

VOLUNTEER ENGAGEMENT TOOLKIT



**LET'S
WORK
TOGETHER**

HELLO

**we are so
excited to
work with
you.**

TABLE OF CONTENTS

About Generation Schools Network

Who We Are.....	4
What We Do.....	5
Our Model.....	6

Volunteer Engagement

The ACE Method	8
Attracting the Volunteer.....	9
Collaborating with the Volunteer	10
Engaging the Volunteer	11

Your Volunteers

Position Descriptions.....	12
Classroom Volunteer	13
Community Advocate	14
Field Trip Chaperone	15
Grant Writer and Researcher	16
ESL Tutor	17
Volunteer Experiences Examples	18

Onboarding Volunteers

Paperwork.....	22
Background Check.....	23
Confidentiality Agreement.....	24
Release and Waiver of Liability	25
Sample Volunteer Training.....	27
Sample Volunteer Handbook.....	29

Moving Forward

Tracking Tools	37
YourVolunteers.com.....	38
Google Drive.....	39
Volunteer Evaluation Form	40

who we are



Generation Schools Network™ is an award winning national non-profit and the first in the nation to implement public school solutions that **expand** learning time, **reduce** core class size, **transform** college and career guidance, **integrate** blended learning, and **increase** common planning and professional development time for all teachers.

GSN accomplishes this and more through cost-effective strategies while seeking to operate within key parameters of teacher contracts.



what we do

We Leverage The Following Evidence-Based Strategies In Our Model And School Designs:

Smaller class sizes and longer learning blocks in core subjects.

Technology supported instruction in each classroom to differentiate and personalize learning.

A school culture committed to college and career preparation.

Dedicated time for health and wellness supports.

More time for daily teacher collaboration and regular high quality professional development.

BUILDING SUCCESS BY:

Building Academic Competencies in Foundation & Studio Courses

A critical aspect of the school model is the incorporation of blended learning. Classes are scheduled in 90-minute blocks with class sizes that are up to 40% smaller than averages.

Building Professional Competencies through a College & Career Readiness Program

The GSN model re-invents college/career guidance through unique Intensive Courses. These hands-on opportunities link learning to life, reinforcing the relevance of core academics.

Building Personal Competencies through dedicated Health & Wellness Programming

Extended time in school is used to practice healthy habits encompassing both mind and body. The GSN model offers a multidimensional student wellness program that leverages three strategies -- advocacy, community referrals, and community partners.

Providing Opportunities For Professional Development And Coaching For Teachers

Teachers are given the time they need to participate in conferences, collaborate with their peers, and use student data to differentiate instruction and personalize learning. This time is provided without requiring more teacher work hours to allow teachers to spend the time necessary to deliver their best instruction every day.



our

GSN's Team Works With Schools And Districts In Three Ways To Advance System Change:

Generation Schools

Starting new schools in long-failed campuses and high needs environments. Brooklyn Generation School launched in 2007 and West Generation Academy launched in Denver, CO in 2012 and data demonstrates that both schools are on strong trajectories for success. Generation Schools Network is preparing to launch additional schools in coming years.

Generation Coaching and Technical Assistance

Partnering with existing schools and districts to support and implement whole-school re-design that addresses the challenges schools face on a daily basis to utilize time, talent and resources in ways that better meet the needs of students, teachers and the community. GSN is currently undertaking design work in New York, Colorado and Ohio.

Generation Learning Opportunities and Resources

Disseminating effective policy and best practices through webinars, white papers, professional development and other learning opportunities that support extended learning time and address the needs of both students and teachers.

We invite you to learn more about us at www.generationschools.org and through the many postings, videos and articles accessible there.



model

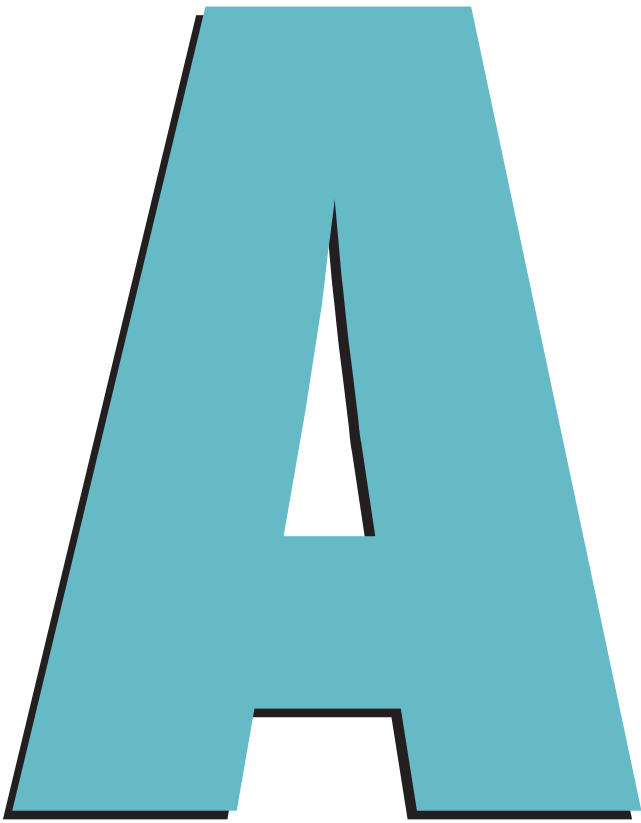


of volunteer engagement

GSN's tool to help you **attract** the perfect volunteers to your organization, **collaborate** with volunteers to create a productive and worthwhile volunteer assignment, and **engage** your volunteers in a meaningful way

ATTRACT VOLUNTEERS

In addition to using online listings on websites like VolunteerMatch.com, reaching out to local groups is a great way to attract volunteers with diverse interests and skills!



