-study survey that includes a focus on enhancing volunteer resources at schools.

Working with a group to review the survey is a good way to understand what parent/home involvement might look like.



Community Outreach for Involvement and Support: A Self-study Survey

Schools can do their job better when they are an integral and positive part of the community. For example, it is a truism that learning is neither limited to what is formally taught nor to time spent in classrooms. It occurs whenever and wherever the learner interacts with the surrounding environment. All facets of the community (not just the school) provide learning opportunities. *Anyone in the community who wants to facilitate learning might be a contributing teacher.* This includes aides, volunteers, parents, siblings, peers, mentors in the community, librarians, recreation staff, college students, etc. They all constitute what can be called *the teaching community*. When a school successfully joins with its surrounding community, everyone has the opportunity to learn and to teach.

Another key facet of community involvement is opening up school sites as places where parents, families, and other community residents can engage in learning, recreation, enrichment, and find services they need. This encompasses outreach to the community to collaborate to enhance the engagement of young people to directly strengthen youngsters, families, and neighborhoods. In this respect, increasing attention is paid to interventions to promote healthy development, resiliency, and assets.

For schools to be seen as an integral part of the community, outreach steps must be taken to create and maintain linkages and collaborations. The intent is to maximize mutual benefits, including better student progress, an enhanced sense of community, community development, and more. In the long run, the aims are to strengthen students, schools, families, and neighborhoods. Outreach focuses on public and private agencies, organizations, universities, colleges, and facilities; businesses and professional organizations and groups; and volunteer service programs, organizations, and clubs. Greater volunteerism on the part of parents, peers, and others from the community can break down barriers and increase home and community involvement in schools and schooling. Over time, this area can include systems and programs designed to (a) recruit a wide range of community involvement and support, (b) train, screen, and maintain volunteers, (c) reach out to students and families who don't come to school regularly – including truants and dropouts, (d) connect school and community efforts to promote child and youth development, and (e) enhance community-school connections and sense of community.

Community Outreach for Involvement and Support

Indicate all items that apply.

Yes	Yes but more of this is needed	No	If no, is this something you want?
-----	--------------------------------	----	------------------------------------

I. Planning and Implementing Outreach to Recruit a Wide Range of Community Resources

A. From which of the following sources are participants recruited?

- | | | | | |
|-------------------------------------------------------------------------|-----|-----|-----|-----|
| 1. public community agencies, organizations, facilities, and providers | ___ | ___ | ___ | ___ |
| 2. private community agencies, organizations, facilities, and providers | ___ | ___ | ___ | ___ |
| 3. business sector | ___ | ___ | ___ | ___ |
| 4. professional organizations and groups | ___ | ___ | ___ | ___ |
| 5. volunteer service programs, organizations, & clubs | ___ | ___ | ___ | ___ |
| 6. universities and colleges | ___ | ___ | ___ | ___ |
| 7. other (specify) _____ | ___ | ___ | ___ | ___ |

B. Indicate current types of community involvement at the school

- | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|
| 1. mentoring for students and families | ___ | ___ | ___ | ___ |
| 2. volunteer functions | ___ | ___ | ___ | ___ |
| 3. a community resource pool that provides expertise as requested, such as | ___ | ___ | ___ | ___ |
| >artists | ___ | ___ | ___ | ___ |
| >musicians | ___ | ___ | ___ | ___ |
| >librarians | ___ | ___ | ___ | ___ |
| >health and safety programs | ___ | ___ | ___ | ___ |
| >other (specify) _____ | ___ | ___ | ___ | ___ |
| 4. formal agency and program linkages that result in community health and social services providers coming to the site, such as | ___ | ___ | ___ | ___ |
| >after school programs coming to the site | ___ | ___ | ___ | ___ |
| >services programs providing direct access to referrals from the site | ___ | ___ | ___ | ___ |
| >other (specify) _____ | ___ | ___ | ___ | ___ |
| 5. formal arrangements that involve community agents in | ___ | ___ | ___ | ___ |
| >school governance | ___ | ___ | ___ | ___ |
| >advocacy for the school | ___ | ___ | ___ | ___ |
| >advisory functions | ___ | ___ | ___ | ___ |
| >program planning | ___ | ___ | ___ | ___ |
| >fund raising | ___ | ___ | ___ | ___ |
| >sponsoring activity (e.g., adopt-a-school) | ___ | ___ | ___ | ___ |
| >creating awards and incentives | ___ | ___ | ___ | ___ |
| >providing job-shadowing opportunities | ___ | ___ | ___ | ___ |
| >creating jobs | ___ | ___ | ___ | ___ |
| >other (specify) _____ | ___ | ___ | ___ | ___ |
| 6. formal arrangements that connect school and community for enhancing child and youth development | ___ | ___ | ___ | ___ |

Community Outreach for Involvement and Support (cont.)

Yes	Yes but more of this is needed	No	If no, is this something you want?
-----	--------------------------------	----	------------------------------------

III. Reaching out to Students and Families Who Don't Come to School Regularly – Including Truants and Dropouts

Which of the following are used to enhance school involvement of hard to involve students and families

- | | | | | |
|----------------------------------------------------------------|---|---|---|---|
| A. Home visits to assess and plan ways to overcome barriers to | — | — | — | — |
| 1. student attendance | — | — | — | — |
| 2. family involvement in schooling | — | — | — | — |
| B. Support networks connecting hard to involve | — | — | — | — |
| 1. students with peers and mentors | — | — | — | — |
| 2. families with peers and mentors | — | — | — | — |
| C. Special incentives for | — | — | — | — |
| 1. students | — | — | — | — |
| 2. families | — | — | — | — |
| D. Other (specify) _____ | — | — | — | — |

IV. Connecting School and Community Efforts to Promote Child and Youth Development and a Sense of Community

Which of the following are used to enhance community-school connections and sense of community?

- | | | | | |
|-------------------------------------------------|---|---|---|---|
| A. Orientations and open houses for | — | — | — | — |
| 1. newly arriving students | — | — | — | — |
| 2. newly arriving families | — | — | — | — |
| 3. new staff | — | — | — | — |
| B. student performances for the community | — | — | — | — |
| C. school sponsored | — | — | — | — |
| 1. cultural and sports events for the community | — | — | — | — |
| 2. community festivals and celebrations | — | — | — | — |
| 3. topical workshops and discussion groups | — | — | — | — |
| 4. health fairs | — | — | — | — |
| 5. family preservation fairs | — | — | — | — |
| 6. work fairs | — | — | — | — |
| D. Other? (specify) _____ | — | — | — | — |

Community Outreach for Involvement and Support (cont.)

V. Capacity Building to Enhance Community Involvement and Support	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are there programs to enhance broad stakeholder involvement in enhancing community involvement and support?	___	___	___	___
B. With respect to programs used to meet the educational needs of personnel related to community involvement and support				
1. Is there ongoing training for learning supports staff with respect to enhancing community involvement and support?	___	___	___	___
2. Is there ongoing training for others involved in enhancing community involvement and support? (e.g., teachers, administrators, volunteers)?	___	___	___	___
3. Other (specify) _____	___	___	___	___
C. Which of the following topics are covered in educating stakeholders?				
1. understanding the local community – culture, needs, resources	___	___	___	___
2. how to recruit, train, and retain community resources and volunteers				
>in general	___	___	___	___
>for special roles	___	___	___	___
3. how to move toward collaborations with community resources	___	___	___	___
4. how to outreach to hard-to-involve students and families	___	___	___	___
5. understanding how to create a psychological sense of community	___	___	___	___
6. developing systematic social supports for students, families, and staff	___	___	___	___
7. Other (specify) _____	___	___	___	___
D. Indicate below other things you want the school to do in enhancing community involvement and support.				

- Indicate below other ways the school enhancing community involvement and support.

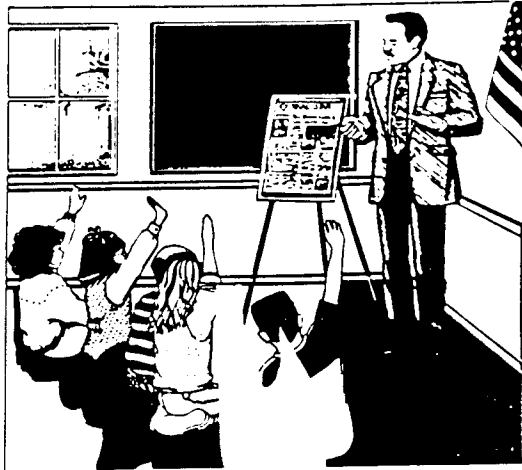
- Other matters relevant to enhancing community involvement and support are found in the surveys on
 - >Classroom-based Approaches ...
 - >Home Involvement in Schooling
 - >School-Community Collaboration

B. Recruitment Flyers

This section includes:

1. A general recruitment flyer
2. A flyer to recruit parent volunteers
3. A Spanish-language version of the parent flyer

VOLUNTEER



in the schools

THE PROBLEM:

- *Kids are dropping out of schools at alarming rates*

WHAT CAN BE DONE?

- *Early intervention is the key!!*
- *Classroom volunteers help young children feel better about themselves and about school by being a special friend*

CAN YOU HELP?

- *Just spend 3 hours a week in a classroom being a buddy to little ones. No experience necessary; we provide training!*

WHY VOLUNTEER?

- *Because these kids need you!*
- *Because the experience can benefit you by providing:*
 - *Course credit*
 - *Career experience*
 - *Personal satisfaction!!*

CALL: _____

To say you are interested in volunteering with the: _____

LITTLE KIDS ARE WAITING FOR YOU!!!

Thank You

PARENTS -- VOLUNTEER

***DO YOU HAVE A FEW HOURS TO HELP
KINDERGARTEN & FIRST GRADERS
GET OFF TO A GOOD START?***



Under supervision, you can volunteer in the morning or afternoon to work with students who need a little extra help, support, and direction.

IF YOU ARE INTERSTED

CALL:

FOR MORE INFORMATION

Thank You!!

PADRES DE FAMILIA

***QUEREMOS VOLUNTARIOS PARA TRES HORAS
A LA SEMANA EN LAS CLASES
DE KINDER Y PRIMER GRADO.***



Ayuda a los niños que necesitan un poco de tiempo especial, apoyo, y atención personal para tener éxito en la escuela.

SI QUIERE ASISTIRNOS, LLAMA A:

Gracias!!

C. Welcoming, Orientation, & Training

This section includes:

1. Sample Volunteer Information Sheet
2. Sample Volunteer Assignment Sheet
3. “Welcome” Sheet
4. Materials to Aid in Building Working Relationships
 - a. Being an Effective Volunteer
 - b. Beginning the Adult/Child Relationship & Building Rapport and Connection
 - c. Working Against Producing Dependency
 - d. Getting Off to a Good Start & Problem-Solving
 - e. Exercise in Differentiating Descriptions and Judgements.

Volunteer Information Sheet

Name _____ Date _____

Address _____ City _____ Zip _____

Phone _____ Sex: () Female () Male Birth date: _____

Race and/or Ethnic Origin:

- () White (Not of Hispanic Origin) () Black (Not of Hispanic Origin)
() Hispanic () Asian/Pacific Islander
() American Indian/Alaskan Native () Filipino
() Other _____

Highest Grade in school attended : _____

Born in U.S. () Yes () No

If no, place of birth: _____ Length of time in U.S. _____ yrs.

Other Languages spoken at home? _____

How many hours per week will you be volunteering ? 3 4 5 6 7 8 9 10 10+

Please indicate your reason for volunteering?

- () Course related: Name of School _____ () Pre job experience
() Other (specify) _____ () Like to volunteer

How did you hear about this program? _____

Have you worked with young children before? () Yes () No

If yes, in what capacity?

- () Your own children () As part of a program (specify)

What did you do? (e.g., parenting, child care, arts and crafts, recreation, tutoring)

Approximate length of experience:

- () Under 6 months () 7 months to 1 year () 1-2 years () More than 2 years

What are you current vocational goals? _____

How likely is it you will seek a job working with children in the future?

- | | | | | | |
|---------------|-------------|----------------------|---------------------------|----------------|--------------|
| Not at
all | Not
much | Only a
little bit | More than
a little bit | Quite
a bit | Very
much |
|---------------|-------------|----------------------|---------------------------|----------------|--------------|

How strongly do you feel that a job working with children in the future would be right for you?

- | | | | | | |
|---------------|-------------|----------------------|---------------------------|----------------|--------------|
| Not at
all | Not
much | Only a
little bit | More than
a little bit | Quite
a bit | Very
much |
|---------------|-------------|----------------------|---------------------------|----------------|--------------|

Volunteer Assignment and Agreement

Thank you for your interest. We are pleased to accept you as a volunteer and have assigned you to:

School _____ Telephone _____

Address _____ Contact Person _____

Teacher _____ Grade Level _____ Rm# _____

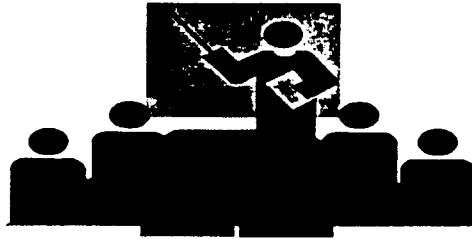
Days/Times for participation

The following outlines what you have agreed to and emphasize some specific protection for you, the student, their families, and their teachers.

Please read each point carefully, and if you have any questions, please feel free to ask the project staff for further clarification.

1. You have agreed to start volunteering on _____ and continue to _____
2. The extent of your participation is **IN THE CLASSROOM** with students; it does not involve contact with parents or with students away from school.
3. Should an emergency prevent you from attending, please call the school so office personnel can advise the teacher and students who are expecting you.
4. The staff wants this to be a positive learning experience for you and is interested in your needs, comments, and any concerns that arise. Please contact the on-site coordinator _____ immediately about all such matters.
5. For safety reasons and record keeping, please sign in and out at the school in the place indicated.
6. In order to serve as a good role model for the children, please follow the school dress code (e.g., no halter tops, no short shorts etc.)

WELCOME !



INSERT SCHOOL NAME
AND ADDRESS
HERE



Thank you so much for your participation as a volunteer. We appreciate your service to our children.

YOU ARE ASSIGNED TO TEACHER _____

ROOM # _____, GRADE _____, DAY _____, TIME _____

Reminder: Please come regularly. If you must be absent, call the school and ask the staff to leave a message for the teacher.

LITTLE KIDS ARE WAITING FOR YOU!!



Thank you!



BEING AN EFFECTIVE VOLUNTEER

The overriding responsibility of a volunteer is to work toward understanding what is involved in helping a student who is having trouble adjusting to school and working with the teacher(s) to ensure appropriate action is taken. The following brief description is meant only to convey a sense of what this might involve.

Be Reliable

Schedule your volunteer hours for times that you are certain you can maintain. Plans will be made with students that are dependent on your presence; if you don't show up, it will be disruptive and harmful to student progress. If you will be late or cannot be there because of an emergency, it is essential that you inform the teacher at the earliest possible moment.

Become Part of the Team

You are joining a team. It is essential that you:

- » *Create a positive impression*: the impression you create depends in part on how well you understand your impact and your ability to accentuate the positive and minimize the negative. You know what makes people like each other, and you know what upsets people and puts them on the defensive. Decide to be seen by *both* staff and students as a very positive and special resource and then act in ways that makes this happen.
- » *Avoid premature conclusions and judgements*: you have your good and bad points. Teachers and students have their good and bad points. School programs have their good and bad points. Take time in arriving at conclusions and making judgments. You'll want to hear that you are doing a good job; teachers and students like to hear they are doing a good job. Share your appreciation of the positive things you see going on in the classroom, and avoid comments that can be seen as criticisms.
- » *Develop a working relationship*: understand that what you do and how you do it affects the students, the teacher, and others working in the class. The expectation is that you will try to understand what has been planned, what is and isn't appropriate, and why some school rules have been made. Find some time to talk informally with and get acquainted with the teacher and other staff when the students aren't there.

Be a Learner

It's O.K. not to know. It's O.K. to make a mistake. Ask for help when you need it.

Be a Problem-Solver

When you're working with a student and a problem arises, sit down next to the student and talk with (not at) him/her and try to understand what the student is feeling and thinking and explore with the student ways to make things better. When you're not working with a student, find out what needs to be done if the teacher is busy, circulate and be observant. Watch for and anticipate problems so that you can help prevent them or at least deal with them quickly. There almost always is a student who could use some help.

BEGINNING THE ADULT/CHILD RELATIONSHIP

(Examples for Volunteering in Elementary Schools)

The following outline of suggested activities serves as a guide to planning the beginning of your relationship with children. Adult/student relationships in the school setting are very important and can be extremely helpful to students in learning that they can succeed in school, that it is a safe and happy place, and that they are understood and valued just as they are. Only when students feel good about themselves, know that the adults care about them, and that they will not be hurt or criticized, can they be free to try their best.

This is your objective in working with students -- to give them warmth and understanding, your confidence in them, and your complete attention and concern. What you do, your techniques, are less important than your regard for each child. Share your plans with the teacher before you begin.

GET ACQUAINTED ACTIVITIES

These activities are designed to initiate a small group experience for students so you can observe their behavior in various activities. In this way, you will learn more about each student and his or her style of working and playing. Introductory activities with students frequently require that you assume the more active role and allow them to respond naturally and to take their time in relating. The activities are presented as suggestions and depending upon the availability of materials, numerous similar activities could be substituted.

1. Read or tell a story which would allow for some participation by the students or would be a kick-off for conversation.
2. Suggest to the students that they draw a picture of themselves or others and tell a story about the picture.
3. Develop conversation among the students, helping each tell his or her name, names of brothers and sisters, about pets, or about what he or she likes most to do. The activity is designed to build an identity for each child in the eyes of the other students as well as in his or her own eyes. Encourage the students to listen to each other and ask questions.

PLANNING ACTIVITIES FOR INDIVIDUAL NEEDS

The Shy Child: Start with manual activities which don't require the child to talk, such as clay modeling, construction blocks, jig-saw puzzles, scissor work, school materials already mastered. Outdoor play could be solo work with play equipment with which the child feels able to cope. These activities are designed for "loosening up" the fearful child. Later activities will be directed toward increasing the child's participation with others. (This will be a very gradual process). Such activities as puppets, acting out stories in pantomime, imitating animal sounds, role playing child's own experience or observations, such as going to the store, going on a field trip, a visit with grandmother, etc.

The Very Active Child: Start with large muscle activities such as marching, skipping to music, foot races, use of playground equipment, action games. Indoor activities which require physical movement, such as making flannel board stories or acting out stories permit the active child to have energy release. Subsequent activities should be directed to moving the child toward more organized activities and increased verbal expressions, such as performance blocks, mural painting, puppetry, and role playing.

The Angry Child: Start with activities that provide immediate personal gratification, such as easily accomplished tasks, solo activities like painting, crafts, tether ball. Give the child immediate recognition of accomplishments, including displaying work for others to admire. Since this child has difficulty with close interactions with others, plan activities which are non-competitive, such as helping a younger child accomplish a task. Move toward activities which require sharing and taking turns. Support these children in staying with the activity even when it is frustrating. You will probably need to take a very active part in doing the activity to help sustain effort.

The Child Who Is Experiencing Difficulty Learning English: Start with activities which require only simple instruction. Give instructions in English. Be alert to the child who does not understand the instructions. Help the children indicate to you when they don't understand. Then repeat the instructions in another way and use the child's first language when possible. As the children try to gain mastery of English it is important that they feel comfortable in asking for further information when they do not understand .

BUILDING RAPPORT AND CONNECTION

To be an effective helper you need to build a positive relationship around the tasks at hand.

PROBLEM: How to build a working relationship with a student, especially with shy or avoidant individuals

PROCESS: Necessary ingredients in building a working relationship are (a) taking time to make one to one connections, (b) increasing confidence in yourself and your skills, and (c) not losing sight of the purpose of the relationship.

With specific respect to *relationship building*, three things you can do are:

1. *Convey empathy and warmth* (e.g., the ability to understand and appreciate what the individual is thinking and feeling and to transmit a sense of liking)
2. *Convey genuine regard and respect* (e.g., the ability to transmit real interest and to interact in a way that enables the individual to maintain a feeling of integrity and personal control)
3. *Talk with, not at, the individual -- active listening and dialogue* (e.g. , being a good listener, not being judgmental, not prying, sharing your experiences as appropriate and needed)

WORKING AGAINST PRODUCING DEPENDENCY

- **Principle:** The goal of all helping is to enable the individual to increase their sense of autonomy and independence (e.g., personal control and direction). This is best accomplished when students work for internal reasons and when feedback is provided in the form of information and confirmation rather than rewards, praise or punishment.
- **Problem:** When a helping relationship is developed with a student, s/he may come to over rely on the helper, may only work when the helper is available, or may only work in order to please the helper.
- **Process:** The necessary ingredients in minimizing dependency are (a) to maintain the student's focus on the internal reasons s/he has for working on the tasks at hand and (b) to use encouragement and avoid overuse of external reinforcers (including social reinforcement in the form of praise).
- With respect to minimizing dependency, five things you can do are:
 1. Provide only the degree of support and direction a student needs in order to work effectively
 2. Encourage rather than praise
 3. Help the student identify personal reasons for what they are doing
 4. Help the student to self-evaluate products and progress with reference to personal reasons for what they are doing (e.g., to tune in to his or her own sense of accomplishment and satisfaction rather than being overly concerned about whether you are pleased with the effort)
 5. Help the student identify when it is appropriate to seek support and direction and a wide range of ways to do so when it is appropriate

From: H.S. Adelman & L. Taylor (1986), *An Introduction to Learning Disabilities*.
Glenview, IL: Scott, Foresman.

GETTING OFF TO A GOOD START & PROBLEM SOLVING

- **Understanding Your Initial Impact**

1. *With the teacher and other adults:* It's important to develop a positive relationship with the teacher and aids to become part of the staffing team.
2. *With the children:* It's important to be seen as a special resource, a helper, someone the children look forward to sharing their experiences with.

- **What To Do To Get Off To A Good Start**

1. *With the teacher and other adults:* Find time to let the teacher know you and what to expect from you. Find a time to talk informally with the teacher when children aren't there. Share your appreciation of what you have seen and avoid comments that might be perceived as critical.
2. *With the children:* Find the time and opportunity to sit down and get acquainted. Begin to appreciate who they are and what they're doing, showing how and praising good attempts helps build a relationship.

- **Observation as an Important Tool and Starting Place**

Understand the difference between describing what you see and making judgments about what it means (see next section).

- **Specifics for the First Day**

Observation is the first task and you can do this as a participant-observer. During the observation phase, be certain to assist the teacher as per expectation of role. If a child has been identified, begin building a working relationship. Look for strengths and see the child as a whole person.

- **Some Problems to Anticipate and How to Deal With Them**

Typical pitfalls that might be avoided:

1. Seeing things that worry you or make you feel uncomfortable
2. Feeling put on the spot and not knowing what to do
3. Feeling uncomfortable with your level of competence

Processes for problem-solving:

1. Keeping notes on information needed, problems identified to share with your supervisor (or onsite coordinator or teacher)
2. Requesting supervision when you need it and using it effectively

EXERCISE IN DIFFERENTIATING DESCRIPTIONS AND JUDGMENTS

It is easy to fall into the trap of arriving at premature judgements about those who are having problems. This exercise is meant to help you avoid such a trap.

Choose any specific aspect of what you see in the classroom (e.g., a specific activity, the physical environment). Naive observers often make the error of not separating their value judgments when describing what they have observed. Practice separating descriptions from judgements.

First, write down all your observations in the column labeled *Descriptions*. Then, read what you have written; look for words that are judgmental. For example, you may find a statement such as “The student is not paying attention to the lesson.” Not paying attention is a judgement. The behavior observed probably was that the student was not doing an assigned task. In the column labeled *Judgements*, put a checkmark next to all statements that, on reflection, you see as a premature judgement,

<p style="text-align: center;"><i>Descriptions</i> (In this column, write down what you see but try to avoid interpreting motivations and assigning value judgements)</p>	<p style="text-align: center;"><i>Judgements</i> (In this column, you can make your interpretations and value judgements)</p>

D. Appreciating and Evaluating

This section includes:

1. Certificate of Appreciation
2. Letter of Appreciation
3. Volunteer Evaluation of Program
4. Teacher Rating of Volunteer

VOLUNTEER APPRECIATION

*For Participation
in the Early Assistance
for Students and Families Project*

THIS CERTIFICATE IS AWARDED TO

In recognition of dedicated
volunteer service and unselfish
contributions to the welfare of
children at

INSERT SCHOOL NAME



RE: VOLUNTEER SERVICE PROVIDED IN
THE 1997-98 ACADEMIC YEAR

To Whom It May Concern:

_____ has successfully completed several months of volunteer work to provide support personnel to teachers by working with at-risk students. These students are vulnerable due to social, emotional, or developmental problems. Many are shy, withdrawn, unmotivated, overwhelmed or overly active. This volunteer's role has been to work with the teacher to identify such youngsters, analyze the problem and plan an intervention support system that will enable the child to succeed in the mainstream program.

In addition, this volunteer gave personal, one-to-one support and assistance to the vulnerable target children, helping them to develop self-esteem and positive feelings toward school.

This experience working with the classroom teacher and the special needs of high-risk youngsters has been of great value.

Sincerely,

Volunteer Evaluation Of Program

Volunteer Name _____

Date _____

Teacher or Staff _____

School _____

1. What aspect of your volunteer experience have been best for you?

2. What problem or concerns have occurred?

3. Rate your degree of satisfaction with this learning experience.

not at all	not much	only a little	more than a little	quite a bit	very much
1	2	3	4	5	6

If you circled 1, 2, or 3, please indicate briefly why this was so and offer any recommendations you may have so we can improve the program in the future.

Staff/Teacher Rating of Volunteer

As part of our ongoing effort to evaluate this volunteer program, it will help us to have the following basic information on each participating teacher.

Name of teacher/staff _____ Date _____

School _____ Grade or Position _____

Sex of teacher: () Female () Male

Race and/ or Ethnic origin of teacher:

() White (Not of Hispanic origin) () Black (Not of Hispanic origin)
() Hispanic () Asian / Pacific Islander
() American Indian/ Alaskan Native () Filipino

Length of teaching experience at this grade level: _____

Have you taught at other grade levels? () Yes () No

If Yes, what grade and for how long?

Have you taught in any special programs (e.g., special ed.)? () Yes () No

If yes, specify: _____

Have you supervised volunteers previously? () Yes () No

Evaluation Of Volunteer

Volunteer's Name _____

Please indicate how much **effort** s/he put into helping students (e.g., does s/he work hard)?

Very little	a bit less than average	a bit more than average	well above average
-------------	-------------------------	-------------------------	--------------------

Please indicate how much **ability** s/he appear to have for helping students (e.g., does s/he have necessary skills)?

Very little	a bit less than average	a bit more than average	well above average
-------------	-------------------------	-------------------------	--------------------

Please indicate how **effective** s/he appears to be in helping students (e.g., does his/her presence seem to help)?

Very little	a bit less than average	a bit more than average	well above average
-------------	-------------------------	-------------------------	--------------------

Other Comments:

E. Some Program Examples

Model programs from four major U.S. cities are described below:

1. San Francisco, California

The San Francisco School Volunteers Program is an independent, non-profit agency that recruits, screens, trains, and places volunteers in the San Francisco Unified School District. The program has been in operation for over 32 years. Volunteers are recruited to meet the unique needs of each school -- needs ranging from tutorial help in math and reading to assistance with learning disabled children to the development of art and music enrichment activities. Although parents constitute the largest source, senior citizens, university students, and business people also provide volunteer services. A recent report showed operation of 9 programs and 2,700 volunteers, serving some 63,000 students and 2,100 teachers in all 109 of the city's schools. Evaluations of the volunteer programs show substantial improvements in elementary reading scores, high school foreign-language scores, and noticeable gains in student problem-solving ability in mathematics, writing, and English.

Contact: Alan Lessik, Executive Director; Address: 601 McAllister St., San Francisco, CA 94102; Phone: (415) 749-3700; Fax: (415) 749-3780;
<http://www.sfsv.org>

2. Tulsa, Oklahoma

Volunteerism is a vital component in the Tulsa school system. Between 3,900 and 4,000 volunteers work in the public schools, contributing approximately 169,000 hours of service in a variety of capacities ranging from direct involvement in the instructional process to clerical support for teachers and administrative staff. One volunteer program, in particular, has received much attention: the Adopt-A-School Program, sponsored by the Tulsa Board of Education and the Metropolitan Tulsa Chamber of Commerce. The Adopt-A-School Program encourages companies and organizations to release teams of employees for three hours per week in order to take an active role in helping youth (e.g., by speaking to youth about issues relevant to their age group, as well as educational and career opportunities).

Contact: Maia Weaver, Volunteer Specialist; Address: Tulsa Public Schools, 3027 South New Haven, Tulsa, Oklahoma, 74147-0208; Phone: (918) 746-6899; Fax: (918) 746-6407;
<http://www.tulsaschools.org/volunteer1.shtm>

3. *Washington, D.C.*

Volunteerism has become an integral aspect of the educational system in Washington, D.C. where 23,000 volunteers gave 5 million hours of time, worth \$25 million. In addition, every one of the city's 200 schools and programs received some kind of volunteer service. Fifty-one percent of volunteers serve in elementary schools, 20 percent in middle and junior high schools, 10 percent in high schools, 13 percent in adult education, 12 percent in special education, and 4 percent in community schools. Volunteer efforts target four main areas: support to instruction, which includes tutoring and classroom assistance (53 percent); extension services, defined as additions to counseling or administrative functions (17 percent); enrichment activities in the form of extracurricular learning experiences (21 percent); and advisory and advocacy activities (9 percent). Business, Community, and Volunteer Services links the District of Columbia Public Schools with corporations and community organizations that want to offer support to schools and students. Major projects of this office are: School-business/community partnerships; Service learning; Neediest Kids Fund/The Kids' Store; School-to-Careers work-based learning; Embassy Adoption Program; and Faith-based Initiative.

Contact: Washington D.C. Public Schools; Corporate and Community Relations Office; 825 North Capitol St. NE, Washington, D.C. 20002; Phone: (202) 727-0488 or (202) 442-5155; Fax: (202) 442-5602

4. *Berkeley, California*

In 1983, as Proposition 13 was just beginning to be felt in classrooms throughout the state, a group of parents and community leaders established the Berkeley Public Education Foundation with the stated mission of "restoring excellence in Berkeley public schools." With a volunteer Executive Director and a dedicated Board, the Foundation started small but through the years has galvanized both financial resources and the energy of our community to improve educational opportunity for students at all of Berkeley's 17 schools. Today, the Foundation remains a volunteer-based institution, staffed by a part-time Executive Director, a part-time Administrative Assistant, a full-time Director of Berkeley School Volunteers, and a half-time Outreach Coordinator. All programs are under the Board's direction. Berkeley School Volunteers (BSV) offers a variety of opportunities at all 16 public schools, from preschool through high school. Volunteers are placed with teachers who have requested help in programs that suit their time availability, skills, and interests.

Contact: Michelle Khazai, Director; Address: 1835 Allison Way, Berkeley, CA 94703; Phone: (510) 644-8833; <http://www.bpef-online.org/volunteers.html>

F. Senior Citizens as School Volunteers: New Resources for the Future

[This ERIC Digest was authored by Lois Lipson in 1994 ED369774]

Introduction

As the National School Volunteer Program (1986) points out, a generation ago the term "school volunteer" meant parent volunteer. Today, school volunteers come from many sources and provide a wide range of services at the primary as well as the secondary levels. While the need for school volunteers has grown, the supply has shrunk because mothers, the major source of traditional school volunteers, have increasingly taken jobs outside the home. Armengol (1992) reports that more and more schools are discovering the wealth of experience and expertise available in their communities' senior populations.

Senior citizens have discovered that volunteering offers an avenue for exercising skills and talents gained through a lifetime of experience (American Association of Retired Persons, 1992). Over 41% of Americans 60 years and older performed some form of volunteer work in 1988, and volunteered an average of 64 days a year (Gallup, 1992). The United States today has more healthy, well-educated, independent, and retired senior citizens than the rest of the world. Between 1900 and 1983, the percentage of the U.S. population aged 65 and above almost tripled (from 4.1% to 11.7%) while the number increased more than eight times (from 3.1 to 27.4 million) (National School Volunteer Program NSVP, 1986). Census Bureau projections indicate persons 65 and older will account for 13% of the population by the turn of the century and by 2030 there will be about 65 million older persons, constituting about 20% of the population.

This Digest highlights the value and importance of involving older volunteers in a school program as well as provides program development strategies.

Benefits to Schools and Seniors

The increasingly expanding older population has a major impact on school districts caught

between spiraling costs, declining revenues, and expanding student/faculty need. Attempts to increase school budgets in some districts have gone down to defeat, largely because this older segment of the population often sees no reason to support a system it no longer needs and from which it derives no perceived benefits (Armengol, 1992).

In schools across the country, teachers are bringing older volunteers into their classrooms and winning support for school district activities among senior citizens. The Age Link Project, an intergenerational child-care program for school-age children provides after-school services linking children with volunteer older adults in North Carolina (Crites, 1990). The Senior Motivators in Learning and Educational Services (SMILES) program in Salt Lake City recruits and trains older adults and places them in district schools to help with such activities as story sports. Many SMILES volunteers work in resource rooms with special education students sports. Many SMILES volunteers work in (Salt Lake City School District, 1992).

Older volunteers can enliven a classroom by offering new and unique perspectives to traditional topics. Experts in crafts and professions share their skills and experiences, and, at the same time, benefit from intergenerational contact with students. An intergenerational program can also fill a personal gap left by the decline of the extended family. According to Armengol (1992) the American family is less enriched now that grandparents are not as likely to be members of a child's household. Senior volunteers often serve as surrogate grandparents. In addition, intergenerational programs can help dispel negative stereotypes that youth and older adults may have about each other (Matters, 1990).

Program Development

Primary responsibility for the development and management of an effective volunteer program rests with the principal or a designated volunteer

coordinator. Too often, however, well-meaning administrators impose volunteers on teachers, who feel the burden of yet another task assigned to them. Involving teachers early in the process and at appropriate stages, will help relieve that burden.

Angelis (1990) outlines seven steps to follow in developing a successful intergenerational program: (1) needs assessment, (2) job description, (3) recruitment, (4) screening, (5) orientation and training, (6) recognition, and (7) evaluation.

Needs Assessment. The first step in program development is defining clearly what is to be accomplished and determining student needs. Writing simple goals helps develop a clearer picture of what the program will do and what steps are necessary to make it happen. Key administrators and other decision makers, whose influence and support can make the program successful, should be identified, informed of the project, and involved as much as possible in order to build institutional support.

Job Description. Expected results from the activity must be established and information utilized to make a list of specific tasks volunteers are to perform. A job description tells volunteers the purpose of the program, what skills are necessary, how much time they must commit, and what is expected of them.

Recruitment. Those experienced in recruiting volunteers indicate the best method is simply to ask for them. The best technique is personal contact either by telephone or a casual query in conversation. Potential volunteers will usually accept if they are approached by people they know. Examples of contact opportunities include adult education programs at community colleges, retiree organizations, social clubs, and library groups. In a 1988 study of volunteerism in the United States conducted by the Gallup organization, three-fourths of respondents indicated they did not refuse to volunteer when asked. (Gallup, 1988).

Screening. A screening interview will provide an opportunity to evaluate a potential volunteer's background and suitability for the position. After extending a warm welcome and commending candidates for their interest in

education, questions should be asked about their special training, education, skills, hobbies, interests, other volunteer experiences, membership in organizations, and, the specific age of students with which they prefer to work. Health, physical limitations, and attitudes towards students should also be ascertained.

Orientation and Training. Orientation sessions should be scheduled throughout the year (Fredericks & Rasinski, 1990). Before a volunteer comes to a classroom for the first time, the teacher should discuss the program with the students. Older volunteers need time to learn how things are done in a new and unfamiliar environment, therefore, it is helpful to supplement the orientation with written materials, tours of the classroom and surrounding areas, and introductions to other teachers and the principal. Preparation of a welcoming event prepared by students will give the volunteers an opportunity to get acquainted.

Recognition. One of the most critical aspects of developing a strong volunteer program is to recognize the importance of volunteers both in private and in public. The volunteer experience carries many rewards, including social contact and feelings of involvement and importance. In many cases, these feelings alone are enough to keep volunteers motivated. Nevertheless, periodic recognition of volunteer efforts is a critical step in maintaining a program.

Evaluation. The success of any volunteer program is gauged with an evaluation of whether the goals and objectives of the program have been achieved. Ideally, these goals and objectives should be cooperatively established by teachers, volunteers, and administrators. As part of this process, teachers need to acknowledge what is going well, what is not going well and, what should be done differently. Positive points should be emphasized, but any problems must also be addressed. Opinions of volunteers, who may have ideas that could make the program more effective, should be sought.

Special Issues

Transportation. Lack of good transportation prevents some older volunteers from participating and keeps others from volunteering as often as they would like. Some report that the

cost of bus fare plus lunch is more than their limited incomes will allow. Several programs provide mileage costs, give bus fare to volunteers over 60, use school buses, or find transportation from younger volunteers.

Lunches. Principals can sometimes offer lunches to all older school volunteers who are on duty at lunchtime; sometimes the PTA can offer to cover the cost.

Liability Insurance. Some states have laws that provide the same insurance coverage for volunteers as for teachers and other school employees. Some school districts have secured the same arrangement from their insurance companies.

TB Tests. Some school programs make it easier for volunteers to get required tuberculin skin tests by arranging for the community's public health department to do the testing at several schools on different days early in the fall (NSVP, 1986).

Resources

The American Association of Retired Persons (1992) lists the following organizations and volunteer clearinghouses that can help locate suitable volunteers:

The American Association of Retired Persons (AARP) Volunteer Talent Bank was created to help people 50 years of age and older who are interested in volunteering. AARP Volunteer Talent Bank, 601 E Street, N.W., B3-440, Washington, DC 20049.

The Area Agency on Aging is the community focal point for many services for older people and often can help find and place older volunteers. Look in the telephone directory under government listings or contact the Agency on Aging in the state capital.

Family Support Centers at Military Installations offer varied volunteer opportunities.

The Retired Senior Volunteer Program (RSVP) has over 750 local offices. If RSVP is not in the telephone directory, write to RSVP, ACTION Agency, 1100 Vermont Avenue, N.W. Washington, DC 20525.

References

References identified with an EJ or ED number have been abstracted and are in the ERIC database. Journal articles (EJ) should be available at most research libraries; documents (ED) are available in ERIC microfiche collections at more than 700 locations. Documents can also be ordered through the ERIC Document Reproduction Service: (800) 443-ERIC.

American Association of Retired Persons (AARP). (1992). *To serve, not to be served: A manual of opportunity and a challenge*. Washington, DC: Author.

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Armengol, R. (1992, February). Getting older and getting better. *Phi Delta Kappan*, 73(6), 467-70. EJ 439 297

Brandes, B. and Green R. (1999). *Off Their Rockers into Service. Connecting the Generations through Service Learning. Linking Learning with Life*. Clemson, SC. ED 430134

Crites, M.; Dillard, L.; Sumpter, G.R. (1990). *The Agelink Project replication manual: An intergenerational school-age childcare program*. Washington, DC: Administration on Aging (DHHS). ED 349 095

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New York State Rural Education Advisory Committee. (1999). *Welcome to Generations Together: Reading for the Future. An Intergenerational Program for Schools*. New York, NY: Author. ED 445846

Salt Lake City School District. (1992). *SMILES (Senior Motivators in Learning and Educational Services)*. Unpublished Manuscript. ED 346 983

Shipman, M. (1999). *How Senior Volunteers and Intergenerational Programs Contribute to Education and Enrich Lives*. *Education Canada*, 39 (1), 31-34. EJ 588514

VMAssociations, Inc. (2002). *How to Start Intergenerational Programs in Communities*. Windsor Mill, MD. ED 473669

IV. Other Resources from Our Center

A. Quick Find for Internet Resources Related to Volunteers

B. Consultation Cadre Resources

(To access this quick find go to: <http://smhp.psych.ucla.edu/qf/volunteers.html>)

Quick Find On-line Clearinghouse

TOPIC: Volunteers in Schools

The following reflects our most recent response for technical assistance related to this topic. This list represents a sample of information to get you started and is not meant to be exhaustive.

(Note: Clicking on the following links causes a new window to be opened. To return to this window, close the newly opened one.)

Center Developed Resources and Tools

Introductory Packets

- [Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs \(Introductory Packet\)](#)
- [Working Collaboratively: From School-Based Collaborative Teams to School-Community-Higher Education Connections \(Introductory Packet\)](#)
- [Parent and Home Involvement in Schooling \(Introductory Packet\)](#)

Quickfind

- [Parent and Home Involvement in Schooling \(Quickfind\)](#)

Guidebook

- [School-Community Partnerships: A Guide](#)
- [Guides to Practice: What Schools Can Do to Welcome and Meet the Needs of All Students and Families](#)

Resource Aid Packet

- [A Set of Surveys to Map What a School Has and What it Needs \(Resource Aid Packet\)](#)

Technical Aid Packet

- [Volunteers to Help Teachers and Schools Address Barriers to Learning \(Technical Aid Packet\)](#)

Newsletter

- [Newsletter: School-Community Partnerships from the School's Perspective \(Winter, '99\)](#)

Training Tutorial

- [Training Tutorial: Community Outreach: School-Community Resources to Address Barriers to Learning](#)

Relevant Publications on the Internet

- [Do Classroom Volunteers Benefit Schools?](#)
- [Experience Corps](#)
- [Foundations of Successful Youth Mentoring: A Guidebook for Program Development](#)
- [Guidelines for School Officials, Volunteers, and Mentors Participating in Public School](#)

Community Partnerships

- [How to Build Your Community Partnerships for Learning](#)
- [Increasing School Involvement of Hispanic Parents](#)
- [Involving Parents in the Education of Their Children](#)
- [Legal Issues in School Volunteer Programs \(PDF Document, 366K\)](#)
- [Making the Most of Volunteers](#)
- [Mentor Screening](#)
- [The Mentor Directory](#)
- [Mentoring Programs and Youth Development: A Synthesis](#)
- [Mentoring School-Age Children: Relationship Development in Community-Based and School-Based Programs](#)
- [Operation Bookworm Classroom Volunteer Program](#)
- [Parent Involvement in Elementary Language Arts: A Program Model](#)
- [Reference Checks \(from *Staff Screening Tool Kit, 1st edition*\)](#)
- [Resources for Volunteers in K-12 Schools](#)
- [School-Based Mentoring: A First Look into its Potential](#)
- [School-based Mentoring: A Closer Look](#)
- [School Volunteer Policy \(From the Auburndale School District\)](#)
- [Screening \(from *No Surprises: Controlling Risks in Volunteer Programs*\)](#)
- [Starting a Volunteer Project in your School](#)
- [Student Mentoring Program \(from the Dubuque Community School District\)](#)
- [Successful Strategies for recruiting, training, and utilizing volunteers: A guide for faith and community-based service providers](#)
- [Understanding and Facilitating the Youth Mentoring Movement](#)
- [Using Volunteers in the School](#)
- [Volunteer Management Capacity in America's Charities and Congregations: A Briefing Report](#)
- [Volunteer Management Practices and Retention of Volunteers](#)
- [Volunteer Policy \(Gallup-McKinley County Public Schools\)](#)
- [Volunteers in Public Schools](#)

Selected Materials from our Clearinghouse

- [American Council for Drug Education \(ACDE\)](#)
- [America Reads: Miami Reads Tutorial Project](#)
- [The Children's Rights Project](#)
- [Curriculum Guide for Student Peer Counseling Training](#)
- [From Parent Involvement to Parent Empowerment and Family Support: A Guide for Community Leaders](#)
- [Guidelines for the Screening Persons Working with Children, the Elderly, and Individuals with Disabilities in Need of Support](#)
- [Juvenile Mentoring Program: 1998 Report to Congress](#)
- [Los Angeles Learning Centers Guidebook: Enabling](#)
- [Make a Friend- Be a Peer Mentor](#)
- [Programming the Prevention of Adolescent Program Behaviors: The Role of Autonomy, Relatedness, and Volunteer Service in the Teen Outreach Program](#)
- [School/Family/Community Partnerships: Caring for the Children We Share](#)
- [Volunteers in Public Schools](#)
- [Volunteers: Real People, Real Connections](#)

Related Agencies and Websites

- [America's Promise- The Alliance for Youth](#)
- [American Association of Community Colleges- Service Learning](#)
- [Americorps](#)
- [Big Brothers Big Sisters](#)
- [CHALK](#)
- [Children First: The Website of the National PTA](#)
- [Circle K International](#)
- [Communities In Schools](#)
- [Community Engagement and Volunteerism](#)
- [Corporation for National Service](#)
- [E-Volunteerism: the Electronic Journal of the Volunteer Community](#)
- [Horizons Service Learning Project](#)
- [LAUSD Volunteer Opportunities](#)
- [Learn and Serve America](#)
- [National Mentoring Center](#)
- [National Mentoring Partnership](#)
- [National Service-Learning Clearinghouse](#)
- [Points of Light Foundation](#)
- [Read With Me: A Guide for Student Volunteers Starting Early Childhood Literacy Programs](#)
- [Tutor/Mentor Connection](#)
- [The Virtual Volunteering Project](#)
- [Volunteer Management / Service Leadership Online Resources](#)
- [VolunteerMatch.org](#)
- [Volunteer for Our Children](#)
- [Volunteer in Public Schools](#)

Relevant Publications That Can Be Obtained through Libraries

- *Becoming successful readers: A volunteer tutoring program for culturally diverse students.* M. Moore-Hart & S.A. Karabenick (2000). Paper presented at the Annual Meeting of the American Educational Research Association. (New Orleans, LA, April 24-28, 2000).
- *Citizens and the schools: Partners in education.* American Association of School Administrators (AASA) (1984). Arlington, VA: AASA.
- "Citizen volunteers: A growing resource for teachers and students." W. Cuninggim (1980). *Teaching Exceptional Children*, 12, 108-112.
- "Do Classroom Volunteers Benefit Schools?" Brent, B.O. (2000). *Principal*, 80, 36-40.
- "Do Schools Really Need More Volunteers?" Brent, B.O. (2000) *Educational Policy*, 14(4): 494-513.
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- "Effectiveness of one-year participation in school-based volunteer facilitated peer support groups." Wassef, A., Mason, G., Collins, M., Van Haalen, J., Ingham, D. (1998). *Adolescence*, 33, 91-97.
- "Establishing school volunteer programs." Strom, R., Strom, S., (1999). *Child and Youth Services*, 20, 175-188.
- *Family Strengthening: A Key to Student Success.* (1994). C. Levine. National Center for Law and Education.
- *Families, Schools, Communities: Learning Together School Volunteer Guide.* C. Potter, J. Grinde, & R.A. Landsverk (2000). Madison, WI: Wisconsin State. Department of Public

Instruction, Families in Education Program.

- *Handbook for principals and teachers: A collaborative approach to effective involvement of business/community volunteers at the school site.* J.A. Asche (1989). Alexandria, VA: National Association of Partners in Education.
- "Increase productivity with volunteers." S.T. Gray (1984). *School Business Affairs*, 50, 18-36.
- "Intergenerational Mentoring: Senior Volunteers in Schools." K. Stetzner (2001). *School Administrator*, 58, 52.
- *Noble allies: Volunteers in the schools.* S. Halperin & D.W. Merenda (1986). Washington, D.C.: Council for Basic Education.
- "Parent involvement in schools: A parent's view." E. Ainsworth (1977). *Thrust for Educational Leadership*, 6(3), 6-8.
- "People who need people -- the volunteer component." J. Rauner (1985). *Momentum*, 16, 35-37.
- *A Practical Guide to Creating and Managing School/Community Partnerships.* D.W. Merenda, R.A. Lacey, & V. Robinson (Eds.) (1986). Alexandria, VA: National Association of Partners in Education.
- Recruiting and using volunteers in meaningful ways in secondary schools. M. Burke (2001). *NASSP Bulletin*, 85, 46-52.
- *School, Family, and Community partnerships: Your Handbook for action (2nd ed.).* J.L. Epstein, M.G. Sanders, B.S. Simon, K.C. Salinas, N.R. Rodriguez, & F.L. Van Voorhis (2002). *School Volunteer Management.* (1995). By J. Whaley (Ed.). Gaithersburg, MD: Aspen Publishers, Inc.
- "The Effectiveness of Adult Volunteer Tutoring on the Reading among 'At-Risk' First Grade Children." Rimm-Kaufman, S.E., Kagan, J., Byers, H. (1999). *Reading Research and Instruction*, 38, 143-152.
- *The Home-School Connection : Guidelines for Working With Parents.* (1994). By J. McGilp, & M. Michael. Woburn, MA: Heinemann.
- "The Unintended Consequences of Volunteerism: Positive Outcomes for those who Serve." Primavera, J. (1999). *Journal of Prevention and Intervention*, 18, 125-140.
- *Toward Predicting Successful Youth Mentoring Relationships: A Preliminary Screening Questionnaire.* Roffman, J, Reddy, R. & Rhodes, J. (2000).
- "Using Economic Theory and Research to Better Understand Volunteer Behavior" Govekar, P.L. & Goverkar, M.A. (2002). *Nonprofit Management and Leadership*, 13(1): 33-48.
- "Using Senior citizen Volunteers in the Schools." J.M. Carney, J.E. Dobson, & R.L. Dobson (1987). *Journal of Humanistic Education and Development*, 25(3), 136-143.
- *Volunteers and vocational education.* D.S. Katz (1984). Information Series 271, National Center for Research in Vocational Education. Columbus: Ohio State University.
- *Volunteerism in education: Translating spirit into state action.* N.M. Cohen (1982). *Educational Horizons*, 60, 101-105.
- *Volunteers in Public Schools.* (1990). By Bernard Michael (Ed.). National Academy Press.
- *Volunteerism in Special Education through industry-education cooperation.* D. Clark & J. Hughes (1986). Buffalo, NY: National Academy for Industry-Education Cooperation.
- *Volunteer programs for secondary schools.* M.W. Lewis (1978). Palo Alto, CA: R&E Research Associates, Inc.

We hope these resources met your needs. If not, feel free to contact us for further assistance. For

additional resources related to this topic, use our [search](#) page to find people, organizations, websites and documents. You may also go to our [technical assistance page](#) for more specific technical assistance requests.

If you haven't done so, you may want to contact our sister center, the [Center for School Mental Health](#) at the University of Maryland at Baltimore.

If our website has been helpful, we are pleased and encourage you to use our site or contact our Center in the future. At the same time, you can do your own technical assistance with "[The fine Art of Fishing](#)" which we have developed as an aid for do-it-yourself technical assistance.

Volunteers to Help Teachers and Schools
Address Barriers to Learning
Consultation Cadre List

Professionals across the country volunteer to network with others to share what they know. Some cadre members run programs, many work directly with youngsters in a variety of settings and focus on a wide range of psychosocial problems. Others are ready to share their expertise on policy, funding, and major system concerns. The group encompasses professionals working in schools, agencies, community organizations, resource centers, clinics and health centers, teaching hospitals, universities, and so forth.

People ask how we screen cadre members. We don't! It's not our role to endorse anyone. We think it's wonderful that so many professionals want to help their colleagues, and our role is to facilitate the networking. If you are willing to offer informal consultation at no charge to colleagues trying to improve systems, programs, and services for addressing barriers to learning, let us know. Our list is growing each day; the following are those currently on file related to this topic. Note: the list is alphabetized by Region and State as an aid in finding a nearby resource.

Updated 9/07

Eastern States

Connecticut

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Central States

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