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ABSTRACT

Suggestions for expanding and improving the volunteer participation in all local Head Start programs are provided in this manual. The primary aims of the volunteer programs are to: (1) provide additional staff in all areas of the program, thus increasing the effectiveness of the paid staff; (2) give interested local citizens, including parents of the children, an opportunity to participate in the program; (3) establish a systemized method of mobilizing community resources for the expansion and improvement of all parts of the program; and (4) build better understanding for the over-all war on poverty and stimulate citizen support for improved services in education, health, and welfare for children and their families. Official policies concerning use of volunteers in the Head Start program are noted. Guidelines for developing a volunteer program are provided under the following sections: Advance Planning, Job Inventory, Recruitment, Interviewing, Orientation and Training, Staff and Volunteer Relationships--Using Volunteers Effectively, Recognition, and Evaluation. An appendix provides Sample Registration and Placement Form, Suggested Training Program, Sample Job Descriptions (Coordinator of Volunteers, and Volunteer Classroom Aide), Guide for Evaluating Volunteer Services, and Suggested Reading. (DB)

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volunteers

In the Child Development
Center Program

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PS 006549



U.S. Department of Health, Education, and Welfare
Washington, D.C. 20201



THE CHILD DEVELOPMENT CENTER

The Child Development Center is both a concept and a community facility. In concept it represents the drawing together of all those resources—family, community and professional—which can contribute to the child's total development. It draws heavily on the professional skills of persons in nutrition, health, education, psychology, social work, and recreation. It recognizes both paid and volunteer non-professionals can make important contributions. Finally the concept emphasizes the family is fundamental to the child's development. Parents should play an important role in developing policies; will work in the Centers and participate in the programs.

As a community facility the Child Development Center is organized around its classroom and outdoor play areas. Ideally it should also provide a program for health services, parent interviews and counseling, feeding of the children, and meetings of parents and other residents of the community. The space is arranged so as to permit working in small groups or individually with the children. Where some activities are performed at other locations, the staff should function as an integral part of the Center.

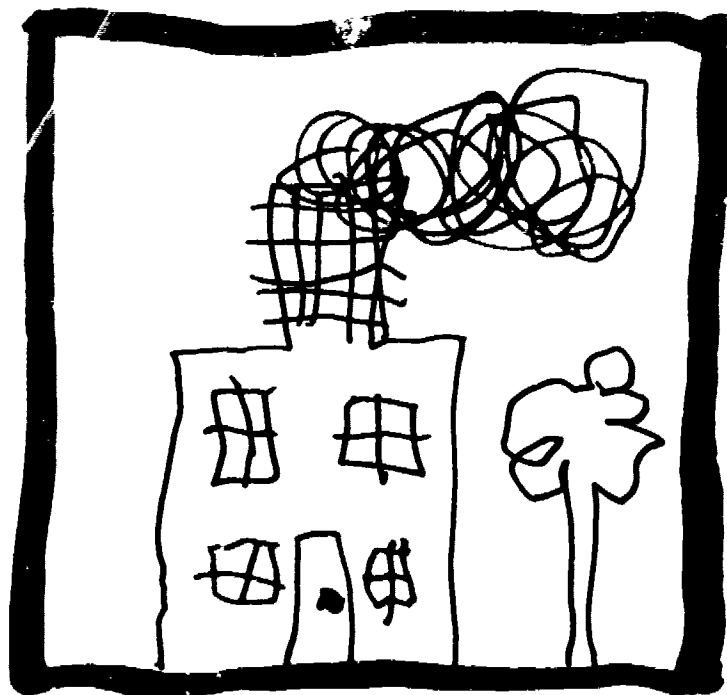




TABLE OF CONTENTS

	Page
I. Introduction and Purpose	2
II. Official Policies	4
III. Guidelines for Developing a Volunteer Program	6
A. Job Inventory	9
B. Recruitment	10
C. Interviewing	13
D. Orientation and Training	16
E. Staff and Volunteer Relationships—Using Volunteers Effectively	21
F. Recognition	25
G. Evaluation	27
IV. Appendix	
A. Sample Registration and Placement Form	31
B. Suggested Training Program	33
C. Sample Job Descriptions	
1) Coordinator of Volunteers	34
2) Volunteer Classroom Aide	35
D. Guide for Evaluating Volunteer Services	36
E. Suggested Reading	37



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INTRODUCTION

This Manual is written as a guideline for Head Start Administrators and other members of the Head Start staff and Policy Advisory Committee who are responsible for planning and carrying out the Volunteer program.

Volunteer services are one of the required components of a Head Start program, and in turn can be counted as an "in-kind" contribution toward the non-federal share of a local Head Start budget.

The Volunteer program will differ in each community, depending on the number of children enrolled, the size of the community, public transportation facilities and other available community resources. Hopefully, the following suggestions will be helpful in expanding and improving the Volunteer participation in all local Head Start programs.



2



PURPOSE OF THE VOLUNTEER PROGRAM

Using volunteers in Project Head Start is in the American tradition. Many of this nation's most significant developments in education, government, health and social welfare have resulted in whole or in part from the efforts of volunteers. The volunteer preceded the professional worker in many of these fields.

The War on Poverty is deeply rooted in the philosophy that successful programs require meaningful citizen participation. The use of volunteers is an effective way of mobilizing resources in the community to strengthen the fight against poverty.

The primary aims of the volunteer programs are:

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

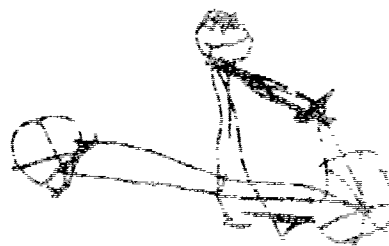
OFFICIAL POLICIES CONCERNING USE OF VOLUNTEERS IN THE HEAD START PROGRAM

Every Head Start program must use volunteers to the fullest extent possible. Volunteers may be either professionals or non-professionals (with no upper or lower age limits).

It is expected that the third person in the classroom will be a volunteer. If there are more than 15 children in a classroom, a second volunteer may be needed.