Student Groups

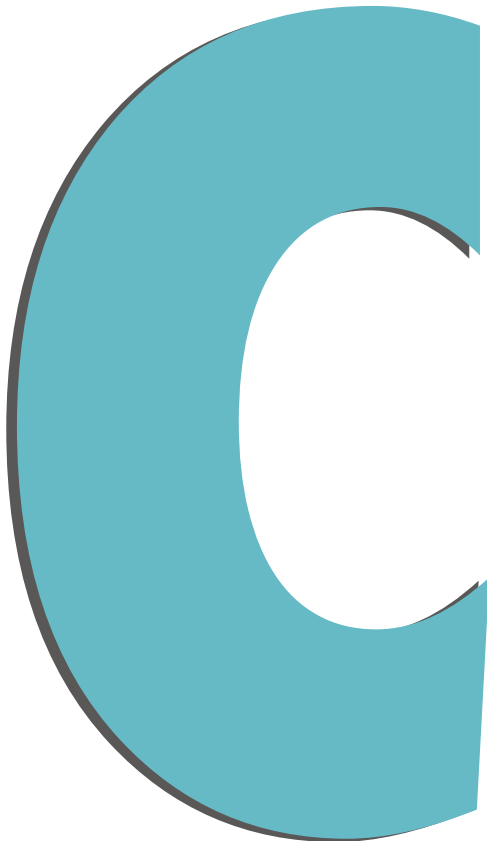
Reach out to student groups on college campuses that are for volunteering or require volunteer hours (such as sororities). Especially reach out to groups that have the same goals and are dedicated to the same cause as your program.

Community Organizations

Community members can make long-lasting and dedicated volunteers. Organizations such as alumni groups and rotary clubs are great resources to reach out to.

Businesses

For one-time volunteer days or knowledgeable professional volunteers, try reaching out to businesses in your area. Fostering strong relationships with businesses can help spread the word or create the possibility of donations!



COLLABORATE WITH VOLUNTEERS

Keep in mind that it is far more important for volunteers to fit their assignments than to have as many volunteers as possible. In order to do this, here's how you can work with volunteers to create a fitting and efficient assignment.

Screening

When you have interested volunteers, the first step is to interview and learn what motivates them and what they want to accomplish during their time with the organization. In addition, keep in mind that it is always okay – and sometimes preferable – to say 'no' to a potential volunteer that doesn't fit the position or organization.

Onboarding

Once you've interviewed and determined a volunteer is correct for your program, continue to collaborate. Work with the volunteer to discover what roles would not only fulfill your needs but fulfill theirs as well, creating a position that both sides feel is worthwhile.



ENGAGE VOLUNTEERS

Once you've established mutually beneficial relationships with your new volunteers, use this relationship to help your program reach its full potential!

Independence

Skilled volunteers need to be trusted and given independence within the organization. This allows them to use their skills to make a difference within your program. Although each assignment has a clear description, giving a volunteer the ability to move outside specific responsibilities fosters the collaborative environment that will help your program succeed!

Recognition

Your volunteers are essential to the organization. Recognize them for it! Recognition should vary from volunteer to volunteer and should parallel the type of work the volunteer is doing, their impact, as well as their motivation.

A teal-colored background featuring a stylized, semi-transparent city skyline with various skyscrapers and buildings.

[position descriptions]

for gsn volunteers

These are some of the volunteer assignments you may choose to fill for your program. Use these as a guide, not as strict requirements; modify these or create new descriptions as needed.

CLASSROOM VOLUNTEER

Students can always benefit from an extra dose of support and individualized attention in the classroom. Classroom volunteers may lead small group activities, assist in coordinating large-group efforts, or help students individually as needed. Volunteers with a particular interest or expertise in working with math, special education, science, humanities, art, sports, etc. can be matched with classrooms accordingly.

VOLUNTEER RESPONSIBILITIES:

- Cooperate with the classroom teacher to maintain the scheduled classroom curriculum
- Be a positive role model for the students
- Give students one-on-one attention in a supervised setting
- Participate in the planned classroom activities
- Follow all school policies and procedures
- Perform other related tasks as assigned

VOLUNTEER BENEFITS:

- Experience and knowledge gained while volunteering, including knowledge about student development from a hands-on approach
- Satisfaction of helping hard-working teachers go the extra mile in providing quality education for Colorado youth

VOLUNTEER QUALIFICATIONS/SKILLS:

- Flexibility, patience and the ability to work with middle and high school students
- Be a minimum of 18 years old.
- Commit to at least two, one hour time blocks per month for a minimum of 3 months (Monday-Friday, 7:30 – 3:30pm)
- Attend a Volunteer Orientation and complete all of the required paperwork including permission to run a background check through the school district

TRAINING & SUPERVISION:

- Volunteer orientation and classroom assistant training
- Supervision in classroom and monthly check-ins with the teacher and volunteer coordinator

COMMUNITY ADVOCATE

Community Advocates (CA) serve as yet another layer of support for students. By participating regularly in a particular Advocacy class, CAs can get to know the students and their individual needs. CA's primary responsibility is to get to know the students and encourage their positive development and growth. In addition to building relationships with the students, the CA may have opportunities to support the teacher and students in other ways depending on the particular needs of the teacher or class.

COMMUNITY ADVOCATE EXPECTATIONS:

- Follow the guidance of the Advocacy teacher and seek to join and support the teacher in their work
- Serve as a positive role model for students (language, dress, social interaction skills)
- Support and encourage students
- Build relationships with students and teacher; share your life experiences with students
- Serve as an Advocate for the students in your class, supporting their growth and development
- Abide by all school policies and teacher recommendations
- Volunteer regularly and alert the teacher in advance of any known absences

VOLUNTEER QUALIFICATIONS/SKILLS:

- Flexibility, patience and the ability to work with middle and high school students
- Be a minimum of 21 years old
- Commit to at least two Advocacy classes per month for a minimum of 3 months
- Attend a Volunteer Orientation and complete all of the required paperwork including permission to run a background check through the school district

TRAINING & SUPERVISION:

- Volunteer orientation and classroom assistant training
- Supervision in classroom and monthly check-ins with the teacher and volunteer coordinator

FIELD TRIP CHAPERONE

Chaperoning a field trip a great opportunity to support teachers, interact with students, get out into the community, and inspire students to take ownership for their learning and futures as they explore a college campus or a workplace that matches their particular interests. Chaperones meet their assigned class in their classroom, journey with them to the field trip destination via school bus, charter bus, public transport, or foot, participate in the activities with the students, and then accompany them back to the school building.

