**Volunteer Impact Library Learning Lab Template:**

**{Notes in brackets are other possibilities}**

**Project/Program:**

Public Library Literacy Program (suburb)

**Your (personal) Purpose:**

1. Dedicated space for the literacy program beyond the office and one conference room. This would mean that we have:
2. Two or more rooms always available for Literacy Tutoring.
3. The ability to make the Literacy Office a third space. (This is in progress. We’re ordering more furniture for the office.)
4. A Literacy Office that is always a Literacy Office.

Currently we have floor managers working out of the Literacy Office at times when we are unable to staff it. This is slowly changing as we are increasing the number of hours that we can staff the office, but Library Admin currently thinks of the Literacy Office as a continuously shareable space, not as a space that meets the discrete needs of a separate program.

1. To increase the number of ESL and Literacy tutors
2. To eventually offer more tutoring subject areas: Math, History, Science, etc.

**Program Mission:**

To improve the literacy skills and English skills of anyone over the age of 16 years old. Literacy is a vehicle that improves our students’ ability to function in the world.

**Program Values:**

1. To be welcoming and open to the life experiences and needs of all our students and volunteers.
2. To be inclusive, enthusiastic and understanding in our interactions with volunteers. (Our guiding philosophy is that this shouldn’t feel like a job. There are no mandates about how much to share in the monthly reports, for example.)

**Audiences**:

Members of administration + existing coworkers in the program

Prospective and current volunteers

Students in Literacy and ESL

Our central audience is students, who are supported by the volunteers, who are supported by the Literacy staff, who are supported by Library Administration.

**Volunteer Promise/Purpose:**

We want folks to join our team for two categories of reasons.

1. Philosophical reasons:
2. Putting their skills to work in service of the community
3. Giving people a space to use their abilities for the greater good, and to reflect the community (as an example we are always delighted to bring on ESL tutors who speak Armenian).
4. Extending our staffing ability by bringing on volunteers with different linguistic and cultural backgrounds
5. Practical reasons:
6. Allowing people to complete volunteer hours for school (generally in this context it’s college and/or graduate students who are working towards advanced degrees)
7. Extending the budget. By recruiting and training volunteers, we make our resources go further, extending both the budget and our mission.

**Practices (what we need to do to fulfill the promise/purpose):**

Here our practices will fall into two categories: volunteer-based and library administration based.

1. On the volunteer side, we will focus our efforts on:
2. Recruiting, through outreach events and other ideas TBD
3. Annual volunteer recognition event at the end of the year (December)
4. Volunteer check-ins (as opposed to the original plan of offering trainings). This can be time consuming but serves as a space for multiple purposes:
5. Celebrate successes and work through challenges
6. Provide highly individualized assistance, rather than trying to put together a training session about topics that may or may not be of any use/interest to a particular volunteer
7. Get direct feedback from volunteers regarding their experiences in the program, and listen to any and all suggestions for improvement. Examples of questions/topics might be, “How has the tutoring experience been for you?) “What would support you further?” Is space a consideration? etc.
8. Let them know that their work is appreciated
9. Good source for quotes that can be used when making a case for more dedicated space

On the library administration side, we will:

1. Make a case for dedicated space!
2. Articulate and communicate the impact of volunteers and the importance of having that space to library admin, whether in a formal meeting setting or in conversation
3. Set an expectation that this is fluid and flexible based on student needs and tutor capacity

**Proof/Indicator Ideas:**

* Quantitative/numbers (amount or scope of what’s happening)

Collecting numbers of tutors, numbers of students, amount of time spent in instruction

“We are serving this many students with this much space.”

We could make this more convenient for additional students if we have more space.

Originally I was making more Literacy Library Cards to secure spaces in the library. We have changed the procedure on this, as there is a way to use the staff side of Communico to schedule time in the rooms, but we’re still competing with patrons for the same space. I have had to schedule a few make-up tutoring sessions in the Literacy Office because the time that the tutor and student wanted was booked in all the available rooms.

* Qualitative/stories/quotes/testimonials (nature or depth of what’s happening)

Looking at the monthly reports

Using tutor check-ins for stories/testimonials

* Satisfaction (level of satisfaction with what’s happening)

To be assessed informally during tutor check-ins, with results reported by Literacy Staff (no names attached to the data)

**Proof/Indicators Collection and Reporting**

**Indicator 1**: stories, quotes

* Link(s) to mission, values, and/or volunteer promise

We will know if we are meeting the mission if volunteers tell us essentially that we’re doing what we said we would. As an example, if volunteers feel free to teach exactly to their students’ needs, and don’t feel pressure when it comes to the monthly reports (aside from the pressure of doing it 😉), if they feel supported and welcomed, then we have met our mission and promise.

{could also ask students about their impressions of the program and volunteers}

* Source(s)

Volunteers

* Method(s)

Tutor check-ins

Monthly report notes/comments from tutors

* Audiences and Reporting Format

Library Admin

Conversation or Meeting {or multiple meetings}

**Indicator 2**: numerical data (all the numbers: # of tutors, students, time spent, demographic info)

* Link(s) to mission, values, and/or volunteer promise

Indicating numbers are growing, which means we’re serving even more people

* Source(s)

Volunteers

Literacy Staff

* Method(s)

CLLS report

Data directly from America Learns

* Audience(s)

Library Administration

* Reporting Formats

Marrying indicators 1 and 2 to tell a story to Library Admin through a conversational meeting.

{could also be beneficial to share with City Council and the public}

**Indicator 3**: Personal experience of Literacy Staff. One of the staff is noticing a growing number of scheduling conflicts (and is adapting to that as best she can), but this is an indicator of growth of the program. Other literacy staff can and should contribute their own indicators as time permits.

* Link(s) to mission, values, and/or volunteer promise

We are creating an open and welcome environment that meets the interest level and capacity of learners and tutors.

* Source(s)

Literacy Staff

* Method(s)

Scheduling a lot more in Communico

* Audience(s)

Library Administration

* Reporting Formats

Marrying indicators 1 - 3 to tell a story to Library Admin through a conversational meeting.