All volunteered services claimed as non-federal share must be substantiated by time cards or time records which have been signed by the volunteer, and also by the supervisory personnel as required for all employees. Such records must show the actual hours worked, the specific duties performed, and should also indicate the basis for determining the rate of the volunteer's contribution.

For the actual calculation of the value of the contributed or volunteer services as Non-Federal Share, see the appropriate Community Action Program policy statement. The rate may not



exceed the amount that would be allowed if the volunteer were being paid.

Even when the grantee is able to obtain help from VISTA, the Neighborhood Youth Corps or the Work-Study program, an effort should be made to staff each classroom with a volunteer for part of the time.

Every Head Start program must explore and use the help and services available from other federal, state and local agencies, to supplement the funds provided for Head Start by the Community Action Program of the Office of Economic Opportunity. However, if the Head Start grantee obtains help from VISTA, Neighborhood Youth Corps, Job Corps enrollees, or Work-Study program participants, these services may not be counted as "in-kind" contributions.

All personnel who regularly come in contact with the children, paid and voluntary, must be screened for tuberculosis with a chest X-ray or tuberculin test. OEO funds may be used to pay for health examinations of target area personnel when such examinations are required by state or local regulations or are especially recommended by the medical director.

Staff members or volunteers eating with the children may have their meals (the same food as the children's) paid for by OEO.

Every Head Start program must be certain it is adequately covered by insurance. Costs of insurance may be included in the budget. Three (3) kinds of insurance are relevant: student accident, liability, and transportation insurance.

Liability insurance covers the staff and the sponsor for its liability for accidents to children, staff, volunteers, parents and visitors on the Center's premises.

Transportation liability insurance covers the owner and driver of a vehicle. All carriers must be adequately insured. The cost of insuring bus transportation can be included in the program budget. When the grantee or delegate agency is providing a vehicle to be used in the program—from federal or local sources—both collision and liability insurance may be included in budget costs. Where publicly owned vehicles, e.g., school buses, are used to transport children, insurance must be obtained to cover parents, staff and volunteers as well as the children. Head Start funds may be used to pay the difference necessary to obtain such coverage. Complete insurance for individually owned automobiles—used in car pools, for example—cannot be a part of the Head Start program budget; however, Head Start will pay the difference between the cost of private insurance and that needed to insure a car as a commercial vehicle. Each program should be certain that all private automobiles used to transport children, and their drivers, have adequate insurance.

For further reference see the *Head Start Manual of Policies and Instructions*, September 1967.

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GUIDELINES FOR DEVELOPING A VOLUNTEER PROGRAM

Advance Planning

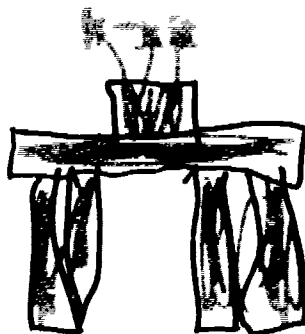
Advance planning is the real key to a successful volunteer program. There are several questions that will need to be answered long before the volunteers are recruited.

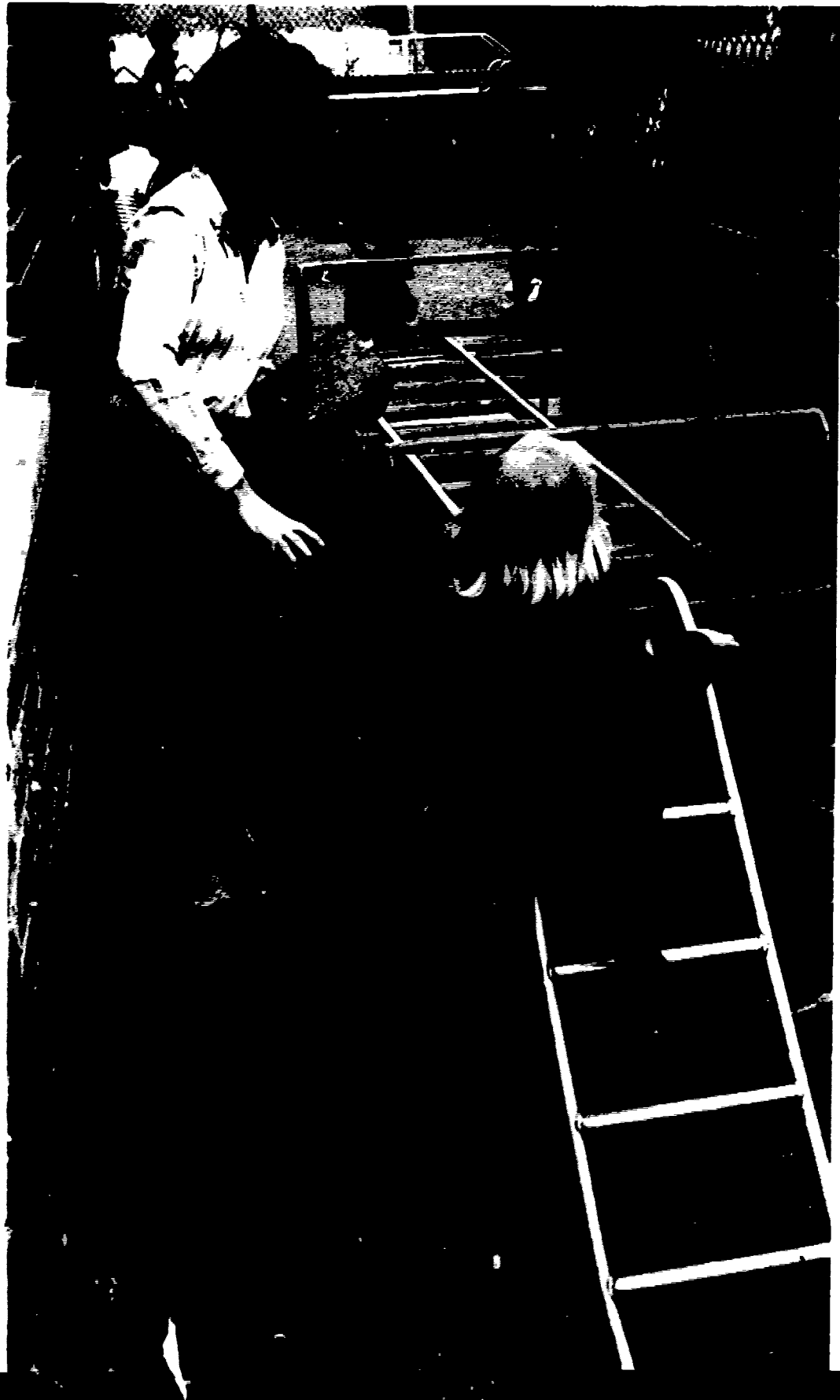
One of the first steps in planning for volunteers in a Head Start program should be the designation of an individual to be responsible for the overall direction and supervision of the volunteer services. At the same time, the Policy Advisory Committee or the Head Start Director should appoint a Committee for Volunteer Services.