VOLUNTEER RESPONSIBILITIES:

- Arrive at least 30 minutes before the class is scheduled to leave for the field trip in order to check into the main office, find the classroom, and get acquainted with the students before leaving
- Bring something to drink and a sack lunch/snacks if desired
- Understand, follow, and help students to follow the schedule and expectations
- Assist the teacher in implementing necessary safety precautions associated with the trip
- Help students maintain order and discipline; refer major disciplinary issues to the teacher
- Promote learning and critical thinking throughout the day by engaging in conversations with students
- Be a positive role model for the students
- Follow all school and field trip site policies and procedures
- Perform other related tasks as assigned

VOLUNTEER QUALIFICATIONS/SKILLS:

- Flexibility, patience and the ability to work with middle and high school students
- Be a minimum of 21 years old
- If you will be volunteering with students on more than three occasions, you must complete an application to run a background check through the school district

TRAINING & SUPERVISION:

- Volunteer is to be oriented by the teacher about the day's schedule and expectations
- Volunteer is to be under the supervision of the classroom teacher at all times

GRANT WRITER AND RESEARCHER

The schools we partner with can utilize the skills of good writers to assist in the pursuit of funds for greatly needed resources that enhance education. There are currently a number of program ideas that need funding in order to make them available to the students and their families.

VOLUNTEER RESPONSIBILITIES:

- Research grants according to the needs presented
- Provide easily accessible and updated information about grant opportunities and deadlines via Google docs
- Collaborate with staff at affiliate schools and community partners to compose and submit grants
- Track volunteer hours and work progress
- If desired, there are also opportunities for writing newsletter articles, blog posts, and helping with other fundraising strategies such as managing Donors Choose sites for teachers

VOLUNTEER BENEFITS:

- Experience and knowledge gained while volunteering including grant writing experience and exposure to many resources and organizations
- Satisfaction of helping hard-working teachers get access to the resources needed to provide quality education for youth

VOLUNTEER QUALIFICATIONS/SKILLS:

- Strong written and oral communication and interpersonal skills
- Highly organized, ability to prioritize, work independently, and exercise discretion
- Commitment to maintain confidentiality of all GSN materials

TRAINING & SUPERVISION:

- Volunteer will receive an orientation to GSN and any affiliate schools he/she will be working with in order to understand the scope of our organizations work and the context for the grants
- Supervision and check-ins with GSN's volunteer coordinator and director of development

ESL TUTOR

The schools we partner with have diverse student populations, which reflect the diversity of the parents of our students. At some schools there are parents that do not speak English or need help with their English, which is a necessary skill for communicating with school faculty and staff as well as in other situations such as doctor appointments. This creates the need for ESL tutors for the parents of students in our program.

VOLUNTEER RESPONSIBILITIES:

- Arrive at least 15 minutes before the class is scheduled to begin in order to prepare materials and communicate with early arrivals
- Utilize the materials and guidelines provided by GSN and/or the school
- Support and encourage students
- Build relationships with the students; help apply the material to the real world by sharing life experiences that align with the lessons
- Understand the limitations and motivations for each student and adjust your teaching style accordingly
- Abide by all school policies and teacher recommendations
- Volunteer regularly and alert the volunteer coordinator and/or teacher in advance of any known absences

VOLUNTEER QUALIFICATIONS/SKILLS:

- Flexibility, patience and the ability to work with adult learners
- Experience with tutoring and/or teaching preferred
- Proficiency in Spanish or commonly spoken languages of the area not required but helpful

TRAINING & SUPERVISION:

- Volunteer will receive an orientation to GSN and the school he/she will be working with in order to understand the scope of the program and the community
- Supervision and check-ins with GSN's volunteer coordinator and school administration as applicable



examples

When considering which volunteer opportunities your school should offer, take some time to consider the needs of the community and look for volunteers to meet a need. Also, keep in mind your personnel's capacity for supporting the volunteers and make sure you only look to attract as many volunteers as you can successfully engage. Some ideas for volunteer opportunities are included here, but keep in mind that there may be unique needs and opportunities at your school.

Event Coordinating

We need 2 – 3 volunteers to participate in planning and producing a September event for Generation Schools Network focused on strengthening relationships in the Denver business community. The purpose of the event is to engage more professionals to participate on Community Engagement Teams and to encourage businesses to invest financially in the GSN model. The event will help promote the message that a quality educational system is not only a civil rights imperative but it is good for business.

Adopt an Advocacy Class

If you would like to go a little deeper and get connected with a small group of students (10-15) on an ongoing basis, consider adopting an Advocacy class. The Advocacy classes meet daily for 45 minutes and function much like a homeroom class in which the teacher serves as a support and advocate for the students and they are encouraged to form a cohesive bond as a group. By adopting a group, you would visit the class at least once per month and serve as a community-member advocate for them.

Chaperone a Field Trip

Because of the high number of field trips and excursions taken in our College and Career Intensive Courses, there are often close to thirty field trips happening each month and there is a great need for an extra adult or two to help teachers with supervision on these days. This is a great opportunity to support teachers, interact with students, get out into the community, and inspire students to take ownership for their learning and futures as they explore a college campus or a workplace that matches their particular interests.

Visit an Intensive Course as a Guest Speaker

One great way to get involved is to come into the classroom and share your experience. There are many different ways this can work but the most successful visits normally include some form of hands-on activity for the students that allows them to understand what it is you do. This can be done either by you or by someone else in your organization that may be interested in working directly with youth.

Judging Final Presentations

Our students do a lot of project-based learning in these classes and we require them to present their findings at the end of the class. Many times there are opportunities for you to get involved as a judge or as someone to whom the students are pitching their projects. We also would love for you to host students so that they can present their work in a business setting.

Mock Interviews

One great way to get involved is to volunteer to help our students understand the interview process. We will be setting up Mock Interviews in grades 9-12. 9th grade will be practice interviews with questions given ahead of time working up through 12th grade which will simulate a real job interview.

Resume/Cover Letter Reviews

While our students may not have much formal job experience, that does not mean that they are without experience at all. You can help our students understand how to sell their experience to potential employers.

Hosting workplace visits

One of the most important things we do within our College and Career Intensive courses is to get students outside of the classroom and to actual workplaces. The goal of these trips is to allow students to experience jobs in a real world setting. The best trips allow students to participate in some form of activity that will allow them to better understand what working at the place of business is like.

Job Shadowing/Internship Opportunities

While much of our College and Career program is about exploring and exposure, as our students get older, we would like to get them some real world experience. We are looking at providing job shadowing and internship opportunities for students who have proven they are ready to gain real world experience at a worksite.

Collaborating on Teacher Plans/Projects

Our teachers are experts at educating youth, but they can always use input and suggestions for different lessons and projects for our students. You know what the issues are in your industry, help our teachers think through what students need to know and how they can help think through realistic scenarios. Inquiry based learning, where students try to answer a question from the industry, are very helpful.

Career Fairs

Have a good grip on the pulse of your industry? Feel like you can get a group of people together to present potential careers to students? You can take part in or help to organize a job fair in your industry area for students. Job fairs can take place at the school, your place of business, or a different space.

Spanish Language Support

Provide help translating for students or parents so they can get all the information they need. You could work with students in the classroom or with teachers and the parent liaison helping to make phone calls or write letters to parents.





[paperwork]

for onboarding & evaluation

Important as it is to collect the information needed at the start of a relationship with a volunteer, it is just as important to mutually evaluate to ensure all involved are learning and improving along the way. Here are some forms to help you with both sides of this.

DENVER PUBLIC SCHOOLS (VOLUNTEER SERVICES)
REQUEST FOR CRIMINAL HISTORY/BACKGROUND CHECK

(PRINT CLEARLY)

Last _____ First _____ Middle _____

Date of Birth ____/____/____ Last 4 digits of SSN _____ Driver's Lic.# / Other ID _____

(NOTE: THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967 PROHIBITS DISCRIMINATION ON THE BASIS OF AGE WITH RESPECT TO INDIVIDUALS WHO ARE AT LEAST 40 YEARS OF AGE)

Telephone Number/s: Primary _____ Secondary _____

PLEASE READ CAREFULLY

Denver Public Schools may conduct a complete criminal background investigation of each job applicant, which may include consultation with other federal/state law enforcement agencies and the Colorado Department of Education. Pursuant to this investigation, you may be contacted by representatives of the Denver Public Schools Safety & Security Department to arrange for submission of a complete set of fingerprints, as authorized by law, or provision of additional information regarding the investigation.

NOTE: A CRIMINAL CONVICTION IS NOT AN AUTOMATIC BAR TO EMPLOYMENT. A JOB APPLICANT'S SUBMISSION BELOW OF FALSE OR MISLEADING INFORMATION, OR FAILURE TO DISCLOSE REQUESTED INFORMATION, MAY DISQUALIFY THE APPLICANT FROM FURTHER CONSIDERATION FOR EMPLOYMENT, RESULT IN DISMISSAL FROM EMPLOYMENT IF DISCOVERED AT A LATER DATE, OR CAUSE DENVER PUBLIC SCHOOLS TO SUBMIT THIS APPLICATION AND INVESTIGATION RESULTS TO THE DISTRICT ATTORNEY FOR POSSIBLE CRIMINAL PROSECUTION.

For purposes of the certification below, a "conviction" means any conviction by a jury or a court, any payment of a fine, a plea of "no contest"/nolo contendere, imposition of a "deferred" or "suspended" sentence, or forfeiture of any bail, bond or other security. "Misdemeanor" includes any drug or alcohol-related misdemeanor driving offense, but does not include any other misdemeanor traffic offense or traffic infraction.

Under penalty of perjury, I hereby certify: **(Please check one box.)**

☐ No, I have never been convicted of committing any felony or misdemeanor; or

☐ Yes, I have been convicted of the following felony(ies) or misdemeanor(s):

Date _____ City/County/ State _____ Charge/s _____
 Date _____ City/County/State _____ Charge/s _____

Please check one box:

☐ No, I have never been dismissed or resigned from employment following an allegation of unlawful behavior involving a child.

☐ Yes, I have been dismissed or resigned from employment following an allegation of unlawful behavior involving a child. Please explain: _____

The above information is true and correct to the best of my knowledge.

APPLICANT'S SIGNATURE _____ Date _____

Requesting Authority: _____
 Name Department / Position / Title Phone Ext.

Department of Safety and Security Use Only Below This Line

_____ CBI _____ Record Found _____ No Record Found ☐ If box is checked, notify HR for additional information.

Dept. of Safety & Security Staff/Investigator _____ Date _____

Confidentiality Agreement

I, the undersigned, in consideration of my participation as a volunteer with Generation Schools Network™ ("GSN"), hereby agree to the following Confidentiality Agreement.

I understand that I may be given access to confidential and/or proprietary information to the extent necessary in order to perform my duties as a volunteer with GSN. I shall not, at any time either during or subsequent to this participation with GSN, make unauthorized disclosures or unauthorized use of any information that is considered to be proprietary or confidential by GSN. Proprietary information includes, but is not limited to, all information, data, reports, analyses, processes, know-how, designs, plans, marketing data, business plans and strategies, negotiations and contracts, research, and volunteer, donor or vendor lists, compilations, trade secrets, and confidential information, whether in written, oral or electronic form. Confidential information includes, but is not limited to, any personal information of any GSN employee, volunteer, agency partner, or donor, whether in written, oral or electronic form.

All employer records and information relating to GSN or its volunteers, agency partners, and donors are confidential and I will treat all matters accordingly. This includes any information protected under any applicable state or federal privacy law. No GSN-related information, including without limitation, documents, notes, files, records, oral information, computer files or similar materials (except in the ordinary course of performing duties on behalf of GSN may be removed from GSN premises without permission from GSN staff. Additionally, the contents of GSN's records or information otherwise obtained in regard to business may not be disclosed to anyone, except where required for an authorized business purpose and/or required by law. I will not disclose any confidential information, purposefully or inadvertently (through casual conversation), to any unauthorized person inside or outside GSN. If I am unsure about the confidential nature of specific information, or whether specific information may be protected under state or federal law, I will ask the GSN staff member supervising my actions as a project for clarification before disclosing the information.

