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Executive Summary

RSVP of Montgomery County is a 501c3 agency operating under the legal name Retired Senior Volunteer Program of Montgomery County PA since 1973. An estimated 824 unduplicated RSVP volunteers will serve in Montgomery County, PA enhancing the capacity and service delivery in 200 placement sites. RSVP volunteers assist vulnerable populations including disadvantaged preschool children, at-risk youth, the elderly, those with low literacy skills, the unemployed, veterans and struggling nonprofit organizations. Volunteers tutor K-12 students at local schools, adults with ESL/GED at literacy sites, read to children in Head Start classrooms, provide companionship to the elderly, counsel seniors with Medicare questions, help unemployed veterans with resume writing and mock interviews, staff crisis hot lines, food banks and much more... The primary focus area of this project is education. At the end of the three-year grant, 1050 students participating in mentoring or tutoring programs with RSVP volunteers will demonstrate improved academic engagement. The CNCS federal investment of \$130,139 will be supplemented by \$270,592 of matching funds.

Strengthening Communities

Montgomery County PA contains 483 square miles ranging from dense cities to rural farmlands. Montgomery Co, a suburb of Philadelphia, is economically and ethnically diverse with pockets of extreme need experiencing many of the problems of the inner city. Two areas of extreme need are the boroughs of Norristown (the county seat) and Pottstown. According to the US Census data (2006-10) 18% of Norristown residents are below poverty and 14.9% of Pottstown resident are below poverty. It is the third most populous county in PA (after Philadelphia and Allegheny counties), and has the second most rapidly growing senior population in the state. According to the 2011 census estimate, there were 804,210 residents in Montgomery Co. a 7.2% increase from the 2000 censuses. Much of the population growth is due to population shifts in the region with a marked increase in immigrants. The county reported a significant growth in non English speaking persons over the past ten years.

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PRIMARY FOCUS AREA - EDUCATION

General Need: Five Montgomery County Schools Districts did not meet AYP in 2012 (adequate yearly progress) as defined by the no child left behind. Four school districts (Abington, Cheltenham Twnshp, Pottsgrove and Upper Perkiomen) received the warning status while Norristown received the Corrective Action status for the fifth year. 24.6% of 11th grade students in Norristown scored on the 2012 PSSA reading below basic level and 31% of Norristown students scored below basic for math. Pottstown is only slightly better with 19.5% reading below basic and 24.7% with math scores below basic. Both Norristown and Pottstown are ethnically and racially diverse with Norristown having a Hispanic or Latino population of 28.8% and with 24.8% of Norristown residents 5 and older living in homes where languages other than English are spoken.

Plans and infrastructure to manage the volunteers in the following programs addressing education include a program coordinator for each of the programs who reports to and works with the Executive Director to carry out activities, gather output and outcome performance measures, and engage in continuous quality improvements to ensure that activities are consistent with the goals and objectives of the programs. All volunteers or staff working one on one with children are required to submit to criminal and child abuse checks. Those working in a client's private residence are screened with criminal background checks. Driving record checks are run on those volunteers who drive clients. All background checks are repeated every two years. The specific need, goals, service activities and performance measures of each program, including the related National Performance Measure outputs or outcomes, are as follows.

RSVP'S PROTÉGÉ ONE-ON-ONE MENTORING PROGRAM

Statement of Need: Dropping out of school is not a singular event but rather the culmination of a long process of disengagement. It is critical that intervention efforts aimed at students with a disproportionate number of risk indicators for dropping out of high school reach students young

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enough. Children between 9 and 15 are commonly at important turning points in their lives. It is during this time that they may permanently turn off from serious engagement in school life and turn to a variety of risky behaviors that can limit their chances of reaching productive adulthood.

Encouragingly, this is also the age bracket during which preventative intervention is most successful and youth are most capable of envisioning a positive future and plotting the steps they need to take to reach their goals. They are at the right stage of development to best absorb and benefit from the skills of a strong mentor (Rhodes & Lowe, 2008).

History and Description: Protégé was developed in 1996 to provide one-on-one, long-term volunteer mentors for elementary, middle, high school students whose potential is compromised by difficult life circumstances posing multiple risk factors (e.g., low-income, learning disabilities, incarcerated parents, overworked single parent families.) Protégé is a relationship-based program through which mentors establish trust-filled connections with their students to help them remain in school, broaden their life experiences, develop their talents, avoid negative behaviors, and plan for their futures.

