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ABSTRACT

The increasing number of Head Start parents returning to school or taking employment has resulted in a decline in parent time volunteering. Many Head Start programs have had to increase their recruitment efforts to attract volunteers from the larger community. This handbook provides a model for the development of a Head Start volunteer program. Fourteen chapters provide guidelines for various aspects of volunteer management, policy references, and a checklist for necessary documentation. The chapters are: (1) "The Head Start Volunteer Effort"; (2) "Selecting the Volunteer Coordinator"; (3) "The Volunteer Advisory Committee"; (4) "Planning the Volunteer Effort"; (5) "Recruiting Volunteers"; (6) "Screening, Interviewing and Placing Volunteers"; (7) "Volunteers in Home-Based Programs"; (8) "Special Volunteer Pools"; (9) "The Volunteer Handbook"; (10) "Volunteer Orientation"; (11) "Volunteer Training"; (12) "Retaining Volunteers"; (13) "Managing the Volunteer Program"; and (14) "Fiscal Matters and the Volunteer Program." Four appendices delineating volunteerism resources, volunteer associations, government-sponsored volunteer programs, and agencies with whom Head Start has interagency agreements complete the handbook. (KDFB)

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A HANDBOOK FOR VOLUNTEER COORDINATORS IN HEAD START



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January 1990

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A HANDBOOK

FOR VOLUNTEER COORDINATORS

IN HEAD START

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Region V Head Start Training and Technical Assistance Resource Center

Authors:

Ann Kuhn
Ann Colman Dawson
Barbara Barrett

Editor:

Monica Sørensen

Production Artist:

Ruth Steenburg

Project Director:

Roy Pierson

Project Administrator:
Barbara Barrett

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INTRODUCTION

BACKGROUND OF VOLUNTEERISM IN HEAD START

Head Start was initiated as a part of the Federal Government's War on Poverty. In February 1965, a panel of experts chaired by Dr. Robert Cooke at Johns Hopkins University submitted a paper entitled *Recommendations for a Head Start Program* to the Office of Economic Opportunity (later combined with other offices in the U.S. Department of Health, Education, and Welfare, now Health and Human Services). In addition to identifying the elements of an effective child development program, the paper addressed volunteerism, saying that the design of programs should:

> ...encourage the use of selected volunteers as aides and assistants in certain activities. These volunteers could be as young as ten years old and should include teenagers and college students as well as adults. There should be persons from circumstances similar to the child's, as well as from differing socio economic, racial and ethnic groups. Volunteers should find participation a wholesome outlet for realizing their social and ethical values.

During the summer of 1965, communities sponsoring the first Head Start programs mobilized parents, students, public and private agencies, and community residents to assist in getting the program under way. Many of these individuals and groups participated on a voluntary basis and were essential to the successful beginning of Head Start.

POLICY ISSUANCES AND GUIDELINES

The first official policy document for Head Start programs was *The Head Start Manual of Policies and Instructions*, published in 1967. This manual (now out of print) presented specific policies for including volunteers in the program. Many key requirements found in the manual are still in effect today and have been restated in other policy issuances. These include the following:

- Programs are expected to use volunteers to the fullest extent possible
- The third person in the classroom is a volunteer
- Volunteer services claimed as part of the non-Federal share must be documented by time sheets
- All personnel, including volunteers, who are in contact with children must be screened for tuberculosis
- Volunteers who eat with children will not have to pay for their meals
- Volunteers will be covered by adequate insurance
- Head Start programs must explore the use of other community resources.

A series of pamphlets known as *The Rainbow Series* was published by Head Start in 1968. The series (copies of which are no longer available) addressed policy issues and provided supporting information and resources for creating high-quality programs for children and families. The pamphlet on volunteers stated that the primary aims of the volunteer programs are as follows:

- To provide additional staff in all areas of the program, thus increasing the effectiveness of paid staff
- To give interested local citizens, including parents of the children, an opportunity to participate in the program
- To establish a systematic method of mobilizing community resources for the expansion and improvement of all parts of the program
- To build better understanding for the overall War on Poverty and to stimulate widespread citizen support for improved services in education, health, and welfare for children and their families.

The Head Start Program Performance Standards, issued in 1975, incorporated policy from prior documents and addressed the use of volunteers in every component. Several years later, the Office of Human Development Services issued its 1982 memorandum supporting well-managed volunteer efforts in Head Start programs.

Thus, from the beginning, the development of strong volunteer programs in Head Start has been emphasized through policy and guidance. *Head Start Policies: Volunteers and Community Resources* presents the various policies within each component area and contains actual citations of existing policy. When appropriate, the last section of each chapter in this handbook provides a list of corresponding sections in *Head Start Policies: Volunteers and Community Resources*.

NEED FOR A WELL-MANAGED VOLUNTEER PROGRAM

Head Start parents traditionally have been Head Start's major volunteer resource. Over the past 10 years, however, an increasing number of Head Start parents have been returning to school or taking entry-level employment, which has resulted in a decline in parent time for volunteering. Many Head Start programs have had to increase their recruitment efforts for volunteers in the larger community. This activity has gone hand-in-hand with the need to promote wider recognition and a positive image of Head Start.

Head Start programs have become increasingly aware of the need to create solid community linkages with agencies that can supplement Head Start health, nutrition, parent involvement, and social services activities. The Head Start Bureau has led the way in this effort by developing agreements with other Federal agencies as well as private organizations that can be utilized at State and local levels. It is essential to plan and coordinate these efforts to ensure the greatest benefits for the Head Start families served by the program.

This handbook provides a model for the development of a volunteer program. It has been designed as a working tool. Users can add their own work plans, ideas, and references in developing and managing their volunteer programs.

CHAPTER 1: THE HEAD START VOLUNTEER EFFORT

Chapter Highlights

Volunteers are active in program administration as well as all Head Start components:

- Education
- Health
- Parent involvement
- Social services.

Volunteers provide many benefits to Head Start programs:

- Increased direct services to Head Start children and their families
- Increased moral support and encouragement to parents and staff
- Improved program image in the community.

A successful volunteer effort comprises many elements:

- A volunteer coordinator
- A volunteer plan
- Volunteer recruitment, screening, placement, and training
- Ongoing training for staff and volunteers
- A volunteer recognition and evaluation system
- Program monitoring and evaluation
- Support of Head Start administration
- Proper fiscal management.

VOLUNTEERS IN HEAD START

Head Start programs have always relied on Head Start parents, citizens, and partnerships with other community agencies for a skilled and diverse volunteer

pool. Volunteers provide a wide range of services and support to Head Start children and their families.

Volunteers in the Education Component

Both community and parent volunteers are widely used in the education component. Community volunteers may include high school students enrolled in parenting education classes, students enrolled in vocational education classes, college students who need practicum experience, retired teachers, or other professionals.

These volunteers perform many services for the Head Start program. In the classroom, they greatly extend the amount of adult/child interaction. Classroom volunteers read stories to children, extend children's play, and support children's involvement in various activity centers. They also help programs meet various Head Start regulations, for example, that there be three adults in the classroom. One of these individuals is to be a volunteer. Other regulations deal with meeting the specific needs of children.

The effective volunteer program can assist classroom teachers in the development of materials, filing, and other tasks. Volunteers can work with individual children, oversee learning centers, and make games and toys. In each of these instances the parent or community volunteer is an important part of the center staffing.

Volunteers may support the education coordinator in an advisory capacity as well. Community and parent volunteers serving on an educational advisory committee can help develop the educational component plan, review new materials, and evaluate volunteer services.

Other volunteers may be specialists in a specific area and offer short-term services. For instance, a local college professor may provide staff training, new curriculum ideas, or staff observations. A police officer may talk about safety or help children overcome their fear of police.

Volunteers in the Health Component

Like the education component, the health component uses a wide variety of volunteers. Every grantee is required to have a health advisory committee that includes parents and volunteer health professionals. This group helps the Head Start program to identify resources to meet the health needs of Head Start families and to meet policy requirements.

The health component uses professional volunteers to provide services to Head Start families. A dentist may offer dental cleaning and check-ups, a nutritionist may plan menus, a home economist may offer cooking classes to parents, or a psychologist may provide mental health evaluations.

The health coordinator may use volunteers to check children's height, weight, and blood pressure; help organize a health fair; provide training; keep the children's health records up to date; or provide transportation for children's medical or dental appointments.

The health component also uses volunteers in the classroom to support teacher efforts. Volunteers may teach children about personal hygiene, nutrition, and other health-related topics. After receiving appropriate training, volunteers may also help provide certain types of therapy to handicapped children or support the special needs of children with health impairments.

Volunteers in the Parent Involvement Component

Parents have always been considered full partners in the Head Start program. Parents must have a full voice in staff selection, budget authorization, and approval of all program plans. Parents fulfill this role as volunteers on the policy council and center committees, giving significant amounts of time in the process.

Parents also serve in other capacities. Some work as classroom assistants, lunchroom and kitchen helpers, custodial assistants, bus attendants, or office helpers.

Volunteers in the Social Services Component

The social services component develops community linkages and resources for Head Start families. The social services staff are the main link between the Head Start program, its families, and the larger community. Volunteers can help:

- Identify community groups that may help families meet basic needs, such as housing, food, clothing, and transportation needs.
- Identify community groups that may help families become self-sufficient.
- Recruit Head Start's target population—children from the community's neediest families.

The social services component also may use volunteers for direct service. A parent or community volunteer may visit homes with the social services staff, follow up on children who have been absent, or help with recruitment and enrollment activities.

Head Start performance standards strongly advise that staff organize a social services advisory committee. This committee is to include Head Start parents and representatives from key community organizations and social service agencies.

Volunteers in Program Administration

Community and parent volunteers support and assist in the direct operation of each Head Start program through their involvement as policy council and advisory group members. Their decisions directly affect every aspect of the program including the budget, operating policies, and selection of staff.

Volunteers also assist administrative staff in other types of program administration, including routine but necessary activities such as typing, filing, answering phones, or handling mail. Local professionals willing to volunteer their time may provide fiscal, legal, or planning assistance.

BENEFITS OF EFFECTIVE VOLUNTEER PROGRAMS

Volunteer services have a long-range impact on the Head Start program, the child, the family, and the volunteer. The immediate impact of a well-planned volunteer effort is seen in increased services to children in each component area.

Community volunteers provide benefits to Head Start not only through the provision and expansion of services and training. They often serve as positive role models and mentors for parents who wish to improve their parenting skills, attain an educational diploma or degree, or develop career goals.

For many parents, serving as a Head Start volunteer is their first formal work experience. It can be the first step on a career ladder. For this reason, Head Start provides training and support systems for parent volunteers. This is one way that the program helps families become self-sufficient, enabling them to move out of poverty.

Head Start parent volunteers who assume leadership positions acknowledge their partnership in operating the program. With this partnership comes ownership and pride extending to the larger community. Likewise, senior citizens, health professionals, nutrition consultants, students, and community leaders feel ownership and responsibility for a program in which their special skills are well utilized, valued, and recognized. These individuals, in turn, communicate a positive program image to the community as a whole, affirming the quality of the program and its benefits to children and their families. This high-impact public relations strategy increases community support of and interest in the program.

ELEMENTS OF A SUCCESSFUL VOLUNTEER PROGRAM

To ensure a smooth-functioning and successful volunteer effort, programs will:

- Designate a volunteer coordinator.
- Develop an effective volunteer plan.

- Conduct careful recruitment, screening, and placement of volunteers.
- Provide ongoing training for both staff and volunteers.
- Develop a volunteer recognition and evaluation system.
- Provide ongoing supervision, monitoring, and evaluation.
- Maintain strong and ongoing support of the Head Start director.
- Maintain necessary recordkeeping and fiscal management systems.

The remaining chapters of this handbook provide guidance for developing and managing an effective volunteer program.

CHAPTER 2: SELECTING THE VOLUNTEER COORDINATOR

Chapter Highlights

The volunteer coordinator has primary responsibility for all aspects of the volunteer program, including:

- Planning and implementing the volunteer effort.
- Establishing and serving as liaison to the volunteer advisory committee.
- Integrating the volunteer program into the entire Head Start program.
- Ensuring that the volunteer program is in full compliance with Head Start policy.
- Designing and providing appropriate volunteer and staff training.

The volunteer coordinator should:

- Have some advanced professional preparation.
- Be willing to continue to learn about such topics as volunteer management and organizational theory.

The volunteer coordinator's job description should include the same kinds of information as other Head Start job descriptions. The position may be full or part time, or volunteer management responsibilities may be assigned to another staff member.

THE ROLE OF THE VOLUNTEER COORDINATOR

The volunteer coordinator has overall responsibility for the volunteer program. This person is responsible for ensuring that the volunteer program is both well integrated into the entire Head Start program and in full compliance with Head Start policy.

The volunteer coordinator supports both volunteers and staff by:

- Communicating program goals to the volunteer and listening to the volunteer's concerns. This two-way communication ensures that the program management is receptive to volunteer needs and interests and supports continued volunteer involvement.

- Providing leadership to staff who work with volunteers. This ensures that the program operates smoothly and is responsive to volunteer and staff needs. Without designated leadership the volunteer program lacks focus and may fail.

The role of the volunteer coordinator is discussed more fully in Chapter 13: Managing the Volunteer Program.

QUALIFICATIONS FOR THE VOLUNTEER COORDINATOR

Like other Head Start managers, the volunteer coordinator should have some advanced professional preparation. Certainly course work and experience in family support systems, marketing strategies, organizational management, and interpersonal relationships will be helpful. Some volunteer coordinators are pursuing professional endorsement through the Association for Volunteer Administration. Each program will need to set qualifications, given the availability of trained professionals in the community and funding.

The volunteer coordinator should:

- Work well with Head Start families and representatives of community agencies and boards.
- Have good organizational skills.
- Be willing and able to take college-level courses, attend seminars, and read publications to learn more about volunteer management and organizational theory.
- Have the ability to speak and provide presentations to a variety of groups including professionals and board members.

THE JOB DESCRIPTION

The job description of the volunteer coordinator should include the same kinds of information as other Head Start job descriptions, specifically:

- The position title.
- A general description of the position.
- The specific duties included in the position.
- The qualifications for the position.
- The requirements for the position.
- The period of employment.

- The supervisor.
- The salary.

The volunteer coordinator is key to making a volunteer effort successful. Responsibilities for the coordinator might include:

- Organizing a volunteer advisory committee.
- Ensuring that the volunteer plan is formulated, implemented, and revised as needed.
- Ensuring compliance with appropriate policies.
- Recruiting, screening, interviewing, and placing volunteers.
- Maintaining communications with community agencies, parent groups, and other component coordinators in the interest of ongoing volunteer recruitment.
- Providing training and necessary support services for volunteers.
- Maintaining staff support of the volunteer component.
- Providing staff training in the use of volunteers.
- Providing volunteers with feedback, evaluation, and recognition.
- Maintaining necessary documentation.
- Developing and maintaining the volunteer budget.
- Working closely with the director and fiscal officer to ensure compliance with all regulations regarding the valuation of donated services and their use as part of the non-Federal matching funds requirement.

Depending on the size of the program and available funding, the volunteer coordinator may be full or part time. Programs should develop their own volunteer coordinator job descriptions based on program needs and available funding. A sample volunteer coordinator job description appears on the following page.

SAMPLE VOLUNTEER COORDINATOR JOB DESCRIPTION
XYZ Head Start Program

The volunteer coordinator has overall responsibility for the volunteer effort within the program. This includes establishing the program and recruiting, screening, placing, training, and evaluating volunteers. The volunteer manager works toward increasing Head Start's involvement and recognition in the community.

SPECIFIC DUTIES

- Form and serve as staff liaison to a volunteer advisory committee
- Plan and implement the volunteer effort
- Design and provide appropriate training for volunteers and staff
- Develop and maintain appropriate records and documentation
- Monitor program activities
- Provide monthly status reports
- Coordinate activities with other Head Start component managers
- Represent the Head Start program to other agencies in the community
- Other responsibilities as assigned by the director.

QUALIFICATIONS

- B.A. degree or alternative experience in program organization, social services, or adult learning
- Experience in volunteer management or community resource development
- Ability to organize and deliver presentations to a variety of community organizations
- Preference given to former or current Head Start parents.

REQUIREMENTS

- Fulfillment of all specified health and safety clearance requirements
- Freedom from conviction of child abuse or neglect
- Attendance at all required inservice training sessions.

SUPERVISOR

- Reports to the Head Start director or other staff person, as assigned.

PERIOD OF EMPLOYMENT

- This is a 12-month, full-time position subject to funding.

SALARY

- $18,000-$23,000/year, depending on experience and educational background.

COMBINED POSITIONS

When funding is not available for a separate volunteer coordinator position, Head Start programs may give responsibility for the management of the volunteer program to other staff. This staff may include:

- The parent involvement coordinator, who is already working extensively with parents.
- The social services coordinator, who is already working with various community agencies and Head Start families.
- The handicap or education coordinator.
- The Head Start director.

When the volunteer coordinator position is combined with another staff position, care should be taken to avoid overburdening the individual who holds that position.

- A revised job description should be developed to ensure that all responsibilities are included and, where possible, integrated with existing responsibilities.
- Systems must be established to help support the volunteer coordinator. For example, a volunteer might assist with coordinating and recordkeeping responsibilities.
- A careful analysis of other positions in the program will reveal which program staff might be able to share some of the responsibility for the volunteer effort. Additional responsibilities should be clearly stated in revised job descriptions for those Head Start staff.
- The individual assigned responsibility for the volunteer program and the personnel committee of the policy council should be actively involved in revising job descriptions.

A sample parent involvement/volunteer coordinator job description appears on the following page.

THE MULTIPLE PROGRAM VOLUNTEER COORDINATOR

Some community action agencies, school districts, and tribal organizations operate multiple programs and have a volunteer coordinator who is responsible for managing volunteers in all the agency's programs. Head Start programs operating in this type of organizational structure will want to establish procedures and lines of communication with the volunteer coordinator. Strategies such as holding monthly meetings or designating a specific Head Start

SAMPLE PARENT INVOLVEMENT/VOLUNTEER COORDINATOR JOB DESCRIPTION
XYZ Head Start Program

This is a position combining the management of all volunteer and parent involvement activities in the Head Start program. This position includes responsibility for compliance with all standards related to parent involvement and volunteerism in the Head Start program and for ensuring that parents and community members are involved as volunteers in all aspects of the program. This position also includes increasing Head Start's involvement and recognition in the community.

SPECIFIC DUTIES

- Support the formation and training of the policy council
- Form and serve as staff liaison to a volunteer advisory committee
- Develop parent involvement and volunteer plans
- Ensure the involvement of parent and community volunteers in all program components
- Design and provide appropriate training for volunteers and staff
- Develop and maintain appropriate records and documentation
- Monitor program activities
- Provide monthly status reports and necessary statistical reports to policy council and director
- Represent the Head Start program to other agencies in the community
- Other responsibilities as assigned by the director.

QUALIFICATIONS

- B.A. degree or alternative experience in human growth and development, social services, or adult learning
- Experience in volunteer management, program development, community resource development, or parent involvement
- Willingness to attend inservice training and expand knowledge of parent involvement and volunteer management
- Ability to organize and deliver presentations to a variety of community organizations
- Preference given to former or current Head Start parents.

SUPERVISOR

- Reports to the Head Start director.

PERIOD OF EMPLOYMENT

- This is a 12-month, full-time position subject to funding. Fifty percent of the time is dedicated to each component area.

SALARY

- $18,000-$23,000/year, depending on experience and educational background.

contact person may facilitate communication. When a new volunteer coordinator is hired, this person may need an orientation to the Head Start program and specific volunteer policies.

RECRUITMENT OF THE VOLUNTEER COORDINATOR

In recruiting a volunteer coordinator, staff may want to post advertisements for the position with:

- Other community-based programs using volunteers.
- Neighboring Head Start programs.
- College placement offices.
- Local newspapers.

In selecting a volunteer coordinator, staff should follow the same procedures used to interview and hire other component coordinators. This will include parent participation on an interview committee and approval by the policy council.

POLICY REFERENCES

Policy references related to selecting the volunteer coordinator may be found in the following section of the publication, *Head Start Policies: Volunteers and Community Resources*:

Section 1: Authority for the Volunteer Program

DOCUMENTATION CHECKLIST

***Required Documentation*:**

- ☐ Volunteer coordinator job description
- ☐ Verification of the policy council's approval for hiring the volunteer coordinator

***Recommended Documentation*:**

- ☐ Copies of advertisements placed for recruitment
- ☐ Interview committee meeting minutes and sign-in sheets

CHAPTER 3: THE VOLUNTEER ADVISORY COMMITTEE

Chapter Highlights

Programs are encouraged to establish volunteer advisory committees to help increase the number of Head Start volunteers.

Volunteer advisory committee members may include anyone interested in the Head Start program. Most programs find it helpful to select committee members from diverse groups and include at least one member of the policy council. Committee members should receive an orientation to the program.

The volunteer coordinator is responsible for forming and supporting the volunteer advisory committee. This includes assisting with the committee's meetings and implementing its suggestions.

The volunteer advisory committee provides ongoing development, monitoring, and support to the total volunteer effort. Unlike many Head Start committees, the volunteer advisory committee is not required by Head Start policy. However, the committee may be critical to the success of a program's effort. It helps ensure parent and community involvement in the volunteer planning process.

The volunteer coordinator is responsible for establishing and maintaining the volunteer advisory committee. In addition to parents and staff, the committee may include the coordinator of hospital volunteers and representatives from volunteer and other community organizations.

RESPONSIBILITIES OF THE COMMITTEE

The volunteer advisory committee develops meaningful opportunities for volunteers. To do this, the committee works to:

- Increase recognition of the Head Start program in the community and form partnerships with various agencies.
- Enhance the image of the program within the community.
- Support mutual respect between parent and community volunteers and the program staff.
- Identify and establish new linkages for services to children and families.

Depending on the program, the committee may set objectives such as the following:

- Increase the number of parent volunteers
- Increase staff support of the program
- Provide ongoing review and monitoring of the volunteer effort
- Expand services to children and their families.

RECRUITMENT OF COMMITTEE MEMBERS

The recruitment and selection of volunteer advisory committee members plays an important role in the success of the volunteer effort. All committee members should share a strong interest in Head Start and its success. Committee members may include the following:

- Local center committee representatives
- Parents who are frequent volunteers
- Teachers, assistants, and component coordinators
- Sponsoring agency board members
- Volunteers from the community
- Representatives from local community agencies with which the program would like to establish a relationship (for example, a volunteer clearinghouse, United Way, the local chapter of Parents in Education, and church groups)
- At least one member of the policy council, to enhance communication.

In addition, if a program is part of a larger agency such as a school district or community action agency, committee members may include the following:

- Local education agency (LEA) school-community partnership or volunteer coordinators

Suggestions for the Volunteer Advisory Committee

In order to accomplish its objectives, the volunteer advisory committee may find it helpful to:

- Undertake a planning process much like that of each Head Start component.
- Design an evaluation and monitoring system and evaluate the program.
- Develop improvement plans based on evaluation results.
- Develop and involve itself in special projects and issues that impact on volunteerism in the program.

- Representatives from programs such as State-funded preschools, child care centers, teen parent programs, or literacy projects.

Selecting committee members from diverse groups enhances the program's ability to implement an effective volunteer effort. For example, including individuals who are not Head Start staff or parents expands the possibilities for volunteer recruitment, involvement, and retention.

As in other aspects of Head Start program operations, the policy council should help determine the committee's objectives, help recruit committee members, and approve the final selection of committee members. Generally, the volunteer coordinator will provide the policy council with names of potential committee members and some background information on them.

ORIENTATION OF THE COMMITTEE

All volunteer advisory committee members should receive an orientation to the program. It is important that all committee members receive the same information. The orientation should provide information on the following:

- The national Head Start program and performance standards
- The local program options
- Cultural, racial, and ethnic composition of the families
- The language and acronyms used in the program
- The responsibilities and activities of the volunteer advisory committee
- Any restrictions on volunteer involvement that the program has experienced due to insurance or board-imposed rulings.

Programs may want to cover other topics in the orientation as well. For more information on orientations, see Chapter 9: The Volunteer Handbook, and Chapter 10: Volunteer Orientation.

Some of the orientation information may be sent to the committee members prior to the first committee meeting. In this case, the information sent to the committee members should be reviewed with them at the first committee meeting or orientation session.

THE ROLE OF THE VOLUNTEER COORDINATOR

In addition to forming the volunteer advisory committee, the volunteer coordinator is responsible for taking the committee's suggestions and developing a written volunteer plan for the committee's approval. (See Chapter 4: Planning the Volunteer Effort.)

PLANNING AND CONDUCTING EFFECTIVE COMMITTEE MEETINGS

- A written agenda should be prepared for each meeting. The agenda should include the date and a brief description of the items to be discussed. This keeps committee members focused on the topics and provides documentation of the content of the meeting as well as parent and community involvement in the program.
- Sometimes the coordinator or a committee member will have written materials related to the agenda to share with other members. These documents should be mailed to committee members at least 2 weeks prior to the meeting. This allows time for members to prepare for the meeting. If some of the participants have limited literacy skills, arrangements should be made for someone to review the materials with them at least 2 weeks prior to the meeting.
- The committee officers (for example, chair, secretary, and parliamentarian) should be selected by the committee members.
- Committee members should assist the chair of the committee in keeping to the agenda and moving the meeting along. Except for working sessions, meetings should last no longer than 1 hour.
- The committee secretary should take notes throughout the meeting. Some committees record meetings so that the secretary may use the tape recording to prepare the minutes. Minutes should be prepared carefully, as they will serve as the official record of the meeting. Minutes should be mailed to members for their review 2 weeks prior to the next meeting and should be read aloud at the beginning of the next committee meeting.
- All committee members should have an opportunity to express themselves, and their input should be valued.
- The purpose of having a committee is to come to an agreement about action to be taken. The committee's recommendations should be followed. The committee is not a "rubber stamp" for anyone's private agenda.
- If volunteer members' time is used as part of the agency's in-kind share, time sheets should be used.
- As in all Head Start activities, a sign-in sheet for participants at each meeting is important. It needs to be accurate and show the member's printed name and signature; date, including year; and purpose of the meeting.
- Both the director and policy council chair should indicate their strong support of the volunteer effort by attending the first meeting of this group each year.

The volunteer coordinator also:

- Assists the chair in developing the agenda.
- Supports the chair in running the meeting.
- Ensures that committee members are contacted and written materials forwarded to them as needed.
- Maintains all committee documentation (agendas, minutes, and sign-in sheets).

POLICY REFERENCES

Policy references related to the volunteer advisory committee may be found in the following sections of the publication, *Head Start Policies: Volunteers and Community Resources*:

Section 1: Authority for the Volunteer Program
Section 2: Recruitment of Volunteers

DOCUMENTATION CHECKLIST

***Recommended Documentation*:**

- ☐ Committee roster
- ☐ Committee meeting agendas, sign-in sheets, and minutes
- ☐ Committee by-laws

CHAPTER 4: PLANNING THE VOLUNTEER EFFORT

Chapter Highlights

Head Start policy does not require programs to develop volunteer plans. However, volunteer coordinators are strongly encouraged to develop such plans. The steps in developing a volunteer plan are:

1. Gather information.
2. Hold a planning session.
3. Develop the plan.
4. Write the plan.
5. Incorporate volunteer orientation and training into the training and technical assistance plan.

Head Start directors and staff know the value of a carefully developed program plan. The plan reflects the best thinking and knowledge of the program staff and participants. It focuses on both local program needs and resources. Plans are designed so that they can be adapted to changing community and program needs.

The volunteer plan, like the volunteer advisory committee, is not mandated by policy. It is, however, strongly suggested that program operators develop a written plan. The process suggested here is similar to that used in other Head Start components. Staff should feel free to adapt the process to meet their program's specific needs. The planning process described below is based on the selection and active involvement of a volunteer advisory committee. (See Chapter 3: The Volunteer Advisory Committee.)

GATHER INFORMATION

The volunteer advisory committee and others involved in the planning process will need certain information in order to plan the volunteer effort. Specifically, they will need to know:

- What is required by Head Start policy.
- What occurred in the program last year.

- What community resources are available.
- What the program needs are.

This information forms the basis for the volunteer plan and shapes the types of volunteer positions, corresponding job descriptions, and recruitment strategies needed. The plan thus reflects both the program needs and the resources available to meet those needs.

The information needed can be gathered by program staff and then presented to the volunteer advisory committee, or the committee and volunteer coordinator can gather the information together.

HOLD THE PLANNING SESSION

The planning session will last at least several hours depending on the size of the group, individual schedules, and the amount of work to be done. It is helpful to conduct the session where there will not be interruptions. Some programs serve refreshments or a meal at the planning session.

Planning sessions may include individuals who are not members of the volunteer advisory committee. People who are interested in the program but do not have time to become involved may lend additional ideas and perspectives. Some programs choose to have an outside consultant lead the planning group, while others rely on the volunteer coordinator.

DEVELOP THE PLAN

Developing the volunteer plan involves several steps. Each of these steps is necessary for the development of a plan that is both effective and realistic. These steps are discussed below.

Develop a Mission Statement

The mission statement of the volunteer plan is simply a statement that describes why the volunteer program exists and what it hopes to accomplish. The statement should be broad and flexible enough to be revised in response to changing needs. A sample mission statement for a Head Start program might be:

> The XYZ Head Start's volunteer effort was established to expand the range of volunteers involved in the program, to enhance the image of the Head Start program in the community, and to strengthen the provision of services to children and families.

GATHERING INFORMATION FOR PLANNING THE VOLUNTEER EFFORT

1. *What is required by Head Start policy?*

The publication, *Head Start Policies: Volunteer and Community Resources* contains information about Head Start policy requirements. Federal standards are usually minimal; the Head Start Bureau has always encouraged programs to exceed the national standards. After reviewing the policy requirements, the volunteer advisory committee identifies both requirements that are being met and areas for improvement.

2. *What occurred in the program last year?*

The latest Self Assessment Validation Instrument (SAVI) may help committee members identify areas of program noncompliance in volunteer matters. However, the SAVI does not have a separate section on volunteers, and the committee may need to seek additional information from parents, staff, and former as well as current volunteers.

3. *What community resources are available?*

Every Head Start program is required to conduct a community needs assessment as part of its grant application. Information from this assessment that may be useful to the volunteer effort includes the following:

- Characteristics of the population being served
- Names and special programs of local colleges and universities
- Lists of agencies with a specific focus on volunteer programs
- Community resources available, including formal agreements with service agencies, doctors, dentists, clinics, or school districts.

Head Start staff and parents may identify additional resources as well.

4. *What are the program needs?*

The best way to identify program needs for volunteer services is to talk to staff, parents, and volunteers who have worked with the program. The planning group may want to ask these individuals about the following:

- How volunteers can help in each component area
- Things that staff would like to do but never have time for
- Children's needs that staff want to address more fully
- Areas of program noncompliance in which volunteers might help
- Services that are difficult for families to obtain.

Brainstorming Tips

- Provide a short introduction to the topic to help participants begin thinking of ideas.
- Accept all ideas as being of equal value.
- Enforce a short time limit.
- Make sure ideas are written down as stated.

After explaining what a mission statement is, the volunteer coordinator asks the group for ideas about what should be included in the mission statement. This can be done in small groups or as one large group. It may be helpful to ask participants these questions:

- What will volunteers do for Head Start?
- Why do we need a volunteer effort?
- Who will benefit from the volunteer program?

Writing each idea on large chart paper allows all participants to see what has been suggested.

When this "brainstorming" activity is finished, the group must narrow or combine the ideas. The end product is a shorter list of ideas approved by the entire group. It is best to get a general sense of the group's intent and allow a smaller team or the volunteer coordinator to arrive at the final wording of the mission statement.

Develop Goals

After the concepts for the mission statement have been developed, it is time to begin the process of making them operational. Goals show how a program will achieve its mission statement. Participants are basically responding to the question, "How can we accomplish our mission?"

Consensus Building Steps

1. Combine similar ideas from brainstorming.
2. Ask each member of the group to select three ideas (or whatever number is the final number desired).
3. Ask the group to share their preferences; cross out those ideas that no one selected.
4. Repeat the process; eliminate those ideas chosen by less than three people.
5. Repeat Step 4 until the desired number of ideas is achieved.

Goals usually start with such general terms as "enhance," "develop," or "build" and identify the specific area of focus. A goal for the volunteer program might be "to enhance the quality of volunteer efforts" or "to improve the attitude of staff toward volunteers."

The group uses the brainstorming process again to generate ideas in either small groups or one large group. The coordinator supports the group in arriving at consensus on which goals to keep. It is best not to have too many goals. Five or six will be sufficient. Again, the group should not be concerned with specific wording. That task is left to the volunteer coordinator and other staff.

Develop Objectives

An objective tells specifically how, when, and by whom a specific goal will be accomplished. If possible, objectives should be measurable so that staff can evaluate accomplishments. For example:

GOAL: To improve the attitudes of staff toward volunteers.

OBJECTIVE: The volunteer coordinator will conduct a sensitivity workshop addressing staff bias toward volunteers for all staff by October 1.

Objectives should be concrete and understandable to those responsible for their achievement. They should be accepted by the group involved and specifically by the person responsible for implementing them.

The group should focus on ideas rather than specific language. The staff will be responsible for shaping those ideas into a workable plan of action. Having the group develop the final wording may become tedious and make the session too long.

Develop Tasks

Next the group identifies the tasks needed to accomplish the objectives. Usually there will be three or four tasks needed to accomplish a given objective. For example, the tasks for the objective specified above might be:

Task 1: Identify the biases that staff seem to have (for example, poverty, cultural differences, family status).