Proprietary information and trade secrets are created at substantial cost and expense to GSN. Unauthorized use or disclosure of confidential or proprietary information would cause irreparable injury to GSN. I agree that monetary damages would not be a sufficient remedy for any breach of this agreement by me, and that, in addition to all other remedies, GSN shall be entitled to seek (a) specific performance and (b) injunctive or other equitable relief as a remedy for any such breach, and I further agree to waive any requirement for any bond in connection with such remedy.

When I cease my participation as a volunteer with GSN, I will return all GSN-related information and property that I have in my possession, including without limitation documents, files, records, manuals, information stored on a personal computer, personal data assistant or computer disk, supplies, and equipment or office supplies.

Executed this _____ day of _____, 20_____

Signature

Printed Name

Release and Waiver of Liability

This Release and Waiver of Liability (the "release") executed on (date) _____ by (name of volunteer candidate) _____ ("Volunteer") releases Generation Schools Network™ ("GSN"), a nonprofit corporation organized and existing under the laws of the State of Colorado, and each of its directors, officers, employees, and agents. The Volunteer desires to provide volunteer services for GSN and engage in activities related to serving as a volunteer _____ [insert title(s) of volunteer service(s) such as "classroom volunteer," "field trip chaperone," "grant writer," etc.]

Volunteer understands that the scope of Volunteer's relationship with GSN is limited to a volunteer position and that no compensation is expected in return for services provided by Volunteer; that GSN will not provide any benefits traditionally associated with employment to Volunteer; and that Volunteer is responsible for his/her own insurance coverage in the event of personal injury or illness as a result of Volunteer's services to GSN.

1. Waiver and Release: I, the Volunteer, release and forever discharge and hold harmless GSN and its successors and assigns from any and all liability, claims, and demands of whatever kind or nature, either in law or in equity, which arise or may hereafter arise from the services I provide to GSN. I understand and acknowledge that this Release discharges GSN from any liability or claim that I may have against GSN with respect to bodily injury, personal injury, illness, death, or property damage that may result from the services I provide to GSN or occurring while I am providing volunteer services.

2. Insurance: Further I understand that GSN does not assume any responsibility for or obligation to provide me with financial or other assistance, including but not limited to medical, health or disability benefits or insurance of any nature in the event of my injury, illness, death or damage to my property. I expressly waive any such claim for compensation or liability on the part of GSN beyond what may be offered freely by GSN in the event of such injury or medical expenses incurred by me.

3. Medical Treatment: I hereby Release and forever discharge GSN from any claim whatsoever which arises or may hereafter arise on the account of any first-aid treatment or other medical services rendered in connection with an emergency during my tenure as a volunteer with GSN.

4. Assumption of Risk: I understand that the services I provide to GSN may include activities that may be hazardous to me including, but not limited to, participating in field trips or other hands-on activities with students on or off of school property. As a volunteer, I hereby expressly assume the risk of injury or harm from these activities and Release GSN from all liability for injury, illness, death or property damage resulting from the services I provide as a volunteer or occurring while I am providing volunteer services.

5. Photographic Release: I grant and convey to GSN all right, title, and interests in any and all photographs, images, video, or audio recordings of me or my likeness or voice made by GSN in connection with my providing volunteer services to GSN.

6. Other: As a volunteer, I expressly agree that this Release is intended to be as broad and inclusive as permitted by the laws of the State of Colorado and that this Release shall be governed by and interpreted in accordance with the laws of the State of Colorado. I agree that in the event that any clause or provision of this Release is deemed invalid, the enforceability of the remaining provisions of this Release shall not be affected.

By signing below, I express my understanding and intent to enter into this Release and Waiver of Liability willingly and voluntarily.

Signature

Date

Print Name

SAMPLE Training for Community Advocates

Date: Tuesday, 4/8/14

Time: 11am-12pm

Location: WGA

Topic: Training to be a Community Advocate in the “Adopt an Advocacy” Program

Facilitator(s): Leslie Burdick

Supplies: Advocacy survey summary results, GSN Health and Wellness flyers, Daily News, Community Advocate Handbook, other volunteer forms (application, code of conduct, liability, etc.) other resources: ice breakers packet, advocacy guide to show them

Meeting Objectives:

- What is Advocacy? (Purpose, Structure, Results)
- Why Adopt an Advocacy? (role of community advocate)
- Building relationships with students and teachers at WGA
- Finalize paperwork and logistics, answer questions

Schedule

Time	Minutes	Activity
11-11:05	5	<p>Daily News 4/8/2014 Welcome Community Advocates! During today’s training we will be learning about and experiencing what a typical Advocacy class looks like, talking about your new role as community advocate, discussing best practices for building strong relationships with your advocacy class and teacher, and simply preparing for a great experience!</p> <p>On this paper, please share something you hope to gain and something you hope to give through this experience.</p> <p>Gain _____ Give _____</p> <p>Looking forward to a great session! Leslie</p>
11:05-11:10	5	<p>Greeting</p> <ul style="list-style-type: none"> - Formal Greeting (handshake) - Voice greeting (in a deep voice, sad voice, British accent, etc.) - Foreign language greeting - What other greetings can you think of?
11:10-11:15	5	<p>Sharing</p> <p>-Whip Share- Someone who was an advocate for me was...</p> <p>-Popcorn Share: An advocate is someone who...</p> <p>-Interview Share: Topic: Three things about me are...</p>

		One person shares three pieces of information about themselves . A scribe is selected. Brainstorm and scribe a list of questions that might be asked of the sharer. Students then interview the sharer by taking turns asking questions.
11:15-11:18	3	Physical Activity Break Everyone stand up, stretch arms high to sky and take a deep breath in, bend over, reaching for your toes and sigh your breath out loudly. Repeat 4 times making as much noise as you like!
11:18-11:50	30	TRAINING/DISCUSSION: <i>What is Advocacy?</i> Now that you've experienced the structure, what do you think? What would you say is the purpose of Advocacy? What are the benefits? <ul style="list-style-type: none"> - Leslie briefly goes over GSN brochure, Community Advocate Handbook, Student Survey Results - Quick look at Advocacy Guide: Current/next themes: Developing character, Planning for my future <i>Why Adopt an Advocacy?</i> Goals? Potential outcomes? Your role as a community Advocate? <ul style="list-style-type: none"> - Go over Community Advocate Position Description <i>Building relationships with students and your teacher</i> Discuss: <ul style="list-style-type: none"> - Ideas for building good relationships with students <ul style="list-style-type: none"> o Respect, names, see Adopt an Advocacy Handbook - Ideas for building a good relationship with the teacher <ul style="list-style-type: none"> o Regular communication and check-ins - Ideas for a great experience <i>Go over Daily News as a Closing</i>
11:50-12	10	<ul style="list-style-type: none"> • Meet Teachers – Clinton Gallardo (free 11-11:34) and Faye Blumberg (free 11:34-12) • With other volunteer - Finalize paperwork, logistics. Questions? Resources you need?

SAMPLE Community Advocate Handbook

Contact Information

<p>West Generation Academy Address: 951 Elati Street, Denver, CO 80204 Main Office Phone: 720-423-5300 http://westgenerationacademy.dpsk12.org</p>	<p>Generation Schools Network Address: 455 Sherman Street, Suite 120, Denver, CO 80203 http://www.generationschools.org/</p>
<p>Mia Martinez Lopez <i>WGA Assistant Principal</i> Email: mia_martinezlopez@dpsk12.org 720.423.5417</p> <p>Iris Alarcón <i>WGA Office Manager</i> 720-423-5482-Direct 720-423-5300-Main Office Iris_Alarcon@dpsk12.org</p> <p>Kate Wagner <i>West Campus Student Activities Director</i> 720-423-5335 Kathleen_Wagner@dpsk12.org</p> <p>Joe Seitz <i>WGA Assistant Principal</i> Email: joseph.seitz@dpsk12.org</p> <p>Domonic Martinez <i>WGA Principal</i> Email: Domonic_Martinez@dpsk12.org</p> <p>Officer Vicente Damian <i>Campus Security Officer</i> Email: vicente_damian@dpsk12.org Phone: 720-641-2638</p>	<p>Leslie Burdick <i>Community Partnerships and Volunteers</i> Generation Schools Network Phone: (720) 452-3612 lburdick@generationschools.org</p> <p>Mary Cipollone <i>Community Partnerships and Wellness</i> Generation Schools Network Phone: 720.452.3608 Email: mary@generationschools.org</p> <p>Chad Cookinham <i>College and Career Transition</i> Generation Schools Network Phone: 720.474.8334 Email: chad@generationschools.org</p> <p>Jon Reinhard <i>Teaching and Learning</i> Generation Schools Network Email: jreinhard@generationschools.org</p> <p>Wendy Piersee <i>Chief Executive Officer</i> Generation Schools Network Email: wendy@generationschools.org</p>

West Generation Academy

Welcome to West Generation Academy! A place where students ***Dream*** bigger, ***Work*** harder and ***Care*** more. West Generation Academy is a 6-12 grade public school located on the West Campus that opened in Fall 2012.

Denver Public Schools date back to the mid-1800s when a schoolteacher by the name of Owen J. Goldrick started a small private school of thirteen children. After this, private schools began to establish slowly in different areas of Denver. As it grew, the city decided to create two districts that would introduce Denver's first public schools: District 1 which fed into East High School and District 2 which fed into West High School. The East and West campuses still serve as public schools for the city of Denver today.

The West district established the first school building in 1862. As the population of the city increased over the years, a bigger space was in high demand. The district began construction on a new building that covered four city blocks and still stands today as West High School.

In recent years, the school had seen a decline in attendance, test scores, overall grades, and graduation. Thus, a new, innovative approach to learning called West Generation Academy (WGA) began in fall 2012. WGA offers a college and career focused curriculum that provides students with hands-on opportunities to build skills they'll need to be successful in school, work, and life.

Four separate schools are housed within the West Campus:

- a. West Career Academy – for over-age, under-credited students
- b. West Generation Academy- 6th-12th grades
- c. West Leadership Academy- 6th-12th grades

An acronym was created as a guideline to help build a PLACE that houses a safe, positive, and welcoming learning environment, where students **s** can live the school's motto. This acronym is displayed on posters throughout the school building.

- a. **P**ersistence
- b. **L**eadership
- c. **A**cademic Achievement
- d. **C**onnectedness
- e. **E**ngagement

We encourage you to emphasize these core values with students and weave them into lessons.

You'll notice when entering the school there is a cowboy riding a bucking bronco on the floor. **Do not step on it!** Faculty and students of West High School take great pride in their mascot, the COWBOYS!

Advocacy

Designed to provide support for social and emotional growth as well as academic progress, Advocacy helps youth develop protective factors including relationships with trusted adults, supportive peer groups, and valuable life skills. A successful Advocacy program creates a safe and welcoming school community, helps students set and attain goals, and quickly identifies and addresses barriers to personal and educational success.

All students are assigned an Advocacy teacher, who is their primary point of contact within the school. Each day, students meet with their Advocacy teacher for 45 minutes in a small group setting. Advocacy is the period before lunch for students in high school, and after lunch for those attending middle school. Activities often relate to the current month’s Advocacy theme (i.e. Health and Wellness, Academic Preparedness, Character Qualities, etc.). In addition to hosting this period, Advocacy teachers are also responsible for building a relationship with each student’s family. The Advocacy teacher is responsible to communicate any successes or concerns regarding a student to the family.

College and Career Intensive Courses

Intensive Courses combine rigorous school-based instruction with real world, off-site experiences. Our students meet professionals in numerous arenas and develop an understanding of the pathways and educational requirements necessary to enter these fields. Students also have the opportunity to visit colleges and technical schools so they can envision themselves pursuing post-secondary education.

Blended Learning

Blended learning couples teacher-led instruction with digital, online curricular resources to provide students with opportunities to personalize and control the pace of their learning. High quality blended learning materials provide both teachers and students with much more frequent data about students’ progress and learning needs, helping both teachers and students adapt to best meet student needs.