A full-time Coordinator of Volunteers will be needed for a large program. Smaller programs might find it necessary to combine this position with another assignment, often with the job of the Parent Activities Coordinator or the Director of Social Services. The Coordinator of Community Resources for the Community Action Agency might serve as the Coordinator of the Head Start volunteers in some communities.

In some communities it might be possible to locate a qualified volunteer who would be willing to serve as the Coordinator. The Committee for Volunteer Services can be very helpful in writing the job description and in finding such a person, either as a volunteer or a paid employee.

Members of the Committee for Volunteer Services should represent a broad spectrum of community agencies and organizations that have knowledge of volunteer programs—agencies that use volunteers as well as organizations that can assist with recruiting and training.







Examples of groups that might be invited to serve on the Advisory Committee are (some of these may not exist in smaller communities):

The Central Volunteer's Bureau, which is usually a division of the Community Planning Council of the United Fund; the local American Red Cross Chapter; the Hospital Auxiliary; YM-YWCA; Boy and/or Girl Scouts; Urban League; Settlement Houses.

Representatives from some of the following community organizations can also be helpful:

The PTA's, Council of Churches, County Homemakers the Junior League, Council of Negro Women, Council of Jewish Women, Labor groups and student organizations.

Be sure to contact groups that have traditionally supported child welfare programs, such as the American Legion, Shriners, Kiwanis, and the American Association of University Woman. Head Start parents should also be represented on the Committee as well as some volunteers who have participated in previous Head Start programs, including the high school and college volunteers.

The Committee needs to meet well in advance of the opening day of classes in order to assist with the list of jobs to be handled by volunteers and the plans for recruiting, interviewing, training, and placing the volunteers.

Job Inventory

An inventory of the total Head Start program to determine where volunteers can make a meaningful contribution, and the actual number of volunteers needed, must be taken prior to the recruiting effort.

There is a danger of OVER-recruiting and then creating a community relations problem by having to turn away those who have offered to help.

Some of the specific jobs that volunteers can do are:

- provide professional health, nutritional, educational and social services
- serve as the third member of the classroom staff, or as the extra person in helping children with special problems
- escort children to and from the Center
- assist with outings and field trips



- serve as aides in the lunch room
- assist with the medical examinations
- help to recruit the children for the program
- provide transportation for children to and from the Center, to medical appointments, and on field trips
- serve as aides to the Social Workers
- provide special musical and dramatic activities
- help the professional staff with clerical work
- help to collect toys and equipment for the Center, or clothing for the children and their families



- provide baby-sitting service so that parents can attend meetings, and participate in other parts of the program
- serve as tutors for parents who are enrolled in Adult Basic Education Courses, or for the Teacher's Aides who are interested in preparing for the Equivalency Exam for a High School Diploma
- serve as instructors in Consumer Education, food preparation, sewing and other areas of parent activities
- work at recruiting and training other volunteers
- serve on planning committees
- help with public relations or special events.

Recruitment

The method of recruiting will depend on the size of the program and the available volunteer resources in the community.

In general, the recruitment should not be difficult as most people have a natural interest in community service and are often anxious to work with children. It is usually a matter of letting people know how they can help.

Parents of the children should be encouraged to serve as volunteers in the program at whatever point they find it possible to participate. Residents from the area served by the Head Start Center, and representatives from outside the immediate neighborhood should also be encouraged to serve as volunteers.

In selecting the volunteers, preference should be given to parents. Their participation will strengthen their identification with the Center, increase their understanding of the developmental processes of young children and encourage them to adopt approaches and techniques taught at the Center. This will give helpful continuity to their children's growth.

Other volunteers from the immediate community will be able to interpret the customs, traditions and values of the neighborhood to staff members; and present the objectives and



20

accomplishments of the Center to the neighborhood. Volunteers from outside the target area may perform a similar interpretive function to the community as a whole.

The most effective method of recruiting parents, and the older brothers and sisters of the Head Start child, is probably by word of mouth. This can be done at the time the children are being recruited and enrolled in the program.

It may be necessary to organize a special recruiting effort in order to enlist the help of the other target area residents. Perhaps the best way to begin is by contacting the churches, PTA's, Improvement Clubs, lodges and other organizations in the immediate neighborhood.

A community-wide campaign will probably be necessary for the larger programs. Announcements in the newspapers, on radio and TV can be very effective in recruiting volunteers, particularly those from the outer community.



Speakers stressing the need for volunteers before these groups can often answer other questions about the purpose and the goals of Project Head Start, thus improving community understanding and support for the total anti-poverty program.

In some communities, it might be possible to obtain a list of community organizations and professional societies from the Chamber of Commerce or the Community Planning Council. If this information is not available through a central source, perhaps one or more volunteers could be enlisted to compile a list. The announcements of club elections in the newspaper will be helpful in maintaining a current list of community organizations.

Announcements in Church Bulletins is a good way to reach potential volunteers. Some ministers will be willing to make a special announcement or designate someone in the church to serve as a liaison with Project Head Start.



Every effort should be made to recruit male volunteers—from junior high age to adults. Male volunteers can make a special contribution to the children. Boys in particular will benefit from a man's manner and presence.

Policemen, firemen, newspaper reporters, radio announcers, cab drivers and many other groups of men are available during the day since they work evenings and weekends. Labor unions are often willing to recruit their own members to assist with community activities such as the Head Start program. Senior Citizens groups should also be contacted.

College, high school, junior high and even elementary school students make excellent volunteers. Their youthful enthusiasm and sincerity of purpose make them especially responsive to a small child's need for individual warmth and attention. A relationship established between a tiny tot and a teenager gives the child someone "all his own" to respect and love him and to be loved by him. Such a relationship also gives the junior volunteer a sense of accomplishment and an important awareness of responsibility for others. Young people gain maturity, work experience, skills, and career information through volunteer service.

A special effort should be made to involve junior volunteers from the target area, as many of them have not had an opportunity to participate in youth activities that lead to leadership development and work experience. Working in a Head Start Center is one way to prepare them for their future roles as parents.

Interviewing and Placing

Ideally every prospective volunteer should be interviewed prior to being accepted, preferably by the Coordinator of Volunteers, a member of the Volunteer Advisory Committee, a Center Director or a volunteer interviewer. However, a formal interview might not be possible or necessary in every case, particularly for those that are being referred by other agencies that do their own interviews such as the Central Volunteer's Bureau or the Red Cross.

The Junior League, Council of Jewish Women, Women's Service Leagues and similar organizations usually interview their own members before assigning them to a definite volunteer job. High school counselors and leaders of youth organizations are often willing to assist with the interviewing and screening of students and club members.

Because of transportation difficulties in some areas, it might be necessary to conduct interviews in more than one location.

63

Residents of the target area might be reluctant to volunteer if the procedure seems too structured or too formal, so the procedures for getting them to register as volunteers will need to be flexible enough to make them feel comfortable and that their help is needed. Some of them will need to be convinced and reassured that they do have something to offer.

The main purpose of the interview is to give the interviewer an opportunity to gauge the individual's motivations, assess his skills, and determine where he should be placed in order to make the greatest contribution to the program.

From the interview, the volunteer learns the purpose of the Head Start program, why volunteers are needed, and what is expected of them.

The one qualification most necessary for a volunteer is a dedication to the welfare of children and a willingness to commit time and energy in their behalf. Those who work directly with children should enjoy the young, take pleasure in working with them and listening to them and be willing to learn more about fostering the processes of growth and development.

However, volunteers may be individuals with strong intellectual and emotional commitment to the ideals of Project Head Start but unable to work directly with the young. Their skills can be well utilized in work which does not bring them into immediate contact with the children, such as securing help and equipment from outside groups and professions or interpreting the project to the public.

A desirable characteristic which should be cultivated in volunteers is a sensitivity to the values of different cultural patterns of behavior. Mixing volunteers from divergent backgrounds can expand the horizons of all participants and help them grasp



14



the significance of habits different from their own.

Problems may arise in the motivation of some volunteers. Status seekers may volunteer for the prestige of volunteering, but will probably resign when they become aware of the commitment required.

More difficult to assess and handle effectively may be those well-intentioned individuals with "Lady Bountiful" complexes whose thinly-veiled condescension is sensed by those they should help. Such individuals may be called "do-gooders" by the neighborhood; their pious airs may irritate the professionals; their effectiveness is likely to be limited. However, they may insist on continuing with their volunteer work. Discussions—subtle or frank—with a diplomatic director may help encourage desirable attitudes in some of these volunteers. Others will have to be placed in positions of little personal contact with neighborhood residents.

Adults who volunteer only to alleviate personal emotional needs should be refused. Such people can block a child's need for growth and independence. Volunteers must be chosen for what they can give to children; those who expect to receive should be eased out of the program.

All volunteers must be carefully screened to ensure that they are persons of good character. Children must be protected by the careful selection of adults to work with them.

A final problem concerns the involvement of parents who volunteer to serve the Center. It may be hard for a parent to remain neutral if her child is involved in a dispute. And, children often have trouble sharing their parents with other children and accepting them in a new role of helper to all the children. Both potential difficulties can be averted by separating parents from their own children whenever possible. However, parents should be encouraged to serve even if this separation is impractical; the value of parent participation warrants the risks involved.

A Registration Form should be completed by the volunteer at the time of the interview. (See Appendix for sample.) This form can then be used as a part of the volunteer's record of participation in the program.

All volunteers will want to work as near home as possible. Those with special skills in music, art or dramatics might be asked to rotate between Centers rather than to be assigned to one.

The interviewers should have some knowledge of the volunteer needs of other agencies, particularly other anti-poverty programs, since it might not be possible to use everyone who offers to help.

Orientation and Training

A volunteer's orientation to the Head Start program begins with the initial interview, and should continue throughout the duration of the program.

At least one formal orientation session should be held for all the volunteers who are planning to participate in the program. The area of service (Health Aides, Social Work Aides, Transportation Aides, Clerical Aides or Classroom Aides) will determine the type and amount of additional training that will be needed. All training programs should be conceived as an ongoing process, involving on-the-job training.

The staff should be encouraged to participate in the orientation and training meetings with the volunteers. This will help the staff to know what the volunteers have been asked to do and the kind of training they have received. Volunteers should be given an idea of the seriousness of the professional's work. A regular program of in-service training involving conferences and suggested reading may improve the level of volunteer skills and increase the volunteer's understanding of the professional's problems and concerns. These are good techniques for building a strong staff-volunteer team.

There are some basic principles to which the volunteers need to be introduced before beginning work. The following topics need to be included in the Orientation and Training sessions—goals and purposes of the Head Start program, Project Head Start as a part of the overall Community Action Program,



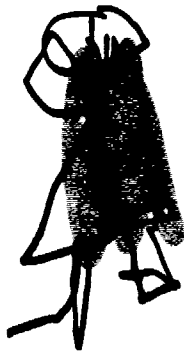


the role of volunteers in the War on Poverty, specific duties and responsibilities of volunteers working in Project Head Start, the relationship of the volunteer to the staff, the children and their parents, techniques of working with young children, and basic regulations relating to the safety of small children.

Efforts should be made to vary the format of the training program by using films and demonstrations wherever possible. New volunteers will appreciate an opportunity to hear an experienced volunteer, so be sure to include several volunteers in the presentations and discussions.

When possible, the classroom volunteers should receive some training in the use of arts, crafts, music, dramatics and storytelling. This type of training will help volunteers develop actual skills for working with young children.

It is impossible to include all the basic principles of child development in a short training course, but the volunteer training can continue through follow-up sessions on particular subjects (with the volunteers being asked to suggest the topics for discussion), and on-the-job training which includes individual conferences with the teacher and attendance at staff meetings.



Volunteers from middle-class neighborhoods will appreciate an opportunity to learn the different customs, values and habit patterns of the people with whom they will work. Each volunteer may encounter forms of behavior that seem strange or unintelligible, or attitudes that appear suspicious, rejecting or condescending—even when such an impression is unintended. Some advance notice of what to expect will help ease their job.

Each staff will have to determine how to conduct this delicate orientation; its success will add to the harmony and cooperative spirit of the entire program.

People from middle class neighborhoods, for example, should know they may meet attitudes of seeming indifference, hostility or resistance from residents of the immediate area. Many of the underprivileged have known representatives from the outside community only as persons of authority—police-men, school attendance officers or welfare workers—who were thought to be interested only in “checking up on us.”

Volunteers from the larger community should be advised that establishing friendly relationships may take time and patience. They must be willing to be tested over a long period before winning acceptance. “What’s in it for you?” may sometimes be the response of those they meet; simple good-will on the volunteer’s part is not enough.

The middle-class volunteer must learn to tread a narrow path between being too anxious to please—and perhaps appearing condescending—on one hand, and being unresponsive to individual needs on the other. Neighborhood residents are intelligent and sensitive; years of unhappy experiences may have made them hypersensitive to patronization or condescension.

Volunteers should know some of the customs prevalent in the Center’s neighborhood. For example, time means different things to different people; the underprivileged are likely to be less prompt about keeping appointments than middle-class representatives. The volunteer who takes a child from his home to the Center may have to remind the family in advance to make sure the child is ready. A blithe approach to time can be a form of resistance to middle-class standards, but the volunteer who expects it should not be upset or annoyed if it appears.

Volunteers who understand neighborhood child-rearing practices will better understand the behavior of the children. Some families let their children stay up late to watch television. The next morning, parents may go to work early, leaving their children without breakfast. Thus, the cranky, irritable child left at the Center may simply suffer from hunger and fatigue. The volunteer who knows this can deal more successfully with his behavior.

Some of the above ideas and suggestions, with detailed information about the local program, can be incorporated in a Handbook for Volunteers. Such a Handbook might also include a list of suggested reading material in the field of child development.





STAFF AND VOLUNTEER RELATIONSHIPS USING VOLUNTEERS EFFECTIVELY

Although there are many volunteer jobs in any Child Development Center, the number of adults in a room must be kept low. It is possible to over-supervise children so that they do not take initiative or complete work for themselves.

The needs of the teacher must be considered. The right number of adult helpers can enrich a program; too many can create confusion in organization and administration.

Too many adults with little to do can be distracting. For example, they may congregate to talk together and distract the children. However, behind-the-scenes jobs exist where adults can contribute without being in the way.

Volunteers may be scheduled to come regularly for a full day's work; they might come on a fixed part-time schedule or they could serve for specific jobs when necessary.

Volunteers can help make the Center attractive by sewing curtains or framing pictures. They can make the Center more functional by making smocks and aprons, building cupboards for storage, or installing shelves low enough for children to reach.

Doctors may volunteer to give physical examinations; dentists may offer to perform dental evaluations; nurses can provide daily health inspections. Nutritionists may help plan meals; public relations experts may work with public officials, civic organizations and news media to create support for the program. Professionals of many specialties may lend their talents in consultation with the staff.

Some volunteers may enter directly into the educational program. Those who know about machines, trucks, animals or gardening might come in for spot jobs when needed. Some could lend unusual talents: singers can teach children songs; musicians can play instruments and instill in young children a love of music; artists can teach children an appreciation of color, line and form. These specialized volunteers may assume responsibility for one segment of the program.

Other volunteers, with staff supervision, can read stories to the children; they can see that finger paint is mixed, clay ready and art supplies available. Their help makes a day at the Center move smoothly with little time wasted in transitions.

Some volunteers can supervise outdoor play activities and indoor play with blocks, dolls or table games. They can help on trips, care for children who become ill until their parents arrive, and add richness and variety to the room by being present and helpful.



Volunteers can be ready to listen to an individual child, talk when a child wants to listen or give added help on projects.

The volunteer should be placed in a position where he feels most comfortable. This is particularly essential when the children's parents serve as volunteers. These adults may pose problems parallel to those of their children. It is important to assign them to tasks which offer frequent opportunities to succeed. Initial exploration of interests, hobbies and areas of strength and weakness will help to find the right job for the right person.

Inexperienced workers will probably need simple and carefully explained duties initially. They may feel more comfortable with background work until they learn the flow of the total program. New volunteers may relate best to one or two children, reading to them or playing table games. Gradually, as confidence and competence increase, the volunteer may assume larger, less specific responsibilities which allow for more initiative.



Written materials can increase the volunteer's self-sufficiency and reduce his need to interrupt others for directions. Brief summaries giving basic information about the program, the daily schedule, a description of physical facilities, supply storage, ground rules or tips on relationships with children can be valuable.

Some information may usefully be posted, such as a list of all children at the Center and their nicknames, addresses, telephone numbers and the name of the person to be notified in case of emergency. Special assignments could be posted daily.

Routine reminders about procedure might be listed at each activity center. A sign like the following near the snack service area can be helpful:



JUICE TIME TIPS

1. Count the number of people to be served.
2. Set cups, napkins and crackers on tray.
3. The can opener is on a hook on the wall.
4. Check to be sure the pitcher is clean.
5. Have a dampened, clean sponge for spills.
6. After juice, wash pitcher and wipe tray.
7. Check supplies to see that all is in order for tomorrow.

Similar charts can be posted near easels, workbench, and in the library corner. Notices about guidance are helpful: "Children should be allowed to express themselves freely in painting. Adults should not attempt to show them HOW or WHAT to paint." Other notices might discuss safety or materials.

However, thorough initial orientation or detailed printed materials cannot replace personal attention. The wise teacher will find frequent opportunities to talk with volunteers. They will need someone with whom to discuss successes and problems, someone who is a source of advice and counsel.

Volunteers should be included in regular meetings of the paid staff when possible. They may contribute ideas and suggestions, and their commitment to the program will be heightened by their participation in planning.

Such meetings also provide an opportunity to increase the volunteer's understanding of child behavior and program goals. A discussion and review of the day's events with emphasis on individual incidents, their meaning and handling, can be significant.

The teacher may use a specific instance as a case study for discussion: "When Tommy hit Mary, I did such-and-such. . . . What if I had done. . . .?" This kind of dialogue gives professionals the chance to relate theory to actual practice.

Reviews present natural opportunities to focus on individual children, cite gains they make—everyone needs the stimulus of seeing progress—and identify children who need special help. Youngsters will benefit when all adults adopt a consistent approach.

Meetings also enable the teacher to discuss future activities. All participants should understand why something new is being introduced or why a particular experience is planned. Unless the basic goals of activities are understood, teaching opportunities may be missed and activity may degenerate into busy work.



Giving the Volunteer Recognition

Each volunteer, however dedicated, needs frequent encouragement and praise for his service. A major satisfaction to a volunteer comes from his acceptance as a trusted colleague by valued co-workers. Another stems from the realization he has contributed to the progress and development of individual children. Professionals should make a conscious effort to express their acceptance of volunteers as co-equals, and to help them perceive the nature of the progress achieved. Volunteers must know initially something of the status and problems of the children; they must have a realistic idea of the level of development to be expected from each child, realizing that it will probably be different from progress made by more fortunate children.

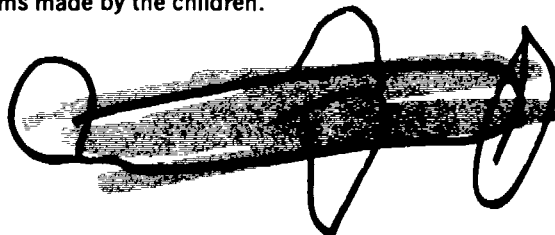
After this preparation, the volunteer will be able to understand and appreciate growth and development when it does appear.

Volunteers deserve a special "thank-you" at the end of a program and perhaps the best method of recognition is a planned meeting when all the volunteers can be publicly thanked for their work and their service to the community.

An evening or Sunday afternoon is usually the best time for a recognition meeting. This gives the volunteers an opportunity to invite members of their family to the program, particularly the teen-age volunteers who often like to invite their parents to such award ceremonies.

The presentation of Certificates of Appreciation is very important since some volunteers will want to use their volunteer service as a future job reference. (Communities that do not have their own certificates will want to order them from Head Start, Office of Child Development, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.) Newspapers and television coverage of the awards and recognition ceremony can be very helpful in drawing public attention to the Head Start program and the need for volunteers. Most local newspapers are very willing to cover such events, particularly to take pictures. Some communities might want to sponsor a joint recognition program with other agencies, especially other anti-poverty programs.

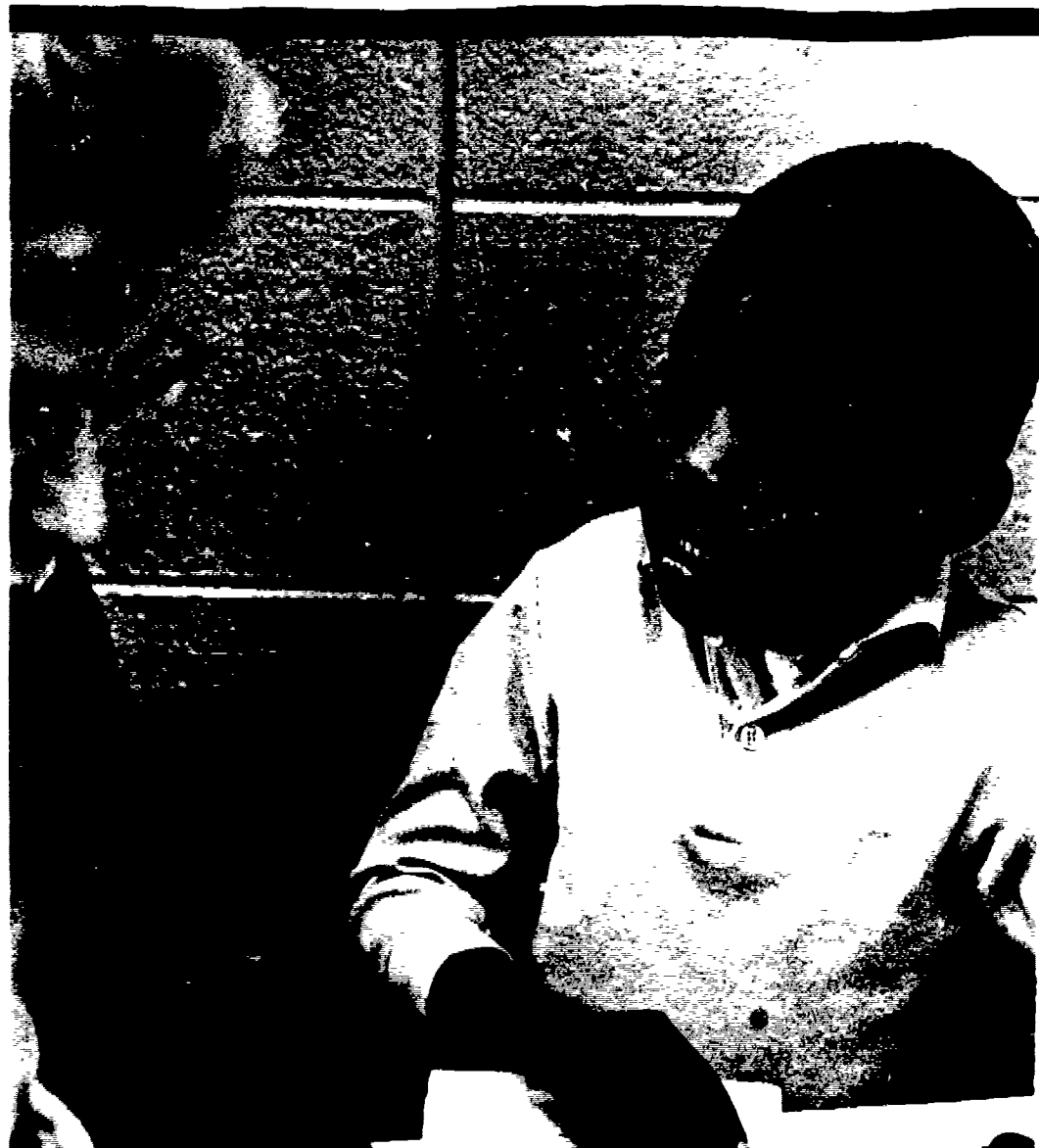
A poor and overdone means of recognition is to mail the volunteer a certificate at the end of a program. One of the most memorable kinds of recognition is a piece of art work or other items made by the children.



Letters of commendation to high school principals and college professors is a good way to honor outstanding student volunteers.

Recognition need not be confined to formal means. A simple thank you at the end of the day is a common courtesy. Remember that a volunteer who likes his work is thanked in a thousand small ways. That attitude of the staff members toward volunteers can be a medium of recognition. Courteous treatment, compliments, respect for a job well done are little ways the staff recognizes the services rendered by volunteers.

The volunteer represents the community. When we recognize the volunteer, we also recognize the community.



Evaluation

An assessment of the volunteer services is an important part of the total evaluation of a Head Start program. The volunteers should be asked to evaluate their contributions to the program and to make suggestions for improvement. The teachers and other staff members using volunteers should also be asked to participate in the evaluation. Perhaps a written questionnaire is the best way to conduct the evaluation.

Sample Questions for Volunteers and Teachers:

VOLUNTEER EVALUATION

Did you enjoy working as a volunteer in Project Head Start?

Of all the duties assigned to you, which did you enjoy the most? _____

Which did you enjoy the least? _____

Did you help the teacher plan the activities? _____
Did you find the people with whom you worked to be courteous, pleasant, and willing to give you guidance and direction? _____

Did the Orientation Meeting for Volunteers give you all the information that you needed before you started to work? _____

Do you feel that you helped make the program successful? _____

Would you volunteer to work in Head Start again? _____



Do you have any suggestions for the improvement of next year's volunteer program? _____



TEACHER EVALUATION OF VOLUNTEERS

Did the Head Start volunteers assigned to your class perform satisfactorily? _____

Were they trained well enough to handle any job they were given? _____

Did they seem interested in their work? _____

Have you worked with volunteers before? _____

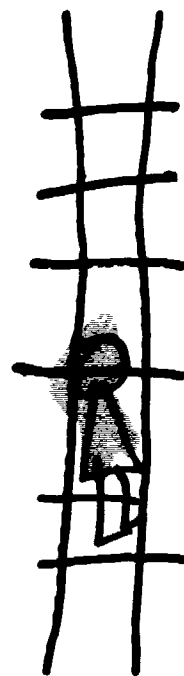
Where? _____

Are there any additional services that you would like them to do in future programs? _____

Do you have any suggestions for improvement of the volunteer program? _____

With proper training and supervision, do you see a future for volunteers in the education field? _____

In what capacity? _____





SAMPLE REGISTRATION AND PLACEMENT FORM

LAST NAME		GIVEN NAME		NAME OF SPOUSE		DATE
Home Address		Phone		Job Preference		
Business Address		Phone		1.		
Education and Special Training		Year of Birth		2.		
Business Experience		No. of Children		3.		
Volunteer Experience		Under 6		4		
Interests, Hobbies, Skills		6 to 16		Time Available		
Club or Organization Affiliations				Morn		
Foreign Languages (Speak, Read, Write)				Aft.		
Car Available for Motor Service		Yes		Eve.		
Physical Limitations		No		Mon.		
References				Tues.		
Comments				Wed.		
Referred By		Signature of Volunteer		Thurs.		
				Fri.		
				Sat.		
				Flexible		
Reverse Side of Card				Interviewed By		
Name		Assigned to		Type of Job		Volunteer Record
Date						Remarks



**SUGGESTED TRAINING PROGRAM
FOR VOLUNTEERS**
(Two Half-Day Sessions)

FIRST SESSION:

Welcome And Introductions	<i>Coordinator Of Volunteers</i>
Head Start And How It Works	<i>Head Start Director</i>
A Teacher's View Of Head Start — A Slide Presentation	<i>Head Start Teacher</i>
A Parent's view Of Head Start	
The Role Of The Volunteer	<i>Coordinator Of Volunteers</i>
The Role Of The NYC Enrollees	<i>NYC Coordinator</i>
A Volunteer's View	<i>Former Head Start Volunteer</i>

SECOND SESSION:

(HELD AT A HEAD START CENTER)

Teachers should conduct this session in actual Head Start Classrooms. The purpose is to familiarize the volunteers and the NYC enrollees with the surroundings, and the equipment. The teachers give the volunteers instructions in the kinds of activities that they will be doing in the classroom.



SAMPLE JOB DESCRIPTION

Coordinator of Volunteers

The Volunteer Coordinator may be a paid or a volunteer person. Must be a sound administrator who is able to structure the volunteer program carefully, so that the services rendered by volunteers are compatible with their capabilities, oriented to the needs of the staff and the Head Start families.

Ideally, the Volunteer Coordinator should be a person with training in the fields of human relations, sociology or community organization and experience in working with volunteers or a background of participation in volunteer programs.

The primary duty of the Volunteer Coordinator is the recruitment and training of volunteers. Also responsible for the coordination and supervision of the volunteer program, including orienting the staff to insure a good working relationship between staff and volunteers. The Coordinator develops and administers a system for evaluation the effectiveness of the Head Start Volunteer program. Provides a constant liaison with the Central Volunteer Bureau and private agencies that specialize in volunteer services. Develops a working relationship with other agencies, particularly other anti-poverty programs, for the purpose of referral of volunteers who cannot be placed in Project Head Start.