Task 2: Identify a trainer.

Task 3: Working with the trainer, design the session and followup activities.

Tasks should be specific and narrow in focus.

Identify Resources

The next step is to identify resources for achieving each goal. If expansion of recruitment activities to new groups is a goal, participants will brainstorm about groups that should be targeted for recruitment and strategies that may be used. If volunteer training is a goal, participants might name possible training topics and workshop leaders.

Assign Tasks

Because the group has participated in formulating the plan, it also should assume some responsibility to work with the volunteer coordinator in

accomplishing the objectives. The group should be asked to volunteer for those areas in which they will lend support. The volunteer coordinator must follow up with the volunteer participants to ensure that they remain active. For example, one committee member may take responsibility for identifying church groups to help the program. The volunteer coordinator should periodically check on progress, praise accomplishments, and provide all resources possible.

Plan an Evaluation

The final step in the planning process is developing an evaluation of the volunteer program. The group needs to respond to such questions as:

- Will some of the group members participate in an evaluation?
- How will ongoing monitoring be conducted?
- How will evaluation be conducted?
- What types of documentation are needed to verify that staff are following the plan?

Evaluation of the volunteer component should also be integrated into the program's annual SAVI process.

Summary of the Planning Process

One of the strengths of using the group planning process is that all the key players are involved. The volunteer coordinator who will be responsible for implementing the plan is present. The staff who will be affected by the plan content have an understanding of why and how the objectives were developed. They have, by virtue of group consensus, approved the content of plan. The director and policy council have, through their participation, endorsed it.

Important linkages with the community, policy council, and staff have been initiated and should be cultivated. The information gathered from the process must be incorporated into the final volunteer plan. The volunteer coordinator is responsible for staying in touch with the planning group members and keeping them involved.

WRITE THE PLAN

Using the information generated at the planning meeting, the coordinator writes the volunteer plan and submits it to the committee for review and approval. The plan is then submitted to the policy council for approval and adoption.

The committee should not be expected to develop the written plan itself. Its job is simply to develop the direction of the volunteer effort. Writing should be left to the program staff.

Format

Head Start programs use a wide variety of planning formats. Generally, the coordinator will use the same format as that used for component and administrative plans.

Content

The plan should include the following:

- Mission statement
- One or two paragraphs describing the planning process used
- List of participants in the planning meeting, with their signatures and the date they approved the final draft of the plan
- Plan
  - — Goals
  - — Objectives
  - — Tasks
  - — Time frame for accomplishing the objectives
  - — How to verify or determine that each objective has been achieved
  - — Who is responsible for achieving the objectives
  - — Cross reference to relevant policy or other component plan
- Minutes and sign-in sheet reflecting review and approval of the policy council.

INCORPORATE VOLUNTEER TRAINING INTO THE PROGRAM'S TRAINING AND TECHNICAL ASSISTANCE PLAN

The volunteer coordinator should work closely with other component coordinators to incorporate volunteer training into the program's training and technical assistance plan. The plan is the basis for spending program funds on training.

Some staff and volunteer training may be combined. Combining staff and volunteer training supports their working together as a team and ensures that everyone receives the same information. Participation in the same training will assist staff in knowing how to support and reinforce volunteer learning. For

parent volunteers, combined training reinforces their partnership in the program. Required training for Head Start volunteers is discussed in Chapter 11: Volunteer Training.

In working with other component coordinators, the volunteer manager will also ensure the integration of specific staff training in the training and technical assistance plan. The staff training will support staff in working with volunteers.

OBTAIN STAFF SUPPORT OF THE VOLUNTEER EFFORT

A key ingredient in the success of the volunteer effort will be the effectiveness of the staff directly supervising and working with volunteers. Most Head Start program staff have been trained to work with children, not adults. In developing training plans, it is important to include sessions that will provide staff with the skills and information needed to work successfully with volunteers.

Some of the topic areas that programs need to address with staff are:

- A basic orientation to the entire volunteer program.
- An overview of the roles and expectations of staff.
- The stages of adult needs (such as those defined by Maslow) and how these stages affect motivation and growth.
- Providing on-the-job training and support.
- Positive communication strategies and appropriate feedback techniques.
- Observing and evaluating the volunteer.
- Developing sensitivity to cultural and economic differences.
- Providing ongoing recognition of volunteer efforts.

POLICY REFERENCES

Policy references related to planning the volunteer effort may be found in the following sections of the publication, *Head Start Policies: Volunteers and Community Resources*:

Section 1:	Authority for the Volunteer Program
Section 2:	Recruitment of Volunteers
Section 5:	Orientation/Training of Volunteers

DOCUMENTATION CHECKLIST

Required Documentation:

☐ Training and technical assistance plan reflecting volunteer training in all components

Recommended Documentation:

☐ Volunteer plan

☐ Minutes and sign-in sheets from planning meetings

☐ Approval of the plan by the volunteer advisory committee

CHAPTER 5: RECRUITING VOLUNTEERS

Chapter Highlights

The volunteer coordinator has overall responsibility for recruiting volunteers, but other staff and parents should also be involved in recruitment efforts.

Each volunteer position should have a written job description including the following:

- Position title
- General description of the position
- Specific duties
- Qualifications
- Requirements, including health and other screenings
- Time commitment needed
- Training provided and opportunities for advancement
- Supervisor
- Salary match or comparability range.

Recruiting strategies include the following:

- Targeting certain groups to meet specific program needs
- Educating the community about Head Start through outreach and involvement
- Developing media presentations
- Encouraging community groups to "adopt" a Head Start program or project
- Encouraging all Head Start staff, volunteers, and parents to promote Head Start and support recruitment through word of mouth.

RESPONSIBILITY FOR RECRUITING

The volunteer coordinator has overall responsibility for recruiting volunteers. The coordinator will be assisted in recuitment by the volunteer advisory committee. Other Head Start staff and parents also must be involved in the recruitment process. The volunteer plan should describe how the volunteer

coordinator, committee members, other staff, and parents will be involved in the process.

Component Coordinators

Component coordinators should be alert to potential volunteer resources as they interact with organizations and individuals involved in activities related to component areas. For example, in working with the local dentist, the health coordinator may find that there are students at a local dental school who need experience performing dental care. Arrangements may be made for Head Start family members to have free dental cleaning and check-ups. The education coordinator, in arranging staff training with a local community college, may find that the college needs placements for students in a child development leadership program. These students can practice their skills and gain valuable experience by caring for Head Start children while parents attend meetings.

Classroom Staff and Home Visitors

Classroom staff and home visitors often have close ties to the community. They will be most aware of local churches and youth groups that are interested in developing a special project. These staff will also know community residents who might contribute to the program, for example, a retired person who likes to repair toys, a high school student who likes to read to children, or a homemaker who can make classroom materials at home.

Classroom staff and home visitors have the most direct contact with parents. The way that they relate to parents will be the most important factor in whether the parents volunteer to help in the program.

Parents

Head Start policy states that parents should help recruit volunteer services from other parents, community residents, and community organizations. Parents active in the program often know whether other parents are available and can be successful in getting them involved.

The volunteer coordinator and other staff should encourage parents to come with them on visits to agencies and organizations. In explaining how they have benefited from Head Start, parents can help recruit these groups for involvement in the program.

Often programs find that many Head Start parents are in high school completion or job training programs. These parents are not able to volunteer in the classroom or in other areas during certain hours. Therefore, programs need to find other ways for parents to volunteer their time.

PROGRAM NEEDS

Before recruiting volunteers, program staff, volunteer advisory committee members, and parent leaders must identify their specific needs. A bilingual volunteer might be needed in the classroom, or a transportation assistant or lunch supervisor might be needed. The staff and the parent leaders should make a list of needs in all program areas and activities. A need for all programs will be volunteers serving as the third person in the classroom.

Classroom teachers might list activities such as preparing materials for the classroom or being available in the library corner to read or listen to children. The program secretary may need help with filing or answering phones. The director may need help with computerizing the budgeting process. All these activities can be performed by volunteers.

Each volunteer activity requires certain skills. Some activities require interpersonal skills, such as the ability to communicate well with others. Other activities require technical skills, such as the ability to type or use a computer. Staff may find that some of the help they need requires both interpersonal and technical skills.

JOB DESCRIPTIONS

Staff should write a job description for each volunteer position. Each job description should include:

- The position title, such as volunteer classroom assistant or volunteer office assistant. Volunteer position titles should reflect the work involved in the positions and should be similar to paid position titles for similar work. Including the word "volunteer" in the position title will ensure that the position is not confused with similar paid positions.

- A general description of the position. This should be a short (2- to 3-sentence) statement of the responsibilities and functions of the position. The description should state how the position supports the Head Start program.

- A list of specific tasks to be performed, such as reading to children or answering phones. The list should include only 5 to 10 specific tasks. If there are more than 10 tasks, staff may want to reexamine the position and perhaps develop an additional volunteer position. The job description should provide a clear list of expectations for both staff and the volunteer. The tasks listed should be realistic and should reflect the qualifications needed and training provided.

- Qualifications or skills required, such as interpersonal skills, technical skills, or both. Including all the qualifications needed to perform the tasks listed in the job description will help ensure success in the position. For example, if a volunteer position involves reading stories to children, one of the

qualifications for the position will be the ability to read at a certain level. Other qualifications for volunteers may include the ability to type, ability to follow instructions, reliability, or willingness to attend training sessions.

- Requirements for the position, including health, security, or other screenings. A stipulation for orientation sessions and required training may also be included here.

- The name of the person who will supervise the volunteer. (If there will be more than one supervisor, the lines of authority must be explained to the volunteer.)

- The number of hours required (hours per day and days per week) and the duration of the volunteer activity. For example, a volunteer classroom assistant may be asked to volunteer 3 hours during school hours each day every week for 9 months. A volunteer office assistant may be needed 1 hour each evening only for 3 weeks while a Head Start grant is being prepared. Time should be included for orientation and required training sessions.

- Nonrequired training available to the volunteer and opportunities for advancement. This section may include opportunities to take credit courses designed for Head Start staff or to attend conferences. It should also state hiring preference policies, if appropriate.

- Programs that plan to use the time volunteered as part of a non-Federal match must assign a salary range to the position. Salary ranges for volunteer positions should be the same as salary ranges for similar paid positions. (For example, if the salary range for paid classroom assistants is $3.50 to $4.50 per hour, the salary range for volunteer classroom assistants should also be $3.50 to $4.50 per hour.) Assigning salary ranges also provides volunteers with a tangible idea of their contributions to the Head Start program.

A sample volunteer job description is shown on the following page.

RECRUITING STRATEGIES

Recruiting must be targeted to the needs of the program, Head Start policy requirements, and the pool of available volunteers. Several strategies may be used to recruit volunteers. Some of these strategies are presented below.

Target Certain Groups

One way to recruit volunteers involves identifying certain groups of people to fill certain needs. For example, a program may have difficulties meeting the requirement of having three people in the classroom because so many parents are in training programs or taking entry-level jobs. Staff and parent leaders

SAMPLE VOLUNTEER CLASSROOM ASSISTANT JOB DESCRIPTION
XYZ Head Start Program

The volunteer classroom assistant supports the classroom teacher and assistant teacher, thereby enhancing the program's education component.

SPECIFIC DUTIES
- Assists in developing daily plans
- Assists in welcoming children to the center and getting children involved in the classroom
- Assists in classroom activities as directed
- Assists in preparing snacks and meals and eats with the children
- Assists in supervising toileting and dental hygiene
- Assists in helping children prepare to go home.

QUALIFICATIONS
- Dependability
- Ability to maintain confidentiality
- Ability to work with other adults
- Ability to work with children
- Willingness to attend training and learn new ways to work with and guide young children.

REQUIREMENTS
- Fulfillment of all specified health and safety clearance requirements
- Freedom from conviction of child abuse or neglect
- Attendance at general orientation session
- Attendance at five training sessions specified by the volunteer coordinator.

SUPERVISOR
- Reports to the classroom teacher.

TIME COMMITMENT
- Volunteers may work from 1 to 4 days a week, from 8:30 a.m. to 12 p.m. or from 12 to 3:30 p.m. Volunteers must attend training one Friday each month from 8:30 a.m. to 12 p.m.
- Volunteers may work for any portion of the school year but are asked to be consistent in terms of days and times.

TRAINING AND ADVANCEMENT OPPORTUNITIES
- Volunteer classroom assistants receive preference when classroom assistant positions become available. Head Start parents receive preference for all positions for which they are qualified.
- One volunteer is selected to attend the National Head Start Training Conference each year.
- All volunteers are welcome to attend posted training sessions.

IN-KIND DONATION TO THE PROGRAM
- Volunteer classroom assistants contribute to the in-kind program share at $3.50 to $4.50 per hour depending on their educational background and prior experience.

might decide to look for classroom volunteers in a local retired teachers' association, church group, college, or high school that has students enrolled in parenting classes.

After staff and parents identify target groups, they should talk to key people in each group. Staff and parents might share materials about the national Head Start program or a local program, pictures of program activities, or a scrapbook of pictures and work prepared by the children. Each staff member or parent should be prepared to describe the program and answer any questions that the target group might have.

Staff should be able to tell the target group exactly what they need from volunteers in terms of specific tasks, times, and skills. This helps potential volunteers decide whether or not they would be able to perform as Head Start volunteers.

Educate Through Community Outreach and Involvement

Educating the community about Head Start's high-quality child development program generates enthusiasm for Head Start and encourages people to become involved in the program. It also helps staff identify ways to recruit volunteers in the future.

Promoting the Head Start program can be done in various ways, including:

- Developing video or slide presentations that staff and parents can take to meetings.
- Encouraging directors and staff to become members of advisory committees and councils and take leadership roles in professional associations.
- Participating in health fairs and week-of-the-young-child activities.
- Linking with other similar organizations for advocacy or provision of services.

Develop Media Presentations

This strategy involves using media presentations about the program to recruit volunteers. Media that might be used include newsletters, newspaper advertising, news stories, and public service announcements on radio and television.

Using media can help build a positive image in the community. This helps to recruit not only volunteers but also eligible children.

"Adopt" a Head Start Program or Project

Staff and parents can recruit volunteers by encouraging community groups to "adopt" a Head Start program or project. Organizations such as the Boy Scouts of America, Junior League, and church groups often look for special projects for their members. One group decided to have members volunteer 1 hour each week to read stories to children in local Head Start programs. An architectural school designed a new playground for one Head Start program.

Word of Mouth

This is a very effective way to recruit volunteers. For example, one volunteer tells a neighbor about being involved in the exciting Head Start program and perks the neighbor's interest in volunteering. A parent has a wonderful day in the classroom and tells other parents about it. A classroom teacher tells a parent that she needs help with a special activity, and the parent comes in to volunteer. A college professor is looking for placements for students and is told about the local Head Start program.

All these strategies should be used to recruit volunteers. Remember that each strategy (including word of mouth) requires some planning and thinking ahead. Also, any strategy must be used consistently for some time to get results.

POLICY REFERENCES

Policy references related to recruiting volunteers may be found in the following sections of the publication, *Head Start Policies: Volunteers and Community Resources*:

Section 2:	Recruitment of Volunteers
Section 4:	Screening Volunteers
Section 5:	Orientation/Training of Volunteers
Section 11:	Allowable Volunteer Services for Matching Requirements
Section 12:	Valuation of Volunteer Services

DOCUMENTATION CHECKLIST

Recommended Documentation:

- ☐ Volunteer job description for each position
- ☐ Volunteer recruitment plan
- ☐ Copies of materials used for recruitment
- ☐ Correspondence or other written information about recruitment events

CHAPTER 6: SCREENING, INTERVIEWING, AND PLACING VOLUNTEERS

Chapter Highlights

Before working in a Head Start program, volunteers should:

- Complete an application.
- Undergo health, child abuse or neglect, or other screenings required by Federal, State, or Head Start policies.
- Be interviewed by Head Start staff.

When placing volunteers who have been accepted to work in a Head Start program, staff should:

- Place the volunteer in a position that matches the volunteer's skills and interests.
- Prepare a written agreement for the volunteer, to be signed by both parties.

The volunteer coordinator is responsible for establishing a system to screen, interview, and select volunteers. As discussed in Chapter 1, this should be done with the help and approval of the policy council or a volunteer advisory committee. The system should be established and put in writing as part of the volunteer plan before recruitment activities begin.

In this chapter, sections on screening volunteers are presented before the section on interviewing volunteers. However, some programs choose to interview everyone first and then screen them. The order of these tasks can be tailored to individual programs—the important thing is to include both tasks in the process.

APPLICATIONS

Each potential volunteer should complete an application to work in the program. A sample application is shown on the following page.

Volunteer applications should include the following:

- Applicant's name, address, and work and home phone numbers
- Applicant's occupation, work hours, and employer

- Applicant's particular skills, interests, or services that could be used in the program (for example, typing or word processing skills, previous child care experience, knowledge of a second language, possession of a driver's license, ability to play a musical instrument, etc.)
- Applicant's volunteer interests
- Time(s) applicant is available for volunteering
- Whether the applicant is seeking a short-term, task-specific commitment or long-term involvement
- Whether or not the applicant has a child in the program
- Whether or not the applicant needs child care arrangements or transportation.

A sample volunteer application is shown on the following page.

Programs handle the application procedure in various ways. Some programs require the applicant to fill out a checklist or questionnaire in addition to the application. Some require an in-person interview when the applicant turns in the application. Staff should use the procedure that works best for their program.

SCREENING FOR HEALTH

Head Start policy requires health and other screenings for volunteers and staff. These screenings are to protect the children in the program.

Some States have additional screening regulations for those working in early childhood programs or in food service. Head Start staff should check with their State licensing agencies to ensure that their program meets these requirements.

Federal policy states that everyone who volunteers regularly in a Head Start classroom must have a tuberculin test. Federal policy also requires that staff and volunteers with communicable diseases not have contact with children.

Programs should check State and Federal policies regarding volunteers or children with Acquired Immunodeficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV), or AIDS-Related Complex (ARC). The June 1988 ACYF Information Memorandum 88-17, "AIDS," may be helpful to programs that are establishing or revising these policies.

The health advisory committee may be used to suggest health screenings and procedures that the program will require for volunteers. This information should be included in the volunteer plan and the volunteer handbook.

SAMPLE VOLUNTEER APPLICATION FORM

NAME _____

ADDRESS _____ PHONE (W)_____ (H)_____

CITY _____ STATE _____ ZIP _____

DRIVER'S LICENSE: Yes [ ] No [ ] State Issued_____

Contact in case of emergency _____

_____ Relationship _____ Phone # _____

Do you have a child in the program? Yes [ ] No [ ]

EMPLOYED PRESENTLY: Yes [ ] No [ ]

Name of Present Employer _____

Job Title _____

Hours You Work _____

Length of Employment _____

EDUCATION AND TRAINING:

Highest Grade Completed 9th [ ] 12th [ ] College [ ] Graduate School [ ]

Training _____

Languages _____

SKILLS, INTEREST, AND HOBBIES: _____

_____

WHAT ARE YOUR VOLUNTEER INTERESTS? _____

_____

AVAILABILITY:

Short Term [ ] Special Projects [ ] Long Term [ ]

Hours: per week_____ per month_____

TYPE OF WORK YOU WOULD LIKE (check all that apply):

_____work with children _____maintenance

_____work with Administrative staff _____other (explain_____)

TIME OF WORK YOU PREFER:

I am flexible _____ Prefer weekdays _____ Prefer weekends _____

Times during the week that I cannot volunteer _____

_____

Have you ever been convicted of a crime? Yes [ ] No [ ]

If yes, please explain _____

_____

LIST REFERENCES:

1. _____
2. _____
3. _____

Signature _____ Date _____

SCREENING FOR HISTORY OF CHILD ABUSE OR NEGLECT

Screening volunteers for any child abuse or neglect history can be difficult. Many States require that any person working regularly with children undergo a criminal record clearance. These clearances can be expensive, and neither volunteers nor programs may be able to afford them. Also, screenings may not necessarily reveal a past history of criminal conduct.

Programs cannot guarantee the absolute safety of children, but they can establish some safeguards. Head Start programs have developed several strategies to ensure the safety of children, especially in the absence of Federal policy and State licensing requirements for volunteers. Many programs have the same standards for paid staff. Some of the safeguards that programs have established include the following:

- Rules requiring that two adults, including one Head Start paid staff member, are always present with a child. Children are never left alone and never sent anywhere in the building by themselves.
- Volunteers, including parents, sign statements that they have never been charged with child abuse or neglect.
- Volunteers provide at least three references, which are checked carefully.
- Rules regarding the treatment of children are reviewed carefully with all volunteers when they enter the program.

INTERVIEWS

No one should work or volunteer in a Head Start program without first being screened and interviewed. Volunteers may be interviewed by one or two staff persons (for example, the volunteer coordinator, the staff person who will supervise the volunteer, the center director, or the Head Start director).

All interviews should begin with introductions of those present and a brief description of the volunteer activity. The volunteer job description may be useful for this. Staff may use a list of written questions or a more open-ended approach to assess the candidate's concern for children and determine whether the candidate is reliable and able to perform the tasks assigned.

Staff may ask the candidate about the following:

- The candidate's experience with children, if the position involves working with children
- The candidate's experience with activities similar to those included in the position description

- How the candidate might respond to a typical occurrence in the program (which one of the interviewers would first describe for the candidate)

- Why the candidate wants to volunteer for the program.

No one volunteers just to volunteer—everyone has a personal motivation, and it is important to know what it is. Candidates' reasons for wanting to volunteer may vary from "gaining work experience" to "making new friends." Knowing a volunteer's motivation helps staff make a placement with which the volunteer will be happy.

For one reason or another, some applicants will not be appropriate for the Head Start program. Keeping a file of other agencies that might need the skills of these applicants helps the applicants accomplish their goals while providing a positive image of the Head Start program. It also encourages other agencies to refer volunteers to the Head Start program.

PLACEMENT

After a volunteer has been accepted, the volunteer coordinator places the volunteer in an appropriate position, taking into consideration the volunteer's desires and skills. Proper placement will ensure that the volunteer stays with the program and perceives the program in a positive manner.

Some volunteers will be more interested in working on a long-term project; others will want a specific task that can be completed in a short time. Some will want to be involved with other people; others will prefer working alone. Some will be comfortable working with children; others will prefer not to be in a classroom setting. There are enough possibilities in a Head Start program to accommodate all these preferences.

Some volunteers may not realize the skills they do have and will need encouragement to try something new. Many parents volunteering for the first time in a classroom are surprised to discover that they can teach, too.

WRITTEN AGREEMENTS

Staff should prepare a written agreement for each volunteer. The written agreement explains clearly the volunteer's role in the Head Start program and the kinds of work that the volunteer will perform. It also formalizes the commitment made by both the volunteer and the program.

All community volunteers should sign written agreements before working with the program. If a parent is reluctant to commit to volunteering by signing the agreement, staff should encourage the parent to continue coming to the program when possible.

All parts of the written agreement should be reviewed verbally with volunteers prior to signing it. The volunteer, the volunteer coordinator, and the fiscal officer each keep a copy of the signed written agreement.

The written agreement should include the following:

- A description of the volunteer's position
- The times and dates that the volunteer will work
- The name of the person who will supervise the volunteer
- A statement that the volunteer will undergo health or other screenings stipulated by Federal or State policy or in the program grant
- A statement that the volunteer has received the program's volunteer handbook
- A statement that the volunteer will attend inservice sessions as appropriate
- A description of the program's confidentiality policy
- The amount of in-kind dollars generated per hour by the volunteer activity (volunteer professionals should sign statements verifying their hourly rates)
- The signatures of the volunteer and the volunteer coordinator or program director.

Programs may want to add other statements to the written agreement. For example, some programs may want to include a statement that the volunteer has not been convicted of child abuse or neglect. Programs should be in compliance with all State and Federal regulations regarding this issue.

As with other contractual or written agreements, the agency lawyer should review at least the basic format and standard clauses in the agreement.

POLICY REFERENCES

Policy references related to screening, interviewing, and placing volunteers may be found in the following section of the publication, *Head Start Policies: Volunteers and Community Resources*:

Section 4: Screening Volunteers

DOCUMENTATION CHECKLIST

***Required Documentation*:**

☐ Verification of volunteer screenings

***Recommended Documentation*:**

☐ Completed volunteer applications

☐ Verification of applicants' freedom from conviction for child abuse or neglect

☐ Documentation of interviews

☐ Verification of date and location of placements and supervisors assigned

☐ Written agreements signed by both parties

CHAPTER 7: VOLUNTEERS IN HOME-BASED PROGRAMS

Chapter Highlights

Although volunteers usually do not accompany staff on home visits, there are many ways for volunteers to be involved in home-based Head Start programs. For example, volunteers in home-based programs:

- Serve as policymakers and advisors.
- Provide direct services to Head Start families or training to staff.
- Provide special support, such as being a foster grandparent for a young family.

One alternative to the center-based option is the home-based option. Home-based programs focus on the parent as a full partner in the child development process. Together the parent and the home visitor plan the family's involvement in each Head Start component. Using volunteers in this model requires somewhat different approaches than using volunteers in a center-based program.

VOLUNTEERS AS POLICYMAKERS AND ADVISORS

Regardless of the option chosen, every Head Start program has a policy council or policy committee. For a program operating the home-based model, the decisionmaking group must include parent volunteers from the home-based families.

VOLUNTEERS IN DIRECT SERVICE AND OTHER ACTIVITIES

Home-based programs use the services of volunteer professionals in much the same way as center-based programs do. For example:

- A doctor may provide examinations.
- A dentist may provide dental check-ups.
- A college professor may provide training in basic child development to both parents and staff.

Parent volunteers also perform many services in the home-based option. They may:

- Volunteer to help when the children come together for a socialization experience.
- Assist with recordkeeping or other administrative tasks.
- Assist with translating or otherwise communicating with children and parents.
- Provide child care for children of other parents while the parents attend advisory or parent meetings.
- Provide transportation to medical or other agency services.
- Help prepare materials for a home visit.
- Make games and toys for home visitors to leave in homes.
- Help orient new parents to the program.

Volunteers may help with other activities as well. For example, the number of teen single parents with children in Head Start programs is increasing. Often these young parents live apart from their own parents and are isolated through poverty and immaturity. Programs have had to find new ways to support these young families, such as linking them to foster grandparents. The foster grandparent provides the young parent with advice and support based on years of experience as a parent and grandparent. The foster grandparent becomes a mentor for the young parent, providing support and building self-confidence.

POLICY REFERENCES

Policy references related to volunteers in home-based programs may be found in the following sections of the publication, *Head Start Policies: Volunteers and Community Resources*:

Section 5: Orientation/Training of Volunteers
Section 6: Volunteers in the Education Services Component

DOCUMENTATION CHECKLIST

Required Documentation:

☐ The required documentation for the home-based option is the same as for the center-based option

Recommended Documentation:

☐ List of parents by location or home-based visitor for parent meetings

☐ List of community and professional volunteers providing in-home services

CHAPTER 8: SPECIAL VOLUNTEER POOLS

Chapter Highlights

Head Start volunteers include many different populations. Some special volunteer pools include:

- Handicapped volunteers.
- Senior citizens.
- Youth.
- Community service volunteers.

Each of these groups may have particular needs or circumstances that the Head Start program must consider. Sometimes these groups require special recruiting, screening, placement, training, or other support.

Volunteers comprise many different populations. Some of these populations—such as Head Start parents—have been discussed in earlier sections of this handbook. This chapter is devoted to considerations related to other special volunteer populations.

HANDICAPPED VOLUNTEERS

As part of the Rehabilitation Act of 1973 (P.L. 93-112), Congress enacted Section 504, which provides that:

> No otherwise qualified handicapped individual...shall, solely by reason of his handicap be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

This legislation applies to Head Start not only in the enrollment of handicapped children but in all aspects of the program. Consequently, any individual, regardless of a handicapping condition, who is qualified and has the capability to make a worthwhile contribution shall be eligible for consideration as a Head Start volunteer. As with Head Start children with handicaps, handicapped volunteers should be included in all program activities.

Procedures for the assessment and assignment of nonhandicapped volunteers can be used for handicapped volunteers as well. The staff responsible for this assessment/assignment process must be open and flexible about what is required of a volunteer. This staff also must be able to perceive a handicapped volunteer's strengths and to make assignments that make best use of these

strengths. Handicapped volunteers, like other volunteers, both want and need to feel that the time and energy they are giving is valuable to the program.

One special consideration for a program using handicapped volunteers is accessibility. The Section 504 regulations state that programs must be accessible to handicapped persons—adults as well as children. This requirement does not extend to every building or part of a building, but it does require that program services as a whole be accessible. This means that orientation and training sites for volunteers, as well as their work locations, must be accessible to handicapped volunteers.

Another consideration for programs using handicapped volunteers is the need for transportation. While ambulatory volunteers may be transported by program or agency buses, public transportation, or private vehicles, it may be necessary to make special arrangements for volunteers confined to wheel chairs. A collaborative agreement with a local agency serving disabled citizens or the special facilities unit of the public transportation system may be needed. Since many handicapped persons have limited means, the costs of transportation and needs associated with their volunteer service may need to be paid by the Head Start grantee.

Some volunteers may be hearing impaired or blind. Staff may need training to learn sign language or become sensitive to the special needs of these volunteers.

SENIOR CITIZENS

Senior citizens comprise a vast pool of potential volunteers for Head Start programs. Some senior citizens are already members of volunteer organizations such as the Retired Senior Volunteers Program (RSVP). Others are active in community organizations, service clubs, and church groups or can be reached through senior residential facilities. In some communities, recruitment techniques need to be geared to target senior citizens. Collaboration with community agencies such as the local council on aging may prove very helpful.

As with all volunteers, senior citizen volunteers must be matched with appropriate jobs. This may require special attention to the assessment of each potential volunteer's skills and strengths as well as a review of positions to determine those best for older volunteers.

There is a growing emphasis on intergenerational programs that link senior citizens with young people and children in meaningful activities. Many of these programs foster active volunteer programs in child care agencies. Transportation may be needed for these sessions as well as for the day-to-day volunteer activities. Volunteers on fixed incomes may be able to participate only if transportation and meal costs are paid.

Generally, efforts to recruit, assess, and assign older volunteers will be those used for the volunteer program as a whole. It should not be assumed that older

volunteers are limited either physically or financially. Many are active, vigorous, self-sufficient people with many talents and experiences that can greatly enrich Head Start programs.

YOUTH

Another special volunteer pool is youth. High school students and members of community youth groups are often eager, enthusiastic volunteers. For many teenagers, volunteer service is a way to gain work experience or to test their interest or talent in a particular field. Others may be motivated by a desire to serve the community. Some will give a certain number of hours each week for an extended period of time, such as a school year. A youth group may mobilize its membership to assist in a one-time or once-a-year task, such as cleaning a center, building a playground, or preparing a children's garden plot.

As with other volunteers, it will be necessary to assess capabilities of young volunteers and to match them to suitable job assignments. Orientation and training sessions may need to be geared to their learning styles. Staff should be aware of restrictions related to volunteers under the age of 18. It is important that staff check State child labor laws to ensure compliance. In addition, State child care regulations often have minimum age requirements for persons who work with children.

COMMUNITY SERVICE VOLUNTEERS

Head Start programs are using an increasing number of community service volunteers. These volunteers are required by courts, alternative schools, or public social service departments to give a certain number of volunteer hours to a community-based or service organization. Community volunteers may be professionals or nonprofessionals.

Head Start programs sometimes are contacted directly by the agency, court, or school for potential placement. In other cases, as part of their recruitment activities, Head Start programs may make the contact.

The reasons for placing these community volunteers in the program raise issues that must be addressed. With appropriate safeguards, these individuals may make significant contributions to programs and also benefit from their participation in Head Start.

There are three main categories of community service volunteers:

- First-time offenders in non-violent crimes, e.g., forgery, breaking and entering, or shoplifting. These volunteers may be parolees with community service required as a part of their probation. They may also be individuals who have repeatedly broken traffic regulations or been convicted of driving

GUIDELINES FOR USING COMMUNITY SERVICE VOLUNTEERS

- The grantee should develop a letter of agreement or interagency agreement with the placing agency. The agreement should describe how screening, placement, training, and evaluation will be conducted. The agreement must specify the documentation to be maintained by each agency and where the documentation will be kept. Steps for terminating a volunteer and the reasons for termination also should be included in the agreement.
- It may be helpful for a member of the placement agency to be on the Head Start volunteer advisory committee and for Head Start staff to become a part of that agency's advisory committee or board.
- Careful monitoring of time, task accomplishment, and worksite behavior must be maintained. Many community service volunteers may need a more structured environment and more careful monitoring than other volunteers. The volunteer coordinator must be firm in maintaining consistent enforcement of agency guidelines. In addition, the director must be actively involved and able to support the volunteer coordinator's decisions and actions.
- Staff will need special training and guidance in working with these volunteers. Staff support and acceptance of this volunteer group is essential for the effective use of this population.

under the influence of alcohol or other substances. These individuals will need careful screening, including a complete criminal record disclosure. This screening usually is done by the court, probation officer, or caseworker assigned to the individual.

- Individuals required to volunteer in order to receive money from public assistance or Aid to Families with Dependent Children (AFDC), also known in some States as Aid to Dependent Children (ADC). These volunteers may have children who are eligible for Head Start and should be recruited for enrollment in the program. Careful orientation, training, and recognition of these volunteers can help to establish lifelong habits of involvement in their child's education. For many of these volunteers, the positive Head Start experience may open doors to job training and independence from the welfare system.
- Young people enrolled in alternative school programs that require community service as a part of enrollment. Often these volunteers have had a succession of failures in regular school programs and may have low self-esteem and poor socialization skills. They must be screened carefully and receive training geared to their developmental levels before working with the program.

Community service volunteers may serve in various ways to extend Head Start services. They may serve as bus riders, interpreters, classroom assistants,

maintenance workers, kitchen helpers, or computer specialists. In short, they may be used in all the ways that regular volunteers are used.

POLICY REFERENCES

Policy references related to using special volunteer pools may be found in the following sections of the publication, *Head Start Policies: Volunteers and Community Resources*:

Section 2: Recruitment of Volunteers
Section 4: Screening Volunteers

DOCUMENTATION CHECKLIST

***Recommended Documentation*:**

- ☐ Letter of agreement
- ☐ All documentation required for regular volunteer pools is also required for special volunteer pools
- ☐ Sponsoring agencies may require additional documentation for special volunteer pools

CHAPTER 9: THE VOLUNTEER HANDBOOK

Chapter Highlights

All Head Start volunteers should receive a copy of the program's volunteer handbook. The handbook should provide volunteers with general information about the following:

- Head Start policies
- Procedures
- Organization
- Staff.

Programs may also want to include information on additional program-specific topics.

If necessary, staff should:

- Translate the volunteer handbook into other languages.
- Decide whether to include additional information in the handbook or in a separate handout.

Volunteers need to feel that they are part of the Head Start program. To do this, they must understand not only the program but also its policies, procedures, organization, and staff. Each volunteer should receive a volunteer handbook with this information. The handbook may also be used to plan the volunteer orientation.

FORMAT

Programs use various formats for their handbooks. Some handbooks are bound, others are stapled on the sides, and others are in three-ring binders. In deciding the format, staff will want to think about how the handbook will be used and who will use it, what parts of the handbook are likely to change over time, and how much time and money can be spent on the handbook.

The handbook will be usable and project a positive program image if it has an attractive cover, readable text, and a table of contents. Many programs use a three-ring binder or a binder with pockets so that separate papers and other information can be added.

CONTENT

Content will vary greatly from program to program. It may be helpful to include some information about most of the topics listed below.

National Head Start Program

A short history of Head Start and its philosophy and services will provide useful background information. Copies of relevant materials distributed by the national Head Start Bureau will orient volunteers to program activities.

Head Start Performance Standards

Volunteers need to know what the performance standards are and where copies of the standards are kept (for example, in classrooms, the parent room, the library, the staff lounge, or the administrative office). It is not practical for all volunteers to have their own copies. However, volunteers serving on the policy council or an advisory group should have their own copies.

Federal Policy Regarding Volunteers

A short review of Federal policy regarding volunteers highlights the importance of the volunteer to the program.

Local Program Options

Volunteers will find it helpful if the handbook describes the local program, including the number of children served, any recent expansion efforts, demographic information, and funding amounts. If the program operates several options (for example, home base, center base, full day), a description of each option will be useful. It is also helpful to include a description of other programs that interface with the Head Start program. These might include an after-school program for local elementary schools or a health clinic.

Grantee/Delegate Relationship

Volunteers need to know about the organizational structure of the Head Start program and its role as a grantee or a delegate. Sometimes a simple chart shows this relationship and may be all that is needed.

Board and Policy Council Members

The handbook should include a list of board members and their positions and a list of policy council members. Is should also include a brief description of how these two bodies relate to the program and to each other, as well as when they meet.

Staff Members/Organization

A list of staff members and volunteers helps new volunteers remember names. An organizational chart with volunteer positions included helps volunteers understand the organization of the program.

Curriculum

A short summary of the curriculum philosophy and activities that Head Start children are involved in during a typical day will help orient volunteers to the program's educational operations.

Discipline Policy

Everyone in the program should know what is appropriate behavior toward children and what is not. Including the program's discipline policy will help focus on appropriate volunteer/child behaviors and the role that volunteers should play in correcting behaviors when necessary.

Emergency and First Aid Procedures

All volunteers need to know the emergency routines in a center and what role to play in case of an emergency situation requiring first aid. Many adults may want to treat a cut or scrape as they would for themselves or their own children. In most States, there are clear rules about such first aid treatment, and volunteers need to know what they are. A map of exit routes or natural disaster safety areas may also be included in the handbook.

Center Calendar

A calendar showing center events, inservice training sessions (mandatory and optional), and vacations helps volunteers plan their schedules and informs them of special events. Staff should notify volunteers of any changes in the calendar.

Communications

Volunteers should receive the same information that staff receive about changes in schedules, special events, and other program activities. Volunteers, like staff, need a place where they can pick up notices, newsletters, and other written communication. The handbook may identify where volunteers can pick up this information. It could be a mailbox, a special file folder that is kept in one place, or any other place that volunteers can check regularly.

Transportation/Parking

Volunteers need to know where they can park their cars and whether or not public transportation is available to the volunteer work site. Some programs

encourage Head Start volunteers to ride the bus. In this case, the handbook should explain the use of the bus and the schedule for it.

Evaluation

Volunteers, like staff, will be evaluated and receive feedback on their performance. They should know the procedures for this process and who is responsible for it.

Dismissal Procedures

Sometimes volunteers may have to be dismissed. The handbook should explain this procedure clearly and state the reasons that are cause for immediate dismissal. These might include entering the building with a weapon or drugs; breaching confidentiality; or neglecting, endangering, or abusing a child.

Grievance Procedures

Volunteers, like staff, may need to take a concern or grievance to higher authority. It is important that the handbook explain how to do this and state the roles of the policy council, volunteer coordinator, and program director in the grievance procedures.

Confidentiality

The handbook should include guidelines for confidentiality, addressing specific areas such as child records, child statements about family events, and staffing information.

Insurance and Liability

The handbook must describe the insurance that the program has for volunteers. In some States, there are special regulations regarding insurance and liability for volunteers and tax-exempt organizations. Volunteers should know what those regulations are.

Dress Codes

The handbook should describe appropriate clothing for working in the program, whether in a classroom filled with young children, in an office, or in another location.

Time Keeping

For audit and record purposes, it is important that volunteers keep accurate time sheets. The handbook should include a sample completed time sheet and directions for completing it. It should also explain procedures for calling the center when the individual is unavailable to volunteer.

Reimbursement

Sometimes volunteers need to be reimbursed for expenses related to their volunteer effort. The handbook should describe the procedures for submitting reimbursements, the necessary forms, and the allowable expenses.

Statement of Volunteer Rights

Programs should develop their own statements of volunteer rights, but the following may be used as a model:

- The right to be treated with respect
- The right to have the same working conditions as staff doing similar tasks
- The right to receive feedback on the quality of work, including areas needing improvement
- The right to participate in training that will enhance job performance and personal development
- The right to be kept informed about program activities and calendar changes
- The right to receive recognition for contributions to the program on an ongoing basis
- The right to state grievances in an appropriate forum
- The right to be given meaningful work
- The right to apply for and receive preference for Head Start paid positions.

Statement of Volunteer Responsibilities

This statement might include the following:

- The responsibility to arrive on time, report absences, and perform assigned tasks
- The responsibility to accept and advocate for program goals and aims, particularly for children
- The responsibility to respect children, staff, and family member confidentiality
- The responsibility to adhere to program policies and regulations

- The responsibility to attend inservice training sessions
- The responsibility to make constructive suggestions for improvement.

STAFF REVIEW

Staff should review the handbook carefully before it is photocopied or printed and given to volunteers. Several staff members should review it for content accuracy as well as readability.

OTHER LANGUAGE TRANSLATIONS

Staff should consider translating their volunteer handbooks when appropriate to meet the needs of specific populations. Head Start programs have always enrolled a large number of non-English-speaking families. Spanish and Native American languages have been spoken in Head Start programs since its inception. Recent immigration patterns have resulted in the enrollment of many children from various Asian and Middle Eastern countries.

ADDITIONAL INFORMATION

The previous sections focus on general information appropriate for all volunteers. However, each volunteer will need additional specific information. Staff must decide if this specific information will be included in the volunteer handbook or a separate handout.

Some volunteer jobs that require additional information include the following:

- Volunteer classroom assistant
- Volunteer bus or transportation assistant
- Volunteer kitchen assistant
- Volunteer home-base assistant
- Volunteer parent coordinator assistant
- Volunteer recruiter.

DOCUMENTATION CHECKLIST

***Recommended Documentation*:**

☐ Copy of the volunteer handbook

☐ Statement signed by the volunteer verifying that the handbook was received and reviewed

CHAPTER 10: VOLUNTEER ORIENTATION

Chapter Highlights

Before working in a Head Start program, volunteers should attend an orientation. The orientation:

- Helps volunteers understand the Head Start program, history, and goals.
- Helps volunteers feel comfortable with the staff.
- Allows the staff to "show off" their program.

Volunteer orientations should include information on:

- All the topics covered in the volunteer handbook.
- The program budget.
- The different volunteer positions and how the volunteer program works.
- The director, policy council, board, and staff.
- The program facility.

Head Start uses several types of orientation, depending on the program and volunteers:

- Individual orientation.
- Community orientation.
- Parent orientation.
- Offsite orientation.

Orientation sessions should be provided for volunteers before they become involved in the program. The orientation helps volunteers understand the scope of the Head Start program and feel comfortable with the staff. It also allows the staff to "show off" their early childhood program.

CONTENT

At the least, the orientation should include information on the following topics:

- The national and local Head Start programs and the specific terms used in these programs (ACYF, child development, HHS, regional office, component coordinator, etc.)

- The program budget
- How the program works
- The different volunteer positions and how the volunteer program works
- The director, policy council, board, and staff
- The program facility
- The topics covered in the volunteer handbook.

Staff should keep in mind that the orientation is not a training. The orientation should provide an overview to the program and keep volunteers interested in it. The orientation needs to be fast paced and well planned.

TYPES

There are many types of volunteer orientations. Staff must decide which method or combination of methods is best for their program and volunteers.

Orientation participants may include volunteers who have already made a commitment to the program, potential volunteers who have expressed an interest in Head Start, or a combination of both.

Individual Orientation

Individual orientations allow the volunteer coordinator to become better acquainted with the volunteer and the volunteer's skills and interests. However, this method does not introduce the volunteer to other staff or volunteers. It is also time consuming. Yet most programs must provide some individual orientation, since volunteers start at different times throughout the year.

Individual orientations should be conducted in a private, attractive room. The coordinator should introduce the volunteer to the director and key staff and arrange to introduce the volunteer to other staff.

Community Orientation

The community orientation brings together both parent volunteers and community volunteers, allowing them to hear the same information at the same time. This takes less time than providing many individual orientations.

Community orientations may include members of various service organizations interested in volunteering, such as local health professionals who will provide services to the program, local church volunteer groups, and parents. Both administrative and classroom staff attend and participate in the orientation. The

director and policy council chair should each be introduced and give a brief presentation.

An attractive, well-lit room is the best place to conduct an orientation. Staff may choose to display children's work, pictures of program activities, and promotional literature about the program. Any refreshments served should comply with Head Start nutrition standards.

It is best to keep the presentation short but varied, using additional speakers, audiovisuals, flipcharts, or overheads. Staff discussions with key presenters before the session will help ensure that presentations are short and to the point. The orientation may include a tour of the center and time for people to ask questions.

After the orientation session, each potential volunteer who has not yet made a commitment to the program may complete a registration form. This form will request the potential volunteer's name, address, phone number, and specific area of interest in the program. An evaluation is helpful in planning for followup and future orientation sessions.

Parent Orientation

Most Head Start programs hold a parent orientation session before or just after the start of the program year. This session may focus on the roles that parents play in the program, classroom or home-based activities, parent activities, and transportation schedules. Often the orientation covers only areas that are important to parent volunteers and is not the most suitable orientation for community volunteers.

Some programs hold separate orientation sessions for parent volunteers and community volunteers. Separate sessions also allow staff to provide different meeting times and to adapt information to the needs of a specific group.

Offsite Orientation

Sometimes it is useful to go offsite to a local community organization to provide an orientation for people volunteering from that group. The Head Start volunteer coordinator should work closely with the staff of the organization in tailoring the orientation to meet the needs of the group.

Opening the orientation to all members of the organization and its board members provides the broadest audience. The more people who know about the Head Start program and the way it helps the community, the better.

If possible, the director and policy council chair should go to the site with the volunteer coordinator.

POLICY REFERENCES

Policy references related to volunteer orientations may be found in the following section of the publication, *Head Start Policies: Volunteers and Community Resources*:

Section 5: Orientation/Training of Volunteers

DOCUMENTATION CHECKLIST

***Required Documentation*:**

☐ Verification of orientation sessions, including agenda and sign-in sheets

***Recommended Documentation*:**

☐ Copies of promotional materials distributed at orientation sessions

☐ Copies of invitations/announcements for orientations

CHAPTER 11: VOLUNTEER TRAINING

Chapter Highlights

Effective training for volunteers is necessary for a successful volunteer program. Volunteer training:

- Helps volunteers become familiar with Head Start and the population it serves.
- Informs volunteers and builds their self-confidence.
- Increases advocacy for children.

Head Start uses both group and individual training formats. Group training provides volunteers with an opportunity for mutual support and communication, while individual training allows for more personal, one-on-one instruction.

Training must be appropriate for the trainees. When designing volunteer training, staff may want to consider such trainee characteristics as:

- Age.
- Literacy level.
- Primary language.
- Educational background.
- Understanding of Head Start children and their families.

Trainers should be knowledgeable of the topic(s) to be covered in the training. Volunteer coordinators may need to identify other staff or community volunteers to provide the training. Trainers should be screened carefully and receive an orientation to the program before they conduct training.

BENEFITS OF TRAINING

Well-designed and ongoing training sessions lie at the heart of successful volunteer efforts. Like the orientation, training helps volunteers become familiar with Head Start and the population it serves.

Training also provides additional knowledge and helps build self-confidence, which can lead volunteers to seek out and obtain increasingly responsible positions. For many Head Start parents, volunteer training serves as the first step in a career ladder.

Another important benefit of training is increased advocacy for children. Head Start parents are more likely to stay involved with their children throughout school if they have knowledge and information supporting them. At the same time, community volunteers become advocates of appropriate child development programs for all children in the community.

TYPES OF TRAINING

Head Start programs use both group and individual training for volunteers. The type of training used depends on:

- The background and experience of the volunteer(s).
- The objective of the training.
- The approach that is most comfortable for the staff providing the training.

Group Training

Group training gives volunteers an opportunity for mutual support and communication. Volunteers who are unsure of their abilities may be reluctant to discuss their questions and concerns individually with staff. Many volunteers will feel more confident in group training, where they can discover and discuss mutual concerns.

The most common group training format is the workshop. Many volunteer trainees prefer this format because it allows them to share information and learn with other new volunteers. Examples of other group training formats include college courses, lectures, and meetings.

Suggested steps for designing a workshop are presented below. These steps can be adapted to other training formats—both group and individual—as well.

STEP 1: Determine the Workshop Objective

The first and most important step in designing a workshop is determining its objective (purpose). The volunteer coordinator should work with other appropriate staff and parents to decide what the trainees need to know or be able to do after the workshop. Other staff involved in planning the training may include the responsible component coordinator and the staff who will have the most direct contact with the volunteers.

The objective should be carefully defined and narrow in focus. It is best to identify only one activity or one area of understanding as the objective. Too much information may overwhelm participants. If necessary, separate training sessions should be planned.

EXAMPLE: Estella Jones is the volunteer coordinator for a Head Start program. A new group of volunteer classroom aides needs training. Ms. Jones forms a planning group including classroom staff, parents, and the education coordinator. Using the volunteer classroom aide job description, the group lists everything the new volunteers need to know to work in the classroom. Then the group numbers the items on the list by order of importance. The group decides that the volunteers first need training in classroom routines. The objective becomes: *Volunteers will understand and support the classroom routine.*

STEP 2: Define the Workshop Content

Next the staff planning the workshop defines what content (information) is needed to achieve the training objective. The staff should make a list of everything the trainees should know at the end of the workshop.

EXAMPLE: Ms. Jones asks the group what kinds of information the trainees will need to have in order to understand the daily routine. The group lists the following:

- Consistent routines are important to children. If children are able to depend on each day's events, it will help them develop a sense of trust.
- Children need help moving from one segment of the day to another. Adults need to support them.
- Preparation is important.

STEP 3: Select Training Approaches

Then the group decides how to train participants in each skill area listed above.

EXAMPLE: The group decides that some information will need to be presented through lectures or films. This information includes:

- The rationale for consistent classroom routines.
- Segments in the routine and timing.
- Preparation.

Other information will be learned through examples and practice:

- Supporting children through transitions.

STEP 4: Design the Training

The easiest way to design a training session is to develop a "working agenda." This tells what will happen when, who will do it, how they will do it, and for what length of time. A sample working agenda is shown on the following page.

STEP 5: Plan Activities for Transfer of Learning

Most adults learn best if they are able to use new information as it is presented to them. The trainer should develop a plan to help the participants learn by doing.

EXAMPLE: Ms. Jones and the other group members decide they will help volunteers use the information by:

- Having classroom teachers participate in the same training. This will also let the teachers know the training content and expectations.
- Having volunteers observe a session focusing on the routine, the length of time children are involved in a specific activity, and how to transition to the next activity. The volunteers will then discuss their observations with the volunteer coordinator or education coordinator.
- Having the volunteer plan with the classroom team, if possible.
- Providing training to classroom teachers on how to give feedback to volunteers.

STEP 6: Plan a Training Evaluation

Training is not complete without some way of knowing how well it worked. The group should develop a plan to evaluate the effectiveness of the training once it is complete.

EXAMPLE: The group decides to evaluate the training using the following methods:

- Trainees will evaluate the training session using the program's standard evaluation tool.
- Two weeks after the training, teachers will be asked to evaluate the volunteers' ability to support children through the routine, including transition.

SAMPLE WORKING AGENDA

GOAL: Volunteers will understand and support classroom routines.

CONCEPTS:
1. Consistent routines are important to children.
2. Children need help moving from one segment of the routine to another. Adults need to support them.
3. Preparation helps provide a smooth transition to the next segment.

DATE: **PLACE:**
TIME: **TRAINER(S):**
NUMBER OF PARTICIPANTS:

TIME	ACTIVITY	MATERIALS
9:00-9:20	**Introductions** 1. Trainer is introduced and provides background information. 2. Participants introduce themselves and tell what they feel the workshop will be about. 3. Trainer provides an overview of agenda, incorporating participant responses during introduction.	• Sign-in sheet • Name tags • Felt markers • Agenda for each participant
9:20-10:00	**Part I. Why a Routine?** 1. Using transparencies, trainer discusses these major points: a. Each Head Start classroom has a schedule of activities, which is called routine. b. The routine is divided into short and longer time segments. Each segment has a name. 2. Using a printed daily schedule, trainer reviews a sample routine for the center 3. View the film, "Daily Routine." 4. Have participants summarize important points from the film.	• Overhead projector • Transparencies with major points • Daily schedule for each participant. • Film, "Daily Routine" • Film projector
10:00-10:45	**Part II. Helping Children Through the Routine** 1. Divide participants into small groups. a. Ask them to brainstorm what problems children may have with the routine. b. Have them generate possible ways to help children move from one segment of the day to another. c. Put the ideas on chart paper. 2. Ask the group to share the ideas. 3. Add to the group's list.	• Chart paper • Pens • Masking tape
10:45-11:00	**Summarize Activities**	

Workshop Followup: Classroom observation; participants will look at transition strategies that teachers use in the classroom.

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Individual Training

The other type of training is individual (one-on-one) training. Because volunteers enter the program at different times throughout the year, some training will always be one-on-one. Also, some volunteer positions that are held by only one volunteer will require one-on-one training. Some disabled volunteers may need one-on-one training or a combination of group and one-on-one training. For example, a blind volunteer may need more information presented orally than a sighted volunteer.

One example of one-on-one training is feedback. This involves observing a volunteer's behavior and discussing it with the volunteer in an objective and productive manner. Feedback provides volunteers with recognition of their efforts and also helps them become more competent and comfortable with their work. Both of these are necessary to retain the volunteer and to keep the program functioning smoothly. Tips for using feedback effectively are shown below.

Another example of one-on-one training is evaluation. For volunteers, evaluation should be seen as part of the training framework. Evaluation provides the volunteer with specific, objective feedback on each item in the job description as well as the volunteer's work habits.

USING FEEDBACK EFFECTIVELY

- Feedback should be used to recognize achievement and to improve performance.
- When feedback is used to identify a problem area, the person receiving feedback should have an opportunity to respond.
- Feedback must be objective and behaviorally focused. It also must present alternatives.

  For example: "Ms. Brown, you were really effective with the children today. I noticed you standing apart from the children and watching them. When the opportunity presented itself, you went and sat beside the children working with clay. The children wanted you to play with the clay. You took the clay and began working with it, talking with the children as you did so. This was a really appropriate way of entering the children's play." Or, "Ms. Brown, during snack time, you told the children that they must eat everything on their plates before you begin story time. I recognize your concern about wasting food, but remember that when we discussed Head Start regulations, we said we were prohibited from forcing children to eat. Can you think of some other ways the situation could be handled?" (Time for response, acceptance.)

  If Ms. Brown responds with appropriate ideas, you may want to say, "Those are good ideas. Let's try them. If you want some help, let me know." Or, "You may want to work with Johnny a little. Encourage him not to take so much food. Let him know that he can always have some more. If he continues to take more than he can eat, please let me know, and we will try to work out some other ways of handling the problem."

Each evaluation should include a development plan. This plan should:

- Be specific and objective.
- Recognize the volunteer's achievements.
- Provide suggestions for improvement for weak areas.
- Provide for ongoing evaluation of the volunteer.

A third kind of one-on-one training is on-the-job training. This training is provided by the volunteer's supervisor as the volunteer works. For example, the volunteer may be asked to participate in a daily planning session. As objectives and activities are developed, the classroom teacher explains the rationale for the activity and how it supports the child's growth. The classroom teacher also presents strategies to use in working with the children. As the volunteer becomes more comfortable with planning meetings, the volunteer contributes ideas and the classroom teacher provides feedback on the ideas as they are incorporated into the daily plan.

TRAINEE CHARACTERISTICS

The adults who volunteer in the program will come from many walks of life, cultures, age groups, and educational backgrounds. Volunteer trainees will vary in both their ability to understand new information and their emotional and social maturity.

In planning training, staff must consider trainee characteristics and how they might affect training needs. Some questions staff may need to answer include the following:

- Are the volunteers very young? If so, will the material need to be adjusted to their experience and educational background?
- Are the volunteers young parents? If so, will they need opportunities to explore their own interest in their children?
- How literate are the volunteers? Will they need most of the material presented orally or audiovisually? Will they need a literacy referral or literacy component in the volunteer program?
- What are the volunteers' primary languages?
- What level of education have the volunteers achieved? What kinds of school or training experiences have they had?

TIPS FOR SUCCESSFUL TRAINING

- *Keep the participants involved.* Participants need to be active and involved throughout the training. Nothing will turn volunteers away faster than a training session that does not let them give input and exchange ideas.
- *Keep the training flexible.* Sessions must be planned and organized, but they also must be flexible to meet needs that may arise during the training.
- *Make the training varied.* If the session opens with a presentation, follow it with opportunities for smaller group discussion or sharing from the audience. Use films, handouts, flipcharts, and slides. Arrange different types of presentations, such as panels.
- *Give the participants plenty of opportunities to practice.* If participants can "play" with the information presented, they will be more likely to understand and remember it. They also need to try out new ideas, using group discussions, role plays, and dramatizations.
- *Make the training specific and meaningful to the volunteer.* Volunteers are giving of themselves and their time. They need to see the training as meaningful and useful to them. Training should be planned with objectives clearly specified.
- *Include reviews in the training.* Reviewing and summarizing the information helps participants understand and remember the information.

- Are the volunteers from the immediate community? If not, what will they need to know about Head Start children and their families? Will the volunteers need a session about the cultures of the families in the program?

Knowing the volunteers' reasons for volunteering can help the trainer identify and address potential problems. For example, the volunteer who comes to Head Start to make friends may spend more time in the classroom talking to other adults than interacting with children. Knowing this, the trainer can emphasize to this volunteer the importance of adult/child interaction.

SELECTING A TRAINER

To develop training, specific areas of knowledge are essential. Volunteer coordinators with little knowledge of the topic(s) to be covered in training must identify other staff or community volunteers to provide the training.

Possible sources of expertise in various areas include the following:

- Staff with advanced education in a specific area
- Local community and 4-year colleges

- Associations devoted to particular interest areas
- Hospitals and clinics
- Community organizations.

Since social services coordinators work with many community agencies, they may be able to identify potential trainers and community resources.

The volunteer coordinator must interview and screen potential trainers carefully. It can be very difficult to overcome incorrect information provided by an inappropriate "expert." The volunteer coordinator should make sure that the trainer:

- Supports Head Start goals.
- Is sensitive to the multicultural nature of the program.
- Is aware of the problems faced by families in poverty.

Trainers should receive an orientation to the program before they conduct training.

REQUIRED VOLUNTEER TRAINING

Head Start requires training in certain areas for volunteers. These areas are discussed below.

Program Orientation

Head Start policy specifically states that volunteers should receive an orientation to the program. The orientation is described in detail in Chapter 10: Volunteer Orientation.

Training for Position

Head Start policy states that volunteers should receive on-the-job training. Training for volunteers should be similar to training for paid employees performing similar tasks.

Identifying Child Abuse and Neglect

Head Start policy requires all staff and volunteers to be trained to identify and report cases of child abuse and neglect. The training should cover the program's policy regarding sexual abuse, physical abuse, and neglect. It should also include information on working with children who are victims.

Increasing numbers of abused or neglected children are being referred to Head Start. Staff and volunteers must be sensitive to these children and their caregivers. They must also know how to respond to behaviors that result from being victimized.

Confidentiality

Head Start policy also requires that staff and volunteers be trained in issues of confidentiality. Programs should set their own policy on confidentiality and have it approved by the policy council.

Training in issues of confidentiality should cover the following:

- The program's policy on confidentiality
- The importance of keeping confidential any information that children give about their home lives
- The need to respect children's and families' privacy.

RECOMMENDED VOLUNTEER TRAINING

In addition to the training required to accomplish the tasks outlined in their job descriptions, volunteers in Head Start programs should receive some training addressing the topics listed below.

Basic Child Development

Because Head Start is an early childhood development program, all staff and volunteers—from bus drivers to the director—should have some knowledge of basic child development. They should know:

- Normal stages of development.
- Appropriate activities for each stage of development.
- Basic child guidance principles.

Emergency Procedures

Staff, volunteers, and parents need to know all emergency procedures in the center, on the bus, or in other areas where they work. Programs should include volunteers in training sessions on first aid and other emergency treatment. If the program has children with specific health needs, all staff and volunteers who work with these children need special training on appropriate emergency procedures.

Child Guidance and Redirection

All volunteers should know the center's discipline policy and appropriate child guidance strategies.

IMPORTANCE OF VOLUNTEER TRAINING

Volunteerism in Head Start has always been seen as a way of developing new skills which may lead to employment opportunities. For this reason, volunteers need to be given as much information as possible. For those volunteers who are also parents, the training provides opportunities to gain skills and understanding in child development and guidance that will help them become better parents. Knowledge dispels the illusion that "curriculum" and "teaching" are for teachers only. It also encourages parents to stay involved as their children progress through the school system.

POLICY REFERENCES

Policy references related to volunteer training may be found in the following section of the publication, *Head Start Policies: Volunteer and Community Resources*:

Section 5: Orientation/Training of Volunteers.

DOCUMENTATION CHECKLIST

***Required Documentation*:**

☐ Sign-in sheets from each training session, indicating the date and title of the session

***Recommended Documentation*:**

☐ Training session agendas

☐ Copies of materials distributed at training sessions

☐ Trainer's name and resumé

☐ Evaluation of the training session by the participants

☐ Evaluation of the training session by the volunteer coordinator

CHAPTER 12: RETAINING VOLUNTEERS

Chapter Highlights

Volunteer retention is an important part of the total volunteer effort. Some factors that improve volunteer retention include:

- Volunteer recognition, both formal and informal.
- Respect.
- Meaningful work.
- Effective training.
- Adequate supervision.
- Volunteer integration.
- Positive organizational climate.

Once volunteers are recruited, it is important to keep them. Several factors play a part in volunteer retention. Some of these include recognition, respect, meaningful work, effective training, adequate supervision, and a positive organizational climate. Many of these issues have been discussed elsewhere in this handbook but bear repeating as part of the framework for volunteer retention.

VOLUNTEER RECOGNITION

Perhaps the most important factor in retaining volunteers is volunteer recognition. Programs need to develop activities to provide volunteers with both formal and informal recognition on an ongoing basis.

Formal Recognition

Most Head Start programs provide an end-of-the-year volunteer recognition, which usually involves presenting a certificate of appreciation to each volunteer. This formal activity is important, and both volunteers and staff look forward to it. However, formal recognition of volunteers should be provided throughout the year. Programs may want to:

- At the policy council meeting, recognize those volunteers who have contributed to the program and record their names in the minutes of the meeting.

- Have a monthly meeting or potluck supper to honor volunteers.
- Use the names of volunteers and their contributions in the monthly newsletter. For example, "Ms. Jones, Randy's mother, read 'Good Night Moon' to Ms. Smith's class. The children were asked to retell the story to their parents." Or, "Dr. Kane visited the center and let children hear their heartbeats with a stethoscope."
- Post a picture and biographical sketch of top volunteers on a bulletin board.
- Send a personal thank-you note from the director when volunteers have served one-quarter, one-half, and three-quarters of the time they have committed to the program.
- Send a birthday card to volunteers on their birthdays.

Informal Recognition

Informal recognition relies on staff awareness of the volunteer's contribution and willingness to remember and plan. Informal recognit on takes many forms. It may include:

- Immediate feedback to volunteers by the staff members they work with.
- A thank you at the end of the day.
- A call to the volunteer in the evening to extend appreciation for the work they have completed.
- Introducing a new volunteer to the Head Start class.

Formal and informal recognition is not enough, however. It must be combined with other factors of equal importance.

RESPECT

Volunteers need to feel they are respected as individuals and that their contributions to the program are valued. Volunteers should receive the same consideration that staff members receive. This includes being informed of any changes in schedules or activities, having an area to store their personal items, having coffee breaks, and having access to lunchroom facilities.

Although some volunteers may not have all the skills or talent that a staff member hopes for, it is important to remember that what they do have, they are giving to the program. Their contribution, however minimal, must be recognized. Head Start has always used volunteerism as a way of supporting the development of new skills, especially for parents. Those who work with

volunteers need to remember this. Every opportunity to promote the development of new skills and provide support to volunteers should be taken.

MEANINGFUL WORK

Volunteers should be given meaningful tasks to perform that are comparable to the tasks performed by paid employees. Too often volunteers are given the housekeeping chores and never allowed to actively participate with the children. The classroom teacher who uses volunteers only for wiping the table, washing dishes, cleaning paint jars, and taking children to the restroom will soon be without volunteers. On the other hand, the teacher who shares these responsibilities and encourages volunteers to participate in all classroom activities will keep volunteers and feel a sense of accomplishment as the volunteers increase their skills.

In providing volunteers with appropriate tasks, it is important to know their motivation for participating in the program and interests. This can be accomplished by using an interest survey completed at the time of application. Volunteers are best placed in a situation compatible with their interests, personality, and needs.

Some volunteers want to work with children, while others prefer paper tasks. Some will feel frightened of trying something new, while others will look forward to new experiences. Some will want to work alongside other adults, while others will want to work alone. The volunteer coordinator needs to find out volunteer preferences in order to make meaningful work assignments.

Volunteers need to know what their job assignments entail, including specific assignments, prior to accepting volunteer positions. For example, if working as a lunchroom assistant involves washing dishes as well as helping to prepare meals, the volunteer needs to know this. Well-written job descriptions for each volunteer position in the program will clarify responsibilities for both the volunteer and the volunteer's supervisor.

TRAINING

Ensuring that volunteers have the skills and knowledge necessary to perform the tasks in their job descriptions is crucial to their feelings of self-worth. Training provides volunteers with opportunities to learn new skills, gain experience, and try new, more complex activities. Adults who see their work as a learning experience continue to volunteer and support the programs in their communities. For more information on volunteer training, see Chapter 11: Volunteer Training.

ADEQUATE SUPERVISION

Supervision is another critical factor in a volunteer's perception of being valuable to the program. Adequate supervision includes:

- Clear instructions for the accomplishment of the task.
- Suggestions for improvement or affirmation of a job well done.
- Adequate communication about program activities and events.

Volunteers need to know to whom they will report and how they will be evaluated. In most Head Start programs several individuals will provide some supervision to the volunteer. For example, the volunteer classroom aide will receive direction concerning specific classroom activities from the teacher, as well as training and general feedback from the education, parent involvement, health, and social services coordinators as they perform classroom observations. The volunteer coordinator will have recruited, screened, and provided orientation for the volunteer.

Staff need to decide who will directly supervise and evaluate the volunteer and how input from the other individuals involved will be obtained and used. Usually the person working most closely with the volunteer—in the example above, the classroom teacher—should supervise and evaluate the volunteer. The other staff may support the classroom teacher or provide input into evaluations. Role clarifications are important in preventing the volunteer from becoming overwhelmed by supervisors.

VOLUNTEER INTEGRATION

Volunteers should be made to feel that they are a part of the total program. Whenever possible, volunteers should be included in staff training, meetings, and social events. A system of communication should be developed to ensure that volunteers receive program communications. When advisory and planning groups are formed, volunteers should be included in their membership. Classroom volunteers should be included in planning classroom activities. All of this serves to integrate volunteers into the total program.

It is important for programs to ensure positive staff/volunteer relationships through training and support.

POSITIVE ORGANIZATIONAL CLIMATE

Volunteers need to feel that they are a part of a program where people work well together and are excited about their work. They need to feel that they are a part of a quality program that has respect and recognition in the community. Programs that have strong, positive managers and that are in full compliance with performance standards have little difficulty getting and retaining volunteers.

POTENTIAL STAFF BARRIERS TO THE VOLUNTEER EFFORT

- *Lack of knowledge concerning the use of volunteers.*

Many staff may not know how to work with volunteers. Staff should participate in volunteer training sessions and attend sessions that enhance their ability to work with volunteers.

- *Lack of understanding and respect for individuals of different cultural backgrounds.*

When individuals from different racial and ethnic backgrounds work together, misunderstandings sometimes occur. Programs should provide cultural training to all staff and volunteers. This training should be focused on mutual respect and acceptance.

- *Lack of sensitivity to the needs and concerns of families living in poverty.*

These families face a range of problems that Head Start staff may not understand immediately.

- *Lack of acceptance of different child-rearing practices and family structures.*

Single-parent families, extended families, and families with children living with relatives or friends may not seem like traditional family structures, but for the children in them, they are and must be respected. Staff need to understand that child-rearing practices may vary greatly among different cultural and ethnic groups.

- *Insecurity about working with other adults in the classroom.*

Some staff may feel threatened by having another adult in the classroom. But once classroom staff begin to see volunteers grow and develop new skills under their direction, they will become strong supporters of the volunteer effort.

POLICY REFERENCES

Policy references related to retaining volunteers may be found in the following section of the publication, *Head Start Policies: Volunteers and Community Resources*:

Section 5: Orientation/Training of Volunteers

DOCUMENTATION CHECKLIST

Recommended Documentation:

☐ Volunteer interest survey

☐ Reminder list for recognition activities

— Birthdays
— Recognition of partial completion of volunteer agreements
— Volunteer bulletin boards
— Head Start news stories about volunteers or volunteer programs

CHAPTER 13: MANAGING THE VOLUNTEER PROGRAM

Chapter Highlights

The Head Start director, policy council, and volunteer coordinator work together to manage the volunteer program. The volunteer coordinator's role in particular requires ongoing, effective communication with all component coordinators.

The volunteer coordinator plays a key role in providing leadership, supervision, and documentation of the volunteer program. The volunteer coordinator is also responsible for establishing a recordkeeping system for the volunteer program. Files on Head Start volunteers will make up the major part of this recordkeeping system.

Head Start programs use a participatory and democratic management approach involving paid staff, parents, and members of the community. The Head Start director manages the program with the support of the all-volunteer policy council. This includes recruiting and hiring the volunteer coordinator. The staff and other parent and community volunteers assist the volunteer coordinator in planning, implementing, and evaluating all aspects of the program. The Head Start program is therefore dependent on volunteers as decisionmakers, advisors, and service providers.

STAFF ROLES

Head Start staff play various roles in the management of the volunteer program. The roles of key staff are discussed below.

The Role of the Director

The Head Start director is the key to the overall success of the Head Start program and in particular to the volunteer effort. The director establishes and fosters the organizational climate of the program. A positive organizational climate is a factor in recruiting and retaining volunteers. The director strives to:

- Maintain or exceed all Head Start performance standards to create an effective, high-quality program that everyone can be proud of.
- Develop personnel policies, position descriptions, recruitment strategies, hiring procedures, and personnel evaluation systems that ensure the employment and retention of the most qualified staff for all positions.

- Include staff and volunteers at all levels in decisions affecting the program and arrive at major decisions through consensus building.
- Serve as a model for and actively support acceptance and respect of individuals having contact with the program regardless of economic status or ethnic or cultural background.
- Continually reinforce and restate the program's mission through actions and written communication and take every opportunity to tell the Head Start story to all sectors of the community.

In addition to establishing the climate in which volunteers want to work, the director supports the volunteer effort by including money in the program budget for a volunteer coordinator's salary and volunteer program expenses. The director must justify these expenses to the policy council and board of directors.

The Role of the Policy Council

The policy council has several functions related to the volunteer effort. It is responsible for supporting the director in creating the positive organizational climate described above. The policy council approves the director's budgetary and staffing decisions supporting the volunteer effort. When the director has not included a budget for volunteer services or designated a volunteer coordinator, the policy council needs to encourage the director to allocate those funds. The policy council also has a role in recruiting volunteers, developing and approving the volunteer plan, approving nominations for and assigning at least one representative to the volunteer advisory committee, and evaluating the volunteer effort.

The Role of the Volunteer Coordinator

As discussed in Chapter 2, the volunteer coordinator is responsible for managing all aspects of the day-to-day operations of the volunteer program. The director delegates this responsibility to the volunteer coordinator, and the volunteer coordinator reports directly to them.

As part of the management team, the volunteer coordinator also must work closely with other program staff. It is particularly important that the coordinator communicate effectively with the other component coordinators. The volunteer coordinator's responsibility for the total volunteer effort means that this individual's role will overlap each component area.

The volunteer coordinator's role in planning the volunteer effort and recruiting, screening, placing, and training volunteers has been discussed in earlier chapters of this handbook. In addition to these tasks, the volunteer coordinator provides leadership, supervision, and documentation of the volunteer program.

CROSS COMPONENT COORDINATION

Ongoing communication is vital to coordination among the various Head Start components. One way to ensure ongoing communication is to hold team meetings. These meetings include the volunteer coordinator and all the component coordinators. Meetings should be held at regular intervals, for example, weekly or monthly. Each meeting should last no longer than 1 hour.

The meeting begins with the volunteer coordinator and component coordinators each giving a brief summary of component activities since the last meeting. They also present their major plans for the coming week or month. The volunteer and component coordinators review concerns and either resolve each problem or make a plan to resolve it.

This keeps the volunteer coordinator informed of component activities. It also keeps the component coordinators informed of any volunteer concerns that may affect their component area. This two-way communication enables the volunteer coordinator and component coordinators to identify and address both problems and successes related to the volunteer effort.

Leadership

The leadership role is perhaps the volunteer coordinator's most time-consuming and difficult role. However, it can also be the most rewarding one.

- It is important that volunteer coordinators support volunteers in fulfilling their assignments. Making sure that volunteers are well trained and know their job assignments is one example of how to do this. Ensuring that volunteers' supervisors know how to provide on-the-job training and ongoing support is another example.

- The volunteer coordinator plays a key role in identifying and resolving difficulties. To do this, the volunteer coordinator must be a keen observer of staff and volunteers as they work together. The volunteer coordinator should try to identify and, with the director, resolve problem behaviors and attitudes before they become more serious. The coordinator must be receptive to individual volunteer and staff concerns and suggestions for improvement.

- The volunteer coordinator should identify and respect each individual's unique contributions. All volunteers need to feel valued and respected. The volunteer coordinator has a primary role in ensuring that this happens.

- The volunteer coordinator needs to establish an ongoing communication system that keeps all program participants informed of events in the volunteer program.

Supervision

The coordinator has four prime areas of supervisory responsibility.

- The volunteer coordinator must provide ongoing monitoring of program efforts. This involves developing a system of checks to ensure that the volunteer plan is being implemented and that the plan adheres to its schedule. Ways of monitoring include checking information gained from periodic meetings with other coordinators, making spot checks on volunteer activity, evaluating volunteer attendance and cumulative hours, and submitting weekly or monthly reports to the director.

  Monitoring is important to ensure that the volunteer component is generating its non-Federal match on schedule. Failure to monitor carefully may result in a loss of grant funds or audit exceptions.

- The coordinator is responsible for participating in staff evaluations where the volunteer component is concerned. Because of the essential role that volunteers play in Head Start programs, all staff must be held accountable for working with volunteers and supporting the entire volunteer effort. Through monitoring the program, the volunteer coordinator will identify individual staff weaknesses and strengths in relating to volunteers. These areas need to be addressed individually and improvement plans made in the context of formal evaluations.

- The volunteer coordinator is responsible for ensuring that volunteers receive timely, appropriate evaluations. Not all staff will have experience in evaluation, and the volunteer coordinator may need to provide training and guidance. The volunteer coordinator should review each evaluation before it is shared with the volunteer. Additional information on evaluation is provided in Chapter 12: Retaining Volunteers.

- The volunteer coordinator is also responsible for evaluating the total volunteer effort. The evaluation should be incorporated in the program's annual self-assessment. The Self Assessment Validation Instrument (SAVI) used by most Head Start programs does not have a separate section dedicated to volunteers. Instead, volunteer activities are integrated into the component areas. The volunteer coordinator and the advisory committee must therefore work closely with other components to ensure full compliance regarding use of volunteer services. The advisory committee and coordinator may decide to incorporate additional items in the SAVI process as they relate specifically to the goals and objectives defined in the volunteer plan.

Documentation

A time-consuming but important task for the volunteer coordinator is the collection and maintenance of appropriate program information on volunteers.

There are two types of information to be collected: information required by Head Start policy and information that the program keeps for its own purposes. Information required by policy includes the following:

- *Documentation of compliance with performance standards.* The Head Start program performance standards include many requirements for the participation of volunteers. Programs need to maintain all information that documents their compliance in each component. To avoid duplication, the volunteer coordinator needs to work closely with other component coordinators to decide who will collect information and how it will be kept.

- *Statistics for the Program Information Report (PIR) on various categories of volunteers.* When completing the PIR, Head Start grantees are requested to give the following statistics:

  — Number of persons providing any volunteer services to the program during the operating period

  — Number of classroom volunteers

  — Number of nonclassroom volunteers

  — Number of Head Start parents who have provided volunteer services

  — Number of persons from the Foster Grandparents Program who participated in the program

  — Number of persons from the Retired Senior Volunteers Program (RSVP) who participated in the program.

  PIR requirements change periodically. Grantees need to be alert to memoranda about new data needs.

- *Documentation for the non-Federal match for program funds.* Volunteer services used as all or part of the non-Federal match must be backed up by time sheets signed by the volunteer and the supervisor. This is discussed more fully in Chapter 14: Fiscal Matters and the Volunteer Program.

Information that programs keep for their own use includes the following:

- *Documentation of volunteer experience and contributions.* Some Head Start volunteers give their time because they need work experience, training, or both. Records on the number of hours they work and training they receive will be useful to these volunteers. This information can also be used to select and honor volunteers who have made significant contributions to Head Start.

- *Documentation of volunteer services from community organizations.* Head Start programs will be repaying various community organizations by providing periodic reports to them documenting the amount of volunteer effort their members have given. Since service to the community is usually the mission of these organizations, Head Start's report to them provides evidence of the fulfillment of their agency goals.

Once the Head Start program decides what information it needs, a system needs to be established to collect the information.

WORKING WITH DIFFICULT VOLUNTEERS

Head Start programs have a two-fold mandate: to serve children from the poorest families and to actively involve their parents in program operations as volunteers. Furthermore, Head Start policy calls for involvement of volunteers from all parts of the community. The volunteer pool resulting from this mix sometimes results in the recruitment of volunteers whose behaviors may not be appropriate for the needs of the program. Some of these inappropriate behaviors may not become fully apparent until the volunteer is comfortable with the program.

Head Start programs can help avoid inappropriate placements by:

- Developing a careful interviewing and screening process.
- Developing a volunteer handbook and agreement that clearly define appropriate behaviors.
- Providing quality orientation and training programs.

Programs can become alert to potential problems by:

- Carefully monitoring the volunteer program.
- Training staff to recognize potential problems.
- Holding periodic meetings of volunteers to air concerns and suggestions.
- Monitoring individual placements to ensure that the volunteer is working in an appropriate setting.

Sometimes it may be necessary to confront and redirect a volunteer. In some cases, it may be necessary to end a volunteer's involvement with the program. Ending a volunteer's involvement with the program is not much different from terminating a paid employee. Each step must be documented. Some steps for confronting problem behavior are shown on the following page.

STEPS FOR CONFRONTING PROBLEM BEHAVIORS

Step 1. *Identify the problem.*

It is important to carefully define the problem that a volunteer is having. The definition of the problem needs to be objective and supportable through observation.

Step 2. *Gather information.*

Once the problem is defined, several questions must be asked:

- Is there anything in writing that covers this problem?
- Has training addressing this area been provided?
- Is this a volunteer problem or a staff reaction?
- What specifically has the immediate supervisor done to address the problem?
- How long has the problem been going on?
- Is this a community or parent volunteer?

Step 3. *Address the problem with the volunteer.*

This must be done privately. The volunteer coordinator needs to assure that the discussion will be confidential. The specific behavior should be clearly stated. Feelings and generalizations should be left out. A typical example in the Head Start program might be, "Mary, the teacher you are working with has indicated that you have told the children they are bad and that they won't be able to come to school anymore. Some of the children have cried as a result of your statements. The classroom aide and education coordinator have shared the same information with me. On several occasions the classroom staff have discussed this with you, but you continue to tell the children the same thing. Our handbook and the training you received you have discussed the importance of helping children to feel good about themselves. We cannot continue to allow you to work in the classroom if you use this kind of language. How might we help you?"

Step 4. *Establish an improvement plan for the volunteer.*

The plan should be based on information provided by the volunteer and staff. The plan might include specific one-on-one practice sessions, mentoring, or reassignment to another position.

Step 5. *Include a contingency statement.*

The volunteer should be given a specified length of time or number of repeated behaviors in which to improve. For example, "Mary, now that we have your improvement plan in place, our hope is that the problem will be resolved. I must, however, inform you that if you tell any more children that they are bad or that they can't come to school, you will no longer be able to volunteer in the center." If the volunteer is a parent, "We will have to find other ways for you to volunteer in the program."

Step 6. *If the behavior is repeated, the volunteer must be met with again privately.*

The specified result of the inappropriate behavior must be followed through on. For example, "Mary, today I heard you shout at Jeremy. You said 'Shut up! I'm going to send you home and you won't be able to come to school anymore!' We have already discussed the consequences of this. We will no longer be able to use your services at this center." In the case of a parent, alternative ways to volunteer may be discussed.

Sometimes a parent volunteer may have to be excluded from the center entirely. Repeated threats, violent behavior, continuous substance abuse, and attacks on children or staff are reasons for keeping a parent out of the center. In such cases, attempts should be made to continue some form of home volunteerism. The social service staff should be alerted, and every effort should be made to keep the child in the center and identify help for the parent.

VOLUNTEER PROGRAM RECORDS

The volunteer coordinator will want to establish recordkeeping systems that allow the convenient retrieval and access of information. Exactly what kinds of records and forms will be maintained and what they will look like will depend on the program's needs and requirements.

Volunteer Files

The major part of a volunteer recordkeeping system is volunteer files. These files are usually divided into groups on potential, active, and inactive volunteers.

- *Potential Volunteers.* A file of potential volunteers is a holding place for information while interviews, reference checks, and other requirements are completed prior to assigning the volunteer. Potential volunteers may be persons recruited to assume specific responsibilities, or they may be persons who have offered their services to a program. In either case, files for each potential volunteer will contain the following:

  — Cover sheet (a sample cover sheet is shown on the following page)

  — Application form

  — Interview notes

  — Reference checks

  — Background checks, if required

  — Health screenings, if required

  — Other materials needed.

  These materials remain in the file established for the volunteer when they become active.

- *Active Volunteers.* Once a volunteer has been offered and has accepted a volunteer assignment, the individual's records are moved from the potential to the active volunteer file.

SAMPLE VOLUNTEER FILE COVER SHEET

Date	Item
_____	Application received
_____	Interview scheduled
_____	Interview conducted
_____	Reference checks
_____	Background checks
_____	Health screenings
_____	Confidentiality statement
_____	Letter of agreement
_____	Assignment(s)
_____	Volunteer manual received
_____	Orientations/training
_____	Moved to inactive file

- *Inactive Volunteers.* Programs should maintain volunteer files for the same amount of time that they keep other supportive information for Federal grants. The information may be needed to verify in-kind share for audits or as a data base for future grant applications.

Other Files

Sometimes it is useful to keep separate files on volunteer organizations that provide services. Some of these organizations provide a specific service, such as transporting families to doctor appointments, under a formal agreement with the Head Start program. In such cases, the letter of agreement and subsequent assignments would be with the volunteer organization rather than with an individual. Therefore, it may be more convenient to file all records related to this organization in one folder.

Volunteer Data Forms

There are several data forms that may help volunteer coordinators organize and track information:

- A summary or control form that lists active volunteers, their assignments, and their supervisors

- A form that lists volunteer characteristics (for example, Head Start parent, senior citizen, youth group, etc.)
- A form that lists the kind(s) of services performed (for example, classroom volunteer, consultant, contractual volunteer, advisory group volunteer, etc.)
- A summary form showing the total number of hours volunteered in a certain time period (month, quarter, or program year).

These forms can be used to track volunteer activity, to flag no-show volunteers, and to check whether or not a supervisor has submitted a volunteer's time sheet.

The volunteer coordinator also maintains copies of component plans and advisory committee meetings. Required and suggested documentation lists are included at the end of each chapter in the handbook.

POLICY REFERENCES

Policy references related to managing the volunteer program may be formed in the following sections of the publication, *Head Start Policies: Volunteer and Community Partnerships*:

Section 1:	Authority for the Volunteer Program
Section 2:	Recruitment of Volunteers
Section 3:	Head Start Parents as Volunteers
Section 6:	Volunteers in the Education Services Component
Section 7:	Volunteers in the Health Services Component
Section 8:	Volunteers in the Social Services Component
Section 13:	Documentation of Volunteer Services

DOCUMENTATION CHECKLIST

***Required Documentation*:**

- ☐ Documentation supporting performance standards requirements
- ☐ PIR information
- ☐ Documentation of non-Federal match

***Recommended Documentation*:**

- ☐ Volunteer evaluations
- ☐ Monitoring information
- ☐ Volunteer experience
- ☐ Volunteer contributions
- ☐ Volunteer services through community organizations
- ☐ Volunteer files
- ☐ Control form for active volunteers

CHAPTER 14: FISCAL MATTERS AND THE VOLUNTEER PROGRAM

Chapter Highlights

All volunteer services counted as part of a non-Federal match must be well documented.

- Wage comparability rates must be set for the volunteer position(s).
- Time sheets documenting hours contributed to the program must be kept.

The fiscal officer and volunteer coordinator share responsibility for fiscal documentation.

Budgets for volunteer programs should include line items for:

- Salaries for the volunteer coordinator and support staff.
- Volunteer recruitment.
- Publications.
- Orientations.
- Training.
- Any other costs related to the volunteer program.

Programs should provide the same liability insurance for volunteers that they do for staff who perform similar work.

A critical part of a well-functioning Head Start volunteer effort is solid fiscal management. Head Start programs need to carefully integrate volunteer contributions into their fiscal management system and ensure that appropriate documentation is maintained.

DOCUMENTATION OF THIRD-PARTY CONTRIBUTIONS

Any volunteer services (third-party contributions) counted as part of a non-Federal match must be well documented. To use volunteer time as part of their non-Federal match, Head Start programs must:

- Establish wage comparability rates for each volunteer position.
- Use time sheets to document hours contributed to the program.

Wage Comparability Rates

Allowable In-Kind Personnel Contributions

- The amount that the program would be paying in salary for a volunteer if that volunteer were an employee. This amount is the wage comparability rate.
- The amount that the program would be paying in fringe benefits for a volunteer if that volunteer were an employee.

Before volunteer services can be counted as part of a program's non-Federal match, a wage comparability rate must be established for each volunteer position. The wage comparability rate is the amount that the volunteer would be paid if the volunteer were an employee.

If the volunteer position is the same as or similar to one held by an employee, the hourly rate for the volunteer's time will be the same. If the volunteer position is one that no employee in the program holds, it will be necessary to find out what other employers in the community pay for similar work. The rate established for the volunteer position must be comparable.

Fringe Benefits

In addition to the value of the volunteer's time, a Head Start program can add what it would be paying in fringe benefits if that volunteer were an employee. Fringe benefits can be added to the value only when volunteers are giving their own time. In other words, if a volunteer's time is being given by the volunteer's employer, neither fringe benefits nor the employer's overhead costs can be included as part of the value of the service.

Consultant Services

If the volunteer performs services on a consultant or contractual basis, the value of these services can be based on either:

- The amount that the volunteer has been paid for similar services to another agency; or
- The fees that the Head Start program has paid to others for similar services. For example, the amount a trainer is paid for a half-day workshop could be used to establish the value of a workshop by a volunteer.

Volunteer Decisionmakers

Federal regulations permit counting the value of the services of volunteer decisionmakers and members of advisory groups. First, as for other volunteer positions, a reasonable value for these donated services must be established. Wage comparability rates for decisionmakers can be set in two ways:

- An across-the-board rate can be set for all members of the governing board, the policy council, or a particular committee; or

- Values for different volunteers can be set according to the rates they would be paid for their time elsewhere. For example, there might be one rate for a lawyer on the policy council, another for a school principal, and another for a parent volunteer.

Time Sheets

As with personnel payroll records, documentation of the hours contributed to a program begins with the time sheet signed by the volunteer and by the volunteer's supervisor. Programs may choose either to use the standard time sheet used by their paid staff or to develop a separate one.

Time sheets should show the following:

- The volunteer's name
- The dates, including year, that the volunteer provided services
- The times that the volunteer began and finished each day
- The volunteer's signature
- The volunteer's supervisor's signature.

Time sheets may also indicate the following:

- The category of volunteer (for example, parent, college student, member of a volunteer organization, etc.)
- The kind of volunteer activity (for example, clerical, classroom, etc.)
- The wage comparability rate assigned for this volunteer task.

A sample time sheet is shown on the following page.

RESTRICTIONS ON THIRD-PARTY CONTRIBUTIONS

Not all volunteer services can be counted as part of a non-Federal match. Some of these restrictions on volunteer services have a broad impact on the volunteer program. For example, each Head Start grantee must explore and use the services available from other Federal, State, and local agencies to supplement its Head Start grant. However, if the volunteer help from these agencies is supported by Federal funds, it cannot be counted by the Head Start grantee as part of its non-Federal match. Moreover, many services operated by State governments are federally funded. It may be necessary to get this information from the director of the particular State program used.

SAMPLE VOLUNTEER TIME SHEET

Name _____

Address _____

Work Location _____

Position Title _____

Reporting Period: _____ (Month/Day/Year) to _____ (Month/Day/Year)

Date	Time In	Time Out	Hours

Volunteer Signature: _____ Total Hours _____

Supervisor Signature: _____

Volunteer Coordinator Signature: _____

Office Use Only

Charge to: _____ $_____ per hour × _____ hours = $_____

Many State programs are supported by a combination of Federal and State funds. When a program receives a large amount of service from a State agency that is partially funded by the Federal Government, such as mental health services, it may be worth the effort to determine the breakdown of the agency's funding sources. If, for example, the State provides 40 percent of the agency's funding and the Federal Government provides 60 percent, then 40 percent of the time volunteered by the agency can be counted toward a program's non-Federal match.

Restrictions on Third-Party Contributions

- Volunteer help from agencies or services supported totally by Federal funds cannot be counted by a Head Start grantee as part of its non-Federal match.
- If a Head Start program receives services from an agency that is partially funded by the Federal Government, the program may count part of the time volunteered toward its non-Federal match. The time that can be counted toward the non-Federal match is the percentage of the agency's funding *not* provided by the Federal Government. For example, if one source provides 40 percent of the agency's funding and the Federal Government provides 60 percent, then 40 percent of the time volunteered by the agency can be counted toward the non-Federal match.
- If an agency operates more than one federally funded program requiring a non-Federal match, *a volunteer's services can be used only once*; that is, the contribution can be counted toward only one of these programs.
- All volunteer services used as part of the non-Federal match must be provided within the time period of the Federal grant.

Similarly, many local programs, even some provided by private agencies, are supported either all or in part by Federal funds. It is the Head Start program's responsibility to obtain this information so that in-kind contributions will not be disallowed by an auditor.

Two other restrictions on the use of third-party contributions affect the appropriate allocation of volunteer services. First, if an agency operates more than one Federally funded program requiring a non-Federal match, a volunteer's services can be used only once; that is, the contribution can be counted toward only one of these programs.

Second, all volunteer services used as part of the non-Federal match must be provided within the time period of the Federal grant. This is why it is so important that all records of a volunteer's time be dated properly. This kind of requirement is, of course, a routine one for accounting staff. Program staff, however, are not necessarily familiar with this requirement, and it might be appropriate to emphasize its importance during the inservice training of the volunteer program.

Some restrictions on the use of volunteer services are of concern mostly to accountants and auditors. These restrictions are addressed in Federal auditing standards.

THE ROLE OF THE FISCAL OFFICER

Regardless of how the rates for volunteer services are set, the fiscal officer must be involved in the process. Ultimately, the scale of volunteer wage

comparability rates should be approved by the sponsoring agency's independent auditor. The rates will then be available to the fiscal department, which will use them to compute the value of the various volunteer services toward the grantee's non-Federal match.

Whether the value of volunteer time is calculated manually or by using a computer program, the fiscal officer must save the paper trail along with other financial documentation for each Federal grant period. These records are subject to audit, as are other records related to the use of Federal grant funds.

ACCESS TO FISCAL RECORDS

The overall volunteer documentation system should include procedures for distributing copies of records as needed. Program staff as well as fiscal staff will need access to records of volunteer time and the value of these services. The volunteer coordinator, for example, needs this information on a regular basis, as do those staff responsible for preparing the Program Information Report (PIR).

BUDGETING

There must be a budget for the volunteer program. The budget should include time for the volunteer coordinator and support staff as well as line items for recruitment, publications, orientation, training, and other costs. The budget will need funds allocated for support services, such as volunteers' transportation to the center, child care, and meals. If volunteers will be traveling on agency business, there must be a line item for travel as well. Another cost item, discussed in the following section, is insurance for the volunteer program. All these costs, if properly documented, are allowable uses of Federal funds.

Reimbursing Volunteer Expenses

Volunteers should know what costs will be reimbursed, the kind of documentation that must be provided, and the procedures for completing and submitting expense vouchers. The program's volunteer handbook and orientation sessions for volunteers should address these issues. In addition, some letters of agreement between volunteers and programs will specify certain costs to be reimbursed.

Timely reimbursement of a volunteer's expenses is very important. Volunteers give their time and talents; they should not have to contribute to the program's finances. Some volunteers will not be able to pay any expenses in advance, even if they will be reimbursed later. In this case, other arrangements will need to be made, such as having a staff member pay their expenses, making arrangements for the program to be billed, or distributing bus tokens.

BEST COPY AVAILABLE

Uses and Restrictions of Funds

Working together, the fiscal officerunteer coordinator need to define the uses and restrictions of funds for the volunteer component and the fiscal systems that will be used. The volunteer coordinator must know the amount of money available for particular tasks and the procedures related to paying for these tasks. The volunteer coordinator should submit correctly completed vouchers and other records on time to the fiscal division. The fiscal division, in turn, must provide regular and timely feedback to the volunteer coordinator on the amount of funds spent and funds still available for the program year to date.

INSURANCE COVERAGE FOR VOLUNTEERS

Insurance costs for social service programs, especially programs serving children, have risen drastically in recent years. For an agency to have adequate protection, its insurance policies must include volunteers. The volunteer plan should include an examination of the agency's insurance policies regarding volunteers. Knowledge of State laws and insurance company policies for child care programs is an important prerequisite for this task. Many States have recently introduced new legislation regarding volunteers and voluntary programs. Agencies should be aware of this legislation in negotiating insurance coverage.

Every agency should have a general liability insurance policy that protects the agency and its staff against liability for accidents to children, staff, volunteers, parents, and visitors. This kind of insurance policy covers negligence by the insured parties resulting in bodily injury, property damage or loss, and defense against a legal suit. This kind of insurance policy usually does not protect volunteers unless they have been specifically included in the coverage. Volunteers must be covered against liability to the same extent as staff who perform similar tasks.

Another kind of insurance coverage that may affect volunteers is transportation liability insurance. Programs that use volunteers' or parents' vehicles to transport children must first be certain that the owner of the vehicle carries liability insurance. If the coverage is less than the amount required for a vehicle transporting children, a Head Start grantee can pay the additional cost for adequate insurance coverage. In some States, sponsoring agencies may be able to obtain volunteers' excess liability insurance or social service excess auto coverage. This kind of insurance extends a sponsoring agency's policy to cover volunteers using their own vehicles to transport children. However, this kind of policy only provides coverage over and above the individual's own insurance policy. Sponsoring agencies must have proof of insurance policies for all private cars used for transportation for its participants.

POLICY REFERENCES

Policy references related to fiscal matters may be found in the following sections of the publication, *Head Start Policies: Volunteers and Community Resources*:

Section 9:	Liability Coverage of Volunteers
Section 10:	Allowable Costs Incurred by Volunteers
Section 11:	Allowable Volunteer Services for Matching Requirements
Section 12:	Valuation of Volunteer Services
Section 13:	Documentation of Volunteer Services

DOCUMENTATION CHECKLIST

Required Documentation:

For Fiscal Officer

- ☐ Volunteer time sheets, properly dated (day, month, year) and signed by both the volunteer and the volunteer's supervisor
- ☐ Documentation of funding source for any State or local program contributions used as a part of the non-Federal match
- ☐ Documentation of volunteer's wage comparability rate
- ☐ Documentation of in-kind fringe benefit, when appropriate
- ☐ Documentation (paper trail) for all in-kind contributions to the Federal grant
- ☐ Documentation of which Federal grant the in-kind contributions are assigned to when the program holds more than one grant requiring a non-Federal match

For Volunteer Coordinator

- ☐ General liability insurance policy covering staff and volunteers (copies to fiscal officer)
- ☐ Volunteer program budget
- ☐ Proof of current liability insurance for volunteer's vehicle (if used to transport Head Start children or parents)

Recommended Documentation:

- ☐ Verification of all in-kind share assignments by an independent auditor

APPENDIX A: VOLUNTEERISM RESOURCES

At the Heart: The New Volunteer Challenge to Community Agencies, Nora Silver

Valley Volunteer Center
333 Division Street
Pleasanton, VA 94566

The Effective Management of Volunteer Programs, Marlene Wilson

Volunteer Management Associates
320 Cedar Brook Road, Dept. VRC1
Boulder, CO 80304
(303) 447-0558

Effective Utilization of Volunteers in Head Start Programs, Head Start Task Force

Center for Volunteer Development
Cooperative Extension Service
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061

U.S. Department of Education
Office of Educational Research and Improvement
Washington, DC 20208

A Guide to Long-Range Strategic Planning for School Volunteer and Partnership Programs, Stephen H. McCurley

National Association of Partners in Education, Inc.
601 Wythe Street, Suite 200
Alexandria, VA 22314

SERVE Volunteers: Volunteer Coordinator's Manual, Jeanne Cunningham James

The Chapel Hill Training-Outreach Project
Lincoln Center
Chapel Hill, NC 27514

State Resource Guide for School Volunteer Coordinators, Charles G. Williams et al.

U.S. Department of Education
Office of Educational Research and Improvement
Washington, DC 20208

APPENDIX B: ASSOCIATIONS

American Association of Retired Persons
1909 K Street, N.W.
Washington, DC 20049
(202) 872-4700

Association for Volunteer Administration
P.O. Box 4584
Boulder, CO 80306
(303) 497-0238

Independent Sector
1828 L Street, N.W.
Washington, DC 20036
(202) 223-8100

Kiwanis International
3636 Woodview Terrace
Indianapolis, IN 46268-3196

National Association of Partners in Education
601 Wythe Street, Suite 200
Alexandria, VA 22314
(703) 836-4880

National School Volunteer Program
701 N. Fairfax Street, Suite 320
Alexandria, VA 22314
(703) 836-4880

United Way of America, National Office
701 N. Fairfax Street
Alexandria, VA 22314
(703) 836-7100

Volunteer: The National Center
1111 N. 19th Street, Suite 500
Arlington, VA 22209
(703) 276-0542

Volunteers Insurance Service
216 S. Peyton Street
Alexandria, VA 22314
(703) 739-9300

APPENDIX C: GOVERNMENT-SPONSORED PROGRAMS

The programs listed below are funded through:

ACTION—The National Volunteer Agency
806 Connecticut Avenue, N.W.
Washington, DC 20525

Foster Grandparent Programs (FGP)

Older Americans Volunteer Programs (OAVP)

Retired Senior Volunteer Programs (RSVP)

Senior Companion Programs (SCP)

Volunteer Recruiting Information

Volunteers in Service to America (VISTA)

Young Volunteers in Action (YVA)

APPENDIX D: HEAD START INTERAGENCY AGREEMENTS

American Home Economics Association
2010 Massachusetts Avenue, N.W.
Washington, DC 20036

American Optometric Association
600 Maryland Avenue, S.W., Suite 400
Washington, DC 20004

American Red Cross
National Headquarters
Community and Emergency Services
Washington, DC 20006

Employment and Training Administration
U.S. Department of Labor
Washington, DC 20210

Extension Service/USDA
Home Economics and Home Nutrition
Room 5407, South Building
Extension Service
U.S. Department of Agriculture
Washington, DC 20250

Public Health Service
Division of Maternal and Child Health
5600 Fishers Lane
BHCDA, PHS, USDHHS
Parklawn Building, Room 6-40
Rockville, MD 20857

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