School Agreements

- No hats unless West hats, no red clothing (gang affiliations), no public displays of affection, no profanity
- No rough-housing
- All students in the hallways must have a pass on them
- There should never be more than one student out of a classroom at a time
- Never release your students before the period is over

Schedule and Calendars

P1 7:30 – 9:05	Foundation
P2 9:12 - 10:42	Foundation
P3 10:49 – 11:34	MS Lunch / HS Advocacy
P4 11:34 – 12:19	MS Advocacy / HS Lunch
P5 12:23 – 1:04	Studio
P6 1:08 – 1:53	Studio
P7 1:57 – 2:43	Studio
P8 2:46 – 3:30	Studio

Adopt an Advocacy at West Generation Academy

What is Advocacy?

Advocacy classes are first and foremost a time for students to *build supportive relationships* with their peers and with an adult they can trust. It is a time for everyone to feel recognized and welcomed into the WGA Community. During this daily 45-minute block, students meet with their faculty advocate to engage in activities that support their social and emotional growth as well as their academic success. These sessions provide students with opportunities for positive peer interaction, life skills development, and coaching to overcome educational, personal, and social barriers to educational attainment. The Advocacy teacher is also responsible for building a strong relationship with the student's family. A successful Advocacy program is a powerful tool for creating a positive school culture where our whole community can succeed.

Goals of the Advocacy Program:

- a. To develop, maintain and foster relationships (student-student, student-Advocate, and Advocate-students' supportive resources including family members, school staff, and community professionals)
- b. To identify and develop the necessary attitudes, behaviors, awareness, and skills to succeed in school, college, and life
- c. To provide students with the resources and information necessary to make thoughtful decisions about the future
- d. To support students in reflecting upon and monitoring their academic progress through a formal conferencing structure
- e. To recognize when student's personal, physical, emotional, social, and psychological needs are presenting barriers to success and use strategies to mitigate them through referrals

A new program during middle school Advocacy period on Fridays is Skill Club. During this time, students are assigned a club to attend ranging from anime to knitting and do not meet in their regular groups.

Role of the Teacher Advocate

WGA Advocates serve as the primary line of contact between the school and students and their families. Advocates have a special responsibility to get to know their advocacy students and encourage their positive development and growth. They provide students with a sense of safety and belonging through their Advocacy group, advocate for these students, and coach them in advocating for themselves. They help your students stay academically organized and motivated and understand the connection between school success and future plans. Advocates also encourage students to participate in extracurricular activities.

Role of the Community Advocate

Community Advocates (CA) serve as yet another layer of support for students at WGA. By participating regularly in a particular Advocacy class, CAs can get to know the students and their individual needs. CA's primary responsibility is to get to know the students and encourage their positive development and growth. In addition to building relationships with the students, the CA may have opportunities to support the teacher and students in other ways depending on the particular needs of the teacher or class.

Community Advocate Expectations

- Follow guidance of the Advocacy teacher and seek to join and support **their** work
- Serve as a positive role model for students (language, dress, social interaction skills)
- Support and encourage students
- Build relationships with students and teacher
- Serve as an Advocate for your class, supporting their growth and development
- Abide by all school policies and teacher recommendations
- Volunteer regularly and alert the teacher in advance of any known absences
- Share your life experiences with students

Time Commitment

Be sure to attend all classes you have agreed upon with your teacher match. There is a minimum commitment of one Advocacy visit per month for this volunteer opportunity and more are encouraged!

Student Body

Understanding students can be a challenge at times. If you seek compassion towards WGA's students, you will be better prepared to handle adversity.

a. Unfocused Students:

- You first need to understand that they only act out for positive attention.
- The kids are a product of their environment. They often do what they see at home or on TV.
- They might also act out because of peer pressure or they want to impress their friends.
- Understand that the kids might be dealing with hardships at home and they take their anger and frustrations out on other students, teachers and administrators.
- Be consistent with discipline and also affirming your care.

b. Rambunctious Students:

- They always want attention and/or validation from their friends.
- They may not be able to let off enough energy throughout the day, so they play around in class.
- Try talking to them outside of class. They're usually easier to get through to without the distractions of their friends.
- Don't be afraid to get the teachers or the administration involved if talking to them doesn't work.

- If you use these students as helpers, this can empower them to take on a leadership role and stay on task
- c. Quiet Students:
- Some kids stay quiet to avoid judgment from others as well as teachers.
 - They may be also dealing with trouble at home.
 - They just might not be in the mood to talk to anyone.
 - Check in with them sometimes because they may not be confident enough to ask for help.
 - Make sure to allot time to these students. It may be easy to leave them be because they aren't causing any issues but they too want attention.
- d. Focused Students:
- You will rarely have a problem from them.
 - They do their work and stay on task.
 - They do what they're told and usually excel in school.
 - Don't be afraid to ask them to help with other students in class. They may be a useful resource to you as well as to the teacher.
 - It's important to encourage and motivate them in education.
- e. Tips to relate better to students:
- LEARN & REMEMBER THEIR NAMES. This will help you better understand them and they are more likely to open up to you if you get to know them as individuals.
 - Find out what interests them and try to relate to what you are interested in.
 - Remember things they tell you about themselves, their family and/or their personal life. They will start to feel that you really care about them on an individual level and not just student to teacher.
 - Try to build a relationship with them before you try to be a strict disciplinarian to them. This relationship is the basis for respect.
 - Be consistent with them. Most of the kids are so used to change and just want some sort of stability in their lives.
 - Be real and authentic with students. They will often return the level of respect that they perceive you are giving them.

Tips & Tricks

Whether you're a seasoned teacher or first time volunteer, when put into the classroom you'll find there will be a lot of moments where you won't entirely know what to do. First and foremost, that is normal and understandable. This list was generated to help during those instances.

What to do when...

- a. ... a student is talking aloud about an inappropriate subject in class.
 - Redirect the student (i.e. try to motivate the students back on task)
 - If the problem persists, pull the student aside or outside of class and discuss why comments said are inappropriate
 - Involving the teacher or dean is an option
 - Don't talk about the subject more than necessary with the student because it may promote further issues
- b. ... you feel underutilized in a classroom.
 - Ask the teacher what else you can do
 - Be proactive - look for specific students that need extra attention
 - Plan your own activity
 - Be proactive - think of some ideas of what you can do and talk with the teacher
- c. ... students are fighting
 - Inform the nearest teacher
 - If you feel comfortable, simply step in the middle of the altercation (do not place hands on any students)
- d. ... students that can speak English only speak Spanish during the lesson
 - Politely ask the students (in their preferred language if possible) if they can converse in English because you want to be included
 - Learn more basic phrases in Spanish!
 - This can be an opportunity for cultural exchange but be wary of what phrases they teach you because sometimes they may not tell you what you are saying

Faculty

Faculty at WGA are very hardworking and juggle many responsibilities every day. During your first encounter with a new teacher, going over important topics and questions about classroom logistics is vital.

Useful questions are:

- a. What is the structure of your class?
- b. What is the current topic of study, are there any topics/materials I can review so I can be prepared to help students with the material?
- c. What is your discipline policy? How would you like me to handle issues that may arise? What is my role?
- d. Are there any specific tasks I can help with on a regular basis?
- e. Are there any students I should focus on?
- f. How should I contact you if we'll have a snow day or I'm sick, etc.? Email? Text message?
- g. Where would you like me to sit/stand during the class?
- h. What should I be doing during group work?

Be sure that during the first lesson, the teacher introduces the volunteer and defines their role/duties in the class to the students.



[tracking tools]

for monitoring success

When working with volunteers, it is very important to track commitment and involvement in order to fully understand your relationship with each volunteer. This provides for accurate recognition as well as the tools to evaluate effectiveness.

Here are some options for tracking success.

YOURVOLUNTEERS.COM

YourVolunteers is a free service created by Primary Key Technologies, Inc. Here are some of the services YourVolunteers offers:

Schedule

Create shifts for your organization and volunteers either select from those themselves or you as the volunteer manager can assign volunteers. Filter the list by interests, availability or simply choose from a list of all volunteers. Scheduling conflicts are prevented.

Manage / Engage

Maintain a database of your volunteers so that you have their current contact information. Keep notes about the volunteer that can be shared among volunteer managers within your organization. Group your volunteers and limit shifts to those groups.

Track

If the volunteer does not start and end their shifts at the scheduled times, you can enter the actual times they worked and also record any no shows. This information then appears on volunteer reports and in charts so that you can keep track of those who are often late or who frequently miss their shifts.

Sign up for free at YourVolunteers.com.

GOOGLE DRIVE

Google Drive has many free tools that can help you track volunteer success. Here are some of the activities you can do with Google Drive:

Schedule

Create a Google Form and allow volunteers to sign up for shifts by selecting their ability. Responses are automatically added to a Google Sheets document, where you can use the data to schedule each volunteer.

Manage / Engage

You can maintain a database of your volunteers through a Google Sheets document, creating a table that includes all of the information you would like to keep track of. We recommend including a column for positive aspects of the volunteer in addition to areas of improvement, so when it comes time to evaluate you have useful information on each volunteer.

Track

We also recommend including a column in your Google Sheets document that specifically records discrepancies between scheduled times and actual times works, so you can keep track of those that are often late or have frequent absences.

**Log in with your google account at
drive.google.com.**

Volunteer Evaluation Form

PART A: COMPLETED BY SUPERVISOR

Name: _____ Position: _____

Period of Evaluation: _____ Total # of classes attended or hours contributed: _____

Supervisor: _____

Rating scale: 1 = needs improvement 4 = very good
 2 = fair 5 = superior
 3 = good N/A = not applicable

1. PROFESSIONALISM

_____ Understands purposes and goals of WGA and the volunteer assignment

_____ Follows all school policies and procedures and is a positive role model for students

_____ Relates well with students/staff/parents at WGA

_____ Exhibits poise in handling difficult situations

_____ Exhibits sincere interest and enthusiasm towards students/parents/staff and work

Comments: _____

2. RESPONSIBILITY

_____ Reliable about schedule and time commitment

_____ Cooperates with the supervisor to maintain the supervisor's goals and objectives

_____ Performs tasks as assigned

_____ Pays attention to detail when necessary

_____ Participates readily in classroom activities

Comments: _____

3. EFFECTIVENESS

_____ Welcomes opportunities to learn information or procedures that will make work more effective

_____ Follows through on assignments

_____ Willing to ask questions when in doubt

_____ Uncovers and communicates all pertinent facts

Comments: _____

Benefits to staff from working with this volunteer are: _____

Benefits to program from this volunteer's skills, experience and knowledge are: _____

Additional Comments: _____

Signature of Supervisor: _____ Date: _____

Signature of Volunteer: _____ Date: _____

PART B: COMPLETED BY VOLUNTEER

Name: _____ Position: _____

Period of Evaluation: _____

Supervisor: _____

Rating scale: 1 = needs improvement 4 = very good
2 = fair 5 = superior
3 = good N/A = not applicable

1. ORIENTATION AND TRAINING

- _____ The goals and purposes of WGA were clearly explained.
- _____ The goals and structure of your particular assignment were clearly explained by the supervisor.
- _____ The job description for your position was reviewed and procedures to be followed were explained.
- _____ Training was effective and provided the tools needed to perform the assigned tasks.

Comments: _____

2. SUPERVISION

- _____ Supervisor was available to you when you had questions or needed information.
- _____ Volunteer coordinator was available to you when you had questions or needed information.
- _____ Supervisor’s attitude was one of professional regard.
- _____ Volunteer coordinator’s attitude was one of professional regard.
- _____ Lines of supervision were clear.

Comments: _____

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

What other training or growth opportunities would you like to see offered?

What additional “tools” would make your work more effective and/or pleasant?

What are some suggestions or goals you would offer for the WGA volunteer program?

How could WGA improve its volunteer staff structure and/or relationships?

Additional Comments:

HELPFUL?

**We'd love your
feedback. Please
share your stories,
comments, and
ideas with us by
emailing [volunteer@
generationschools.org](mailto:volunteer@generationschools.org).
Thanks!**



**LET'S
GET
STARTED**

**Generation●
Schools Network●**
More time. Effective schools. Successful students.