VOLUNTEER CLASSROOM AIDE

The volunteer serves as the third member of the classroom staff and works under the direct supervision of the Head Teacher.

Objective: To provide additional staff in the classroom, thus increasing the effectiveness of the paid staff, and making it possible to give individual attention to the children who have special problems.

Duties and Responsibilities:

- (1) Assist with arts and crafts
- (2) Assist with snacks and lunch
- (3) Storytelling and reading
- (4) Assist with rest periods
- (5) Supervise outdoor play
- (6) Assist with field trips and special events
- (7) Attendance at staff meetings, and special meetings for volunteers as often as possible.

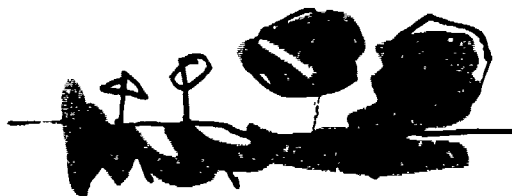
Minimum Qualifications and Skills:

- (1) No upper or lower age level
- (2) Friendly warm personality
- (3) Ability to work with young children
- (4) Willingness to work with children in deprived areas
- (5) Emotionally mature—understands and likes children
- (6) Completion of the Head Start Orientation course for Volunteers
- (7) A commitment to serve as a volunteer in one of the Start Centers for three months.

Time Required: Minimum of one-half day per week.

SELF-EVALUATION OF VOLUNTEER SERVICES

1. Has a Volunteer Coordinator been selected and assigned the responsible of developing and administering a volunteer program?
2. Is there an Advisory Committee for Volunteer Services? (Such a Committee provides guidance to the Coordinator and acts as liaison with community agencies and organizations as well as the public at large.)
3. Does the Volunteer Coordinator work with the Program Director, the teachers and other members of the staff for the purpose of orienting them to the need and value of volunteer participation? Does the staff receive training for maximum utilization of volunteers in the program?
4. Does the recruitment campaign for volunteers reach all segments of the population? (Good working relationships should be maintained with all professional, public, private, and governmental organizations and agencies, as well as church, social, civic, and fraternal groups.)
5. Are professional volunteers being used effectively in their professional capacities as doctors, dentists, nurses, social workers, home economists?
6. Are parents and other residents of the indigenous area involved in all aspects of the program?
7. Have good personnel procedures been developed for interviewing, screening, placing, and supervising the volunteers?
8. Are records, including time cards, kept for each volunteer?
9. Have policies been developed for handling dissatisfactions? Have arrangements been made for meals and transportation for those who need such assistance?
10. Do the teachers assist in developing job descriptions and work assignments for the volunteers.
11. Is there a general orientation and pre-service training program for volunteers?
12. Do volunteers attend staff meetings and exchange ideas and observations with the teachers?
13. Are the volunteers adequately covered by insurance?
14. Is there a planned program of recognition and appreciation for the volunteers?
15. Are there procedures for evaluating the volunteer program? (The teachers, administrative staff, and the volunteers should all participate in the evaluation.)



SUGGESTED READING

Citizen Participation in Public Welfare Programs.

Third Printing, 1962. U.S. Department of Health, Education, and Welfare, Bureau of Family Services, Washington, D.C. No charge.

How to Work with Volunteers. (Demonstration Training Course for Staff)

Volunteer Services, Health and Welfare Council, National Capital Area, Washington, D.C. (\$1.00)

Working with Volunteers.

Adult Education Association of the U.S.A., 1225 19th Street NW., Washington, D.C. (60¢)

The Significance of the Volunteer on the American Scene.

National Social Welfare Assembly, 345 East 46th Street, New York, N.Y. (35¢)

For Volunteers Who Interview.

Welfare Council of Metropolitan Chicago, 123 West Madison Street, Chicago, Illinois. (\$1.00)

The Volunteer in the Hospital.

American Hospital Association, 840 North Lake Shore Drive, Chicago, Illinois. (\$2.35)

100,000 Hours a Week—Volunteers in Services to Youth and Families.

National Federation of Settlements and Neighborhood Centers, 232 Madison Avenue, New York, N.Y. 10016 (\$2.00)

Recruiting, Selecting and Placing Volunteers.

Catalog No. 19-472, Girl Scouts of the USA, 830 Third Ave., New York, N.Y. (35¢)

You and Your Volunteers: A Partnership that Works. (A Guide for Supervisors of Volunteers)

State of New York Department of Social Welfare, Albany, New York. No charge for single copies.

Volunteers Today (Finding, Training and Working with Them), by Harriet Naylor.

Association Press, 291 Broadway, New York, N.Y. 10007 (\$5.50)

Auxiliary School Personnel. (50¢)

Teacher Aides at Work. (75¢)

Publications—Sales Section, National Education Association,
1201 16th Street NW., Washington, D.C. 20036

Starting From Scratch to Organize Volunteers.

Placing Volunteers.

American National Red Cross. Available through local Red Cross
Chapters.

National School Volunteer Program

Public Education Association

20 West 40th Street

New York, New York 10018

(A variety of materials dealing with volunteers services in the
public schools.)

Staffing For Better Schools. (30¢)

Superintendent of Documents

Catalog No. FS 5-223: 23049

U.S. Government Printing Office

Washington, D.C. 20402

Volunteers Are Wonderful (Written for executives who want to
use good volunteers. How to supervise, train and reward them.)
(\$2.00)

Youth Service Inc.

P.O. Box 127

Putnam Valley, New York 10579

What Every Volunteer Should Be, Know, Do, Avoid (For the civic-
minded individual who wants to serve. How to find the type of
work for which he is best fitted.) (\$1.00)

Youth Service Inc.

P.O. Box 127

Putnam Valley, New York 10579

Helping Hands—Volunteer Work In Education—Gayle Janowitz
(\$3.95)

The University of Chicago Press

Chicago, Illinois







Project HEAD START
Office of Child Development
U.S. Department of
Health, Education, and Welfare
Washington, D.C. 20201

