



North Tahoe Family Resource Center

Volunteer Procedures

Outreach Volunteer

Responsibilities of Outreach Volunteers include distributing brochures and flyers around the community and being a source of information to community members who may be interested in our programs and services. This position does not require a regular commitment.

Procedure:

1. When they are available, volunteers will contact the Program Coordinator at the NTFRC to check if there are materials that need to be distributed.
2. If there are materials to distribute, the volunteers will arrange a time to stop by Community House to pick them up and decide where they are to be distributed. Some flyers and brochures can only be posted at certain locations, so they should speak to the Program Coordinator to make sure that a particular location allows the NTFRC to post information.
3. After distributing the materials at approved locations, volunteers will record how many Cal-Fresh flyers and brochures were distributed and where they were posted.
4. Volunteers will relay this recorded information to the Program Coordinator.

Storytime Reader

The primary responsibility of Storytime readers is to read books in both English and Spanish to children during the project MANA distributions on Wednesday afternoons from 2:20-3:20pm.

Procedure:

1. Readers will let the Program Coordinator know at least one day in advance if they plan to read for Storytime.
2. Readers will arrive at Community House at 2:20pm on Wednesday to prepare. This includes selecting about three books in English and three in Spanish to read and laying out the Storytime blanket outside if weather permits and in the Chris Ballin room if not.
3. Readers will take attendance on the sign-in sheet. If a child is due for an attendance prize, then they may choose a prize from the box as they are leaving.
4. If there are both primary English-speakers and primary Spanish-speakers present, readers will alternate reading books in English and Spanish to the children (see Reading Notes for strategies). If all of the children speak the same primary language, then they may read books in that language without alternating.

Reading Notes:

Whenever possible, readers should ask questions to the kids that promote their cognitive development and social and emotional competence. Here are a few general examples of questions that could be asked:

What do you think this character is thinking/feeling? Why?

- This question targets social and emotional competence because it makes the children consider the perspective of the character in the book.

Did this character come up with a good solution to his problem?

(If yes) What is another way that this character could have solved his problem?

(If no) What would have been a better solution?

- This question targets cognitive development because it challenges the kids to think through the consequences of different courses of action.

What lesson did the character learn at the end of the story?

- This question can target a variety of themes. For example, a character that starts out mean will learn to cooperate with others, or a character who starts out shy will learn how to communicate what she wants.

Front Desk Receptionist

The front desk receptionist is the first point of contact for community members coming to our office at Community House. The primary responsibilities of this position include greeting community members and answering phone calls.

Customer Service Guidelines for Community House:

1. When answering the phone
 - a. The receptionist says the agency name first, then their own name. "NTFRC, this is.../ Tahoe SAFE Alliance, this is..."
 - b. Depending on the level of involvement with the person on the phone, the receptionist may ask for their name to address them by name.
 - c. When someone is asking for a staff member, the receptionist responds with "I don't know if s/he is available; let me check. May I ask who is calling?"
 - d. If the staff member is not available: "I can transfer you to voicemail or take a message, or may I assist you?"
2. Greeting walk-ins
 - a. "Good morning/Good afternoon, (name -- if you know it), how may I assist you?"
 - b. If the receptionist knows the person personally, they say "How may I assist you?" They do not say "What are you doing here?" or act surprised to see them.
 - c. The receptionist acknowledges a community member walking in when they are talking on the phone or with other community members -- they make eye contact, smile, etc.
 - d. Sometimes donors or board members will walk in -- the receptionist greets them in the same way ("Good morning/afternoon, how may I assist you?")
 - i. If they request a tour, the receptionist connects them with a manager on-site to see if a tour is appropriate (depends on if there are community members in non-confidential areas)
 - ii. The receptionist may also add "Thank you for your support" when speaking to a donor.
3. When saying "No" (for example, when someone is requesting emergency funds):
 - a. "I/my colleagues discussed your request and we can't assist you financially but we can provide the following referrals/services..."
 - b. If someone hangs up because they're unhappy because we could not assist, the receptionist calls back (if the phone number is known), restates the concern for the community member, and discusses options.