Protégé works with school guidance counselors who refer students they believe would benefit from one-on-one mentoring relationships. Students must want to participate and have written parental permission to do so. The Protégé coordinator interviews every mentor and student to make the most beneficial matches. Most mentors meet with their students during the school day as well as, with parental permission, on weekends for informal outings or excursions to cultural and sporting events made possible by tickets which Protégé obtains from United Way and ArtReach, and provides at no cost to mentors. Mentors sign on for a one year commitment, although most relationships last much longer, some even beyond high school and into young adulthood. In fact, 60% of the students have been with their mentors for two years and longer. Protégé works closely with United Way's Campaign for Mentors to incorporate a solid training component for mentors conducted by experts in mentoring and youth which, along with ongoing, individualized contact with the Protégé coordinator,

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helps sustain the length and quality of matches.

Protégé operates in 16 schools in eight school districts, including eight schools in Norristown, Pottstown and Abington.. During the past year, mentors provided 1,500 hours of assistance to 50 elementary, middle, high school and post-high school students. Examples of mentoring relationships:

Cat is a 7th grader whose parents are divorced. She lives with her dad and sees her mom on weekends. Cat has learning disabilities. When she was referred, the counselor said that Cat was shy, got lost in the crowd, and needed to have her confidence raised. Cat was matched with Donna two years ago. The two have a strong relationship. During the first few months, Donna wrote the following: "Each meeting I bring Cat new journal entry pages to fill out or draw pictures. We go over what each page is about and I make sure she understands what each page is asking her to do. We also go over the pages she has brought back completed. Going over her completed pages spurs discussions about her feelings, likes/dislikes, and what she is doing in her life. This month she will complete her journal and I will have it bound in book form." Recently, Donna reported: "...but the most exciting thing in that meeting was that she passed her USA map test. For this whole year we have worked together to memorize the fifty states and their locations and she finally got a 100% on filling out every state on a blank US map. She was beaming at this accomplishment and I could tell she was very proud of herself."

Training: Training is an important component in ensuring the success of mentoring relationships, providing the specific skills and expectations involved in mentoring and also by affording mentors an opportunity to support and learn from one another. The following trainings have been held during the 2011-2012 school year conducted by expert trainers -- Kelvin Beckwith, Campaign for Mentors; Mari

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Ewart, School Guidance Counselor.

ABC's of Mentoring orientation for new mentors -- September 7, 2011

ABC's of Mentoring orientation for new mentors -- January 10, 2012

ABC's of Mentoring orientation for new mentors -- April 10, 2012

In-service on November 10, 2012 -- "THREE R's of Bullying- Recognize, Refuse, Report"

ABC's of Mentoring orientation for new mentors -- June 12, 2012

ABC's of Mentoring orientation for new mentors --October 16, 2012

Protégé measures and outcomes: Student outcome interviews at the end of each school year are compared to the intake interviews. Guidance counselor referrals and end-of-year reports are compared as are end-of-year report cards and end-of-year mentor reports. Results from multiple sources (counselors, parents, mentors, students, and Protégé staff) indicate that 85% of the students served have manifested positive changes in their attitudes, behavior, abilities, grades, and/or social and emotional development that is attributable to their mentors. Highest percentage of change is in the areas of attitude and behavior which is consistent with overall youth development research concerning the effects of mentoring.

Some student comments:

* "My mentor gives me lots of information ...I've learned a lot about history which helped me in social studies."

* "I love having someone I can talk to without being judged. My mentor is very optimistic and that's a trait I'd like to have."

* "I like hanging out with my mentor, talking about problems and stuff, and getting help with school work."

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* "I like having a mentor because it's someone to talk to and go places with. My mentor always encourages me to do well."

Some parent comments:

* "His attitude has changed and he communicates better with his friends both at home and at school."

* "She gets different perspectives on situations and she gets to do things she enjoys with someone she trusts and in a safe environment."

* "She is doing better and working harder in school and other things"

* "He has a positive male role model."

* "He is getting more serious about school."

Some counselor comments:

* "J. is more focused due to having the opportunity for adult on-on-one attention. She has blossomed nicely being mentored."

* "We have seen an improvement in S.'s attitude toward school and completing work. "

* "Although A. was tardy to school a lot this year, overall, her attendance in school was better this year than in years past. She seemed to start to care more about her appearance as the year progressed and made improvements in her social skills... Her mentor is a good social role model."

* "T. seemed to express more overall happiness after being with his mentor. He truly enjoyed sharing his experiences with us."

Performance Measure: ED27. Number of students in grades K-12 that participated in the mentoring or tutoring or other education program, including CNCS-supported service learning, who demonstrated improved academic engagement.

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RSVP'S FAMILY LITERACY VOLUNTEER PROGRAM (FLVP)

Statement of Need: "All across America, children from low-income communities are entering kindergarten without the basic early literacy skills for lifelong success. Children enter the school system behind their more affluent peers and are unable to catch up. Perhaps the most disturbing fact about this issue is that it is entirely preventable. The solution is cost-effective and begins before a child even reaches kindergarten...Reading aloud to children is so critical that the American Academy of Pediatrics recommends that doctors prescribe reading activities along with other advice given to parents at regular check-ups. Moreover, many pediatricians now believe that a child who has never held a book or listened to a story is not a fully healthy child." --Jumpstart

History and Description: FLVP was developed in 1992 to help address this issue, expanding its efforts in 1995 through a strong collaboration with Montgomery County Head Start. Through the collaboration FLVP provides volunteer readers in Head Start classrooms; obtains, wraps, and distributes new gift books six times a year to each of the 540 Head Start children along with letters to parents suggesting related activities they can do with their children to reinforce learning; facilitates Adult Literacy tutoring for Head Start parents; and offers "read aloud" workshops for volunteers, Head Start staff, and parents. The collaboration also includes a Lucky Readers Club in each of the 30 Head Start classrooms, encouraging reading through a variety of activities. Lucky is a stuffed Dalmatian mascot who "loves to read" and who is sent home with children on a rotating basis in specially designed cloth tote bags sewn by RSVP volunteers. During these visits, children and their parents "read" to Lucky and record what they have read in journals that are sent back to the classroom. Examples:

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Carol is a retired Goddard preschool teacher. Once a week she spends three hours in a Lansdale Head Start classroom. There she draws on her skills to read to small groups of children and brings in arts and crafts projects to do with them.

This school year, retired school guidance counselor and RSVP volunteer conducted six parent workshops at Head Starts throughout the county. She informed parents about the importance of reading to their children and she provided them with specific ways to engage their children in the reading process and build their language skills while having fun together.

Books distributed this past year: May 11-The Gingerbread Man; October 11 -- Hot Dog Math. December 11- Where are the Missing Leaves; January 12 - The Grumpy Morning; March 12 -- Corduroy; May 12- Who's Awake in Springtime?; September 12 -- Assorted Titles.

FLVP measures and outcomes: FLVP evaluates effectiveness through questionnaires completed each June by Head Start parents and staff. Results gathered from June 2012 are as follows: 96% of the 400 responding parents felt that the activities helped their children become more interested in reading; 98% said that they were reading more often to their children (averaging more than two books a day); 92% said that their child's attention span had increased; and 99.5% said their children had more books available to them; 92% of those whose children were graduating from Head Start felt their children were better prepared for kindergarten; and 91.5% of parents said they had a better understanding about the importance of reading and how to help their children improve. In addition, 37 Head Start teachers completed questionnaires. 100% said that the program improved children's interest and enjoyment in reading; 84% said children's attention spans improved, 100% said children

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exhibited increased reading readiness; and 78% said they believed the program had encouraged parents to read more often to their children. In addition, 100% indicated that their RSVP volunteer readers had a positive impact on children's interest in reading. 50 parents indicated they wanted tutoring for themselves. Sample comments from Head Start parents:

"My son was happy to receive books from the Lucky Reader Program. We don't have many books at home so this program helps build his book library as well as being excited to have story time at home."

"Every night before bed our Jessi asks us to read a book to her. She loves books and her little bookcase is filled thanks to the books she has. Thanks to the gift book program and Lucky Readers Club."

"This was a great chance for our whole family to read together. Thank you for this opportunity!"

"Reading is more fun to everyone in the family. Adrian loves Lucky and reading to him. This program also helped my 8 year old daughter get more interested and more fluent with reading."

And Head Start staff:

"The children look forward to her [RSVP volunteