**Library Volunteer Manager Peers - Notes**

**6/3/20 1:30 EST**

**Host: Wendy Johnson, Indianapolis Public Library**

[**wjohnson@indypl.org**](mailto:wjohnson@indypl.org)

Hi, Gang!

Reminder: We will NOT be gathering on Wednesday, June 10th in favor of those of us attending the Points of Light Conference. FREE. Register here: <https://web.cvent.com/event/bd001afe-0cea-4b22-ab54-32e56a04f185/summary>.

Our next discussion will be Wednesday, June 17 at 1:30 EST

Zoom: <https://us02web.zoom.us/j/82376026511>

Don’t forget to send me any specific topics that you’d love to discuss.

Take care!

Wendy

**Topics Discussed**

Volunteers and diversity, equity & inclusion (DEI)

* On-line volunteer application includes: Are you a HS graduate? What languages do you speak? Are you a veteran? Are you retired? Are you employed (where)? Date of Birth/age? Followed by in person interview asking, “Where were you born?” A pin is added to a large map for their place of birth. (Beaverton)
* Portland provided 5 service languages, so they track volunteer languages
* Indianapolis PL Statement: <https://www.indypl.org/blog/for-adults/racial-equity>
* Urban Library Council Statement on Race and Social Equity: <https://www.urbanlibraries.org/initiatives/statement-on-race-and-social-equity>

Volunteer recruitment

* Recruitment in general is word of mouth, citizenship classes, communication circles, offering volunteering as a way to practice English
* Volunteer recruitment at Library events
* HS career fairs, festivals & fairs, Lions Club, Rotary, farmers market, community cider fest
* HandsOn Portland, Volunteer Match, United Way, Volunteer Center
* Note about Service Fairs: We generally agree they tend to be more about promoting the library with or without an activity geared toward the audience and a place to do library card sign-ups. Volunteer advocates and staff work together at fairs.
* Post capacity survey – no need to do quarterly recruitment unless it’s for a special event/book sale through city communication channels. More volunteer interest than opportunities. “I needed to reassure our board, recently, that it was ok to have a small volunteer program, and to have less than a thousand people in the program. I judge our success rate by retention numbers not by numbers of people. “ (Hillsboro, OR)
* Having happy, engaged volunteers do recruitment at service fairs to convince others to volunteer, too.
* Volunteers are recruited at the branch, but must go through volunteer resources (paperwork and screening) for tracking and red flags.
* Capacity survey questions: What dept/project do you work with/in? How many volunteers currently assist you? How often do volunteers work with you (once a week; on call; couple of times a month); How many volunteers to you feel you need to help you accomplish your goals; How often do you want volunteers to help you (weekly, daily, couple of times a month, on call); Who supervises the work of volunteers now (this was asked if a Supervisor filled out the survey, as we had some positions in flux); Do your volunteers need additional training from you to accomplish their tasks, if yes, how many additional hours does that usually take?; Who conducts project specific training?; Can you offer training various times (this is asked so I can inform volunteers of additional training beyond orientation. I ask staff to conduct training at times that will cover various work schedules...weekday, week night, weekend). Describe the duration of your training (one and done; ongoing; over a couple of weeks or sessions). What support do you need to help you supervise volunteers better?

Continuing: Do you anticipate a major project needing more than usual amount of volunteers within the next six months, if so please describe. This capacity survey was a google form with mostly check boxes and then a couple of questions they could write a short answer. (Hillsboro, OR)

A tiny bit about staff training

* Preparing staff to help recruit volunteers: the branch volunteer coordinator is trained, engaging staff in the development of position descriptions and tasks; emphasizing that time preparing pays off.
* Staff guide 101 (recruitment) and 201 (now what?)
* Focus on building a strong volunteer team who stays
* Small trainings for every new staff member
* Training for only the branch manager & branch volunteer coordinator
* Get Involved Clearinghouse: https://getinvolvedclearinghouse.org/ Two best places to look: (1) Under the Management Tools tab, use the keyword dropdown menu to select “Staff Guides for Working with Volunteers” and (2) Under the Training Materials tab, use the keyword dropdown for “Staff Training”. Send your samples to Carla if you’d like.

Measuring Impact

* Outputs vs. Outcomes
* How do we define success with volunteers in our library?
* Annual volunteer survey
* Viewing the library volunteer experience (FOL, Volunteer, Interns) holistically as a long-term commitment to the community. What skills were developed (like leadership & communication), what did they practice (communication, job responsibility, pubic speaking). What will they take away after they stop engaging as a volunteer with the library? These measurements are available from the Nonprofit community for organizational comparisons.) (Queens PL)
* Track the number of volunteers who are hired
* Provide the value of volunteer time:
  + Independent Sector: <https://independentsector.org/value-of-volunteer-time-2018/>
  + Return on Volunteer Investment (ROVI): <https://www.sterlingvolunteers.com/resources/return-on-volunteer-investment-calculator/>
  + Relative Impact Model, but Tony Goodrow (2010): <https://www.betterimpact.com/roi2/>
* IMLS has built impact & outcomes into grant making. Read more here: <https://www.imls.gov/grants/outcome-based-evaluation/basics>
* “Would you recommend us to a friend?” This is used to generate a Net Promoter Score: <https://www.netpromoter.com/know/>
* See included notes below from Carla.

**Resources**

* From last week Social Media Content Guidelines are below from Cedar Mills Community Library, Portland, OR. Thank you Sonia!
* Volunteer management software comparison: <https://www.volunteersoftwarecomparisons.com/?fbclid=IwAR112WgYgtiq4lJy5NG1ZLoZSQHKQYszVRdFAu0DPQpCtIPCRZeHo0ucq0E>
* Webinar: Return-to-work Planning for Volunteer Programs: 3 Key Questoins for a smooth Post-COVID-19 Transition presented by VolunteerPro. Free**.** <https://volpro.net/masterclass-volunteer-program-return-to-work-planning/> June 17 or 18.

**Conversation Starters**

* COVID times
  + Introducing volunteers back into system
  + Virtual/Remote Volunteering. Policies, procedures, roles, etc.
  + When will volunteers return to the branch? What will they be doing?
* Volunteer diversity, equity and inclusion
* Best Practices and General Topics
  + Staff buy-in
  + Homebound program volunteer safety guidelines
  + Volunteer Management Software

**Social Media Guidelines for staff and volunteers at Cedar Mill and Bethany Community**

**Forwarded by Sonia Cherian**

Here are the Social Media guidelines for our staff and volunteers. We have a standard guide to programming and program planning worksheet that staff have to follow and fill out; the Social Media guidelines were developed a few weeks ago when the SM Team was getting tons of ideas from staff.

Here is the part of what was included in the email to all staff:

'As we are now offering virtual programming, continuing to add content to our website and expanding our social media presence, there is a need to put a structure in place for planning and reviewing all our great ideas.  Listed below is information on the process of how to submit content ideas, where to find forms and other considerations.

* Before getting started, please discuss your ideas with your supervisor for approval and guidance.  Once you have your supervisor's approval, here's where to find forms and guidelines based on the content you want to create:
  + Website Blog Post Submission Form:  <https://docs.google.com/forms/d/e/1FAIpQLSfK8duiSrI4P-NVEVwX5QfdEdgxhosRpMcuSHPHH_rWPFVAPQ/viewform> Once submitted, this form is sent to the content curator who will coordinate getting your post on our website, including photos, videos, etc.  Please review the attached Staff Blog and Social Media Content Guidelines before submitting your blog post.
  + Social Media Posts:  Post your ideas for social media posts on the idea box channels in Slack.  Please refer to the attached Staff Blog and Social Media Content Guidelines prior to submitting your idea.  Posting in the idea box does not commit you to implementing an idea.
  + Online Programs:  Virtual programs, like in person programs, require more planning and staff resources. Lynne worked with Dept Heads before her retirement last December and developed the attached CMBCL Guide to Programming Event Planning and Planning Worksheet for staff who plan programs.  Please refer to the guidelines and use the proposal form for any virtual program ideas.
    - Send programming proposals for kids and teens to Nancy and Marianne.
    - Send programming proposals for adults to Laura B. and Marianne.
    - Program proposals will be reviewed once a week, with a response or follow-up questions sent following the review meeting.
* What is considered an online program vs. a social media post?  Excellent question!  In general, a program provides information, instruction or entertainment in a longer format (something a patron would have attended in person pre-pandemic) and is something we will add to our online calendars and schedule as events on Facebook.  We realize there are times it's not clear whether an idea is a program or social media post.  Please review your idea with your supervisor for further guidance.  Some examples of recent programs and social media posts are below:
  + Social media posts:  Library Resources at Home videos, video of how to draw Wiser, activities for kids' videos (chalk & bubbles, puff balls)
  + Online programs:  Storytime at Home, Teen Online Art Gallery,  Owl Book Group, Online Toddler Talk'

**More Resources for Measuring Impact**

**Forwarded From Carla Campbell Lehn**

1. California's Get Involved Regional Leaders develop networking and training events for library volunteer engagement coordinators in their regions across the state. They decided a tool was needed for library volunteer programs to determine their Return on Investment, and then share that data both internally and externally in the form of an attractive but brief infographic that could also be used as a program's annual report.

The Get Involved Clearinghouse for May 2019 Hot Topic – Return on Investment – includes the worksheet they developed to be used by individual libraries to create the data for the infographic.  The worksheet also includes a link to get an ROI worksheet so you can calculate your own. You can download the Worksheet, the 3 infographic templates with minor variations, as well as some completed samples here: <https://getinvolvedclearinghouse.org/content/whats-new-may-2019>

 2) MEASURING SUCCESS

The ability to demonstrate how much volunteers accomplish on behalf of the library is invaluable – you can share it with management to help justify additional resources; share it with staff to gain their enthusiasm and buy-in; and share it with volunteers to make sure they’re aware of their significant contributions.

 Select the measurements you will use by determining which are both meaningful to you and that you can realistically gather data on.

**Measuring Outputs (Things You Can Count)**

The most basic data to collect is the number of volunteers who served and the total number of hours they spend volunteering for the library. You’ll want to track this information over time to show how volunteer engagement is growing. And if it’s not growing, you can do some analysis about why it’s not – Were resources cut? Was there staff turnover? Do you need to review your recruitment methods?

 A next simple step that many volunteer engagement coordinators take is to demonstrate the dollar value of the volunteers’ time. The non-profit Independent Sector annually calculates the estimated value of a volunteer hour to assist organizations in quantifying the value volunteers provide -- <https://independentsector.org/value-of-volunteer-time-2018/> --They present both the national average and state values you can use to multiply by the number of total volunteer hours to get a monetary value. Just be sure for consistency that whichever value you pick – national or state average -- gets used each year.

Consider what other outputs of your volunteer efforts you can count and report on that will help to put those numbers in context. For example: How many third graders were read to by a volunteer? How many low literate adults were helped by a volunteer tutor? How many tours of your facility did docents lead, and for how many participants? How many individuals were helped by a volunteer computer coach? How many library Friends participated in the book sale and how much money was raised?

Reporting only the numbers of things you can count won’t be as meaningful to the people you share the information with if you don’t add some examples of what volunteers do to support the library’s mission.

Including succinct and compelling anecdotes in your reporting will help bring the data alive. Have some brief stories ready to personalize your results, whether you’re writing or speaking about them. Here are a couple of examples:

### *When the company Luis worked for went belly-up, he spent many hours on the computers at the library looking for work. He was chagrined to see that some Latinos toiled over how to use computers.*

### *Luis, who is bilingual, started helping to translate for those he saw struggling. His background is in computers, so once he was successful finding a job, he started as a volunteer, teaching a computer class in Spanish at the library.*

*The library's Homework Club Program has a Volunteer Tutor Coordinator who is responsible for recruiting, scheduling and engaging the high school volunteer tutors who work with elementary school students who drop in. A satisfied parent shared this comment:* “I was having the most difficult time getting my daughter to do homework. Since we discovered the Homework Club, homework for my daughter has become more enjoyable. I cannot express her enthusiasm about this club. She actually reminds me that Monday is time to go to the library. As a matter of fact, she has told everyone she can that they should go to the Homework Club at the library. I could not be happier about this fabulous opportunity my child has been provided with. The volunteer tutors have done a tremendous job. My daughter has gone from practically hating homework to actually looking forward to doing it.”

            Volunteers with Friends of the Library raised $35,000 at their book sale this year. The funds were provided to the library to start a Reach Out and Read program in partnership with a local health clinic. Reach Out and read recognizes pediatric checkups as an opportunity for doctors and nurses to discuss the importance of parents reading to their children. In addition, volunteers will read aloud in the pediatric waiting room, and free children’s books will be given to families at each well-baby visit.

            Highlighting your numbers with brief stories like these will help others understand what you already know – that volunteers provide important services to the community on the library’s behalf.

**Return on Investment**

 You can take the value of volunteer time to the next level by calculating the Return on Investment (ROI) of your volunteer engagement activities.

Tobi Johnson of VolunteerPro describes the basic formula as: ROI = (volunteer value – program cost) / program cost. <https://tobijohnson.com/roi-for-volunteer-programs/>

**Measuring Outcomes (What Difference It Made)**

             Reporting only the number of volunteers and volunteer hours, even including volunteer hours expressed as a dollar value may still leave your reader or listener wondering what difference that makes – So What?

            When you report the number of children who participated in story time, you’re reporting “outputs” – just the number of children attending. By adding information about what those children were able to do differently after story time – they learned to do a finger play – you’re reporting “outcomes.”

            The ability to share outcomes – measurements of a change made in knowledge, skills, attitudes, or behavior – answers the “So What?” question by describing the difference that was made.

            Here are two examples from the “Outputs” above of how you might extrapolate “Outputs” to “Outcomes” by gathering some additional information:

      How many individuals were helped by the volunteer computer coaches? –- Instead of just reporting “how many,” gathering information about what the individuals who were served by a volunteer actually learned could lead to an outcomes measurement like this: “76 seniors worked with a volunteer computer coach this year. Afterwards, 60 of the Seniors were able to send an e-mail, 58 were able to search the internet, and 42 joined Facebook to keep in touch with family and friends.”

            Being able to report this way, of course, would require establishing a data gathering mechanism that tells you what the participants learned or were able to differently as a result of the service received.

      How many low literate adults were helped by a volunteer tutor? – Again, instead of only reporting “how many,” meaningful outcomes data here might be a pre- and post-test of each adult learner to determine their reading grade level before and after service, or asking adult learners to establish goals for their reading improvement, and then measure their meeting of those goals, such as “Fill out an application,” “Read medicine labels,” or “Get a driver’s license.” (NOTE: California Library Literacy Services has developed an alternative outcome measures process for adult learners called Roles and Goals -- <https://libraryliteracy.org/for-coordinators/roles-and-goals/>)  Roles and Goals was recognized by the Library of Congress as a 2014 Literacy Awards Best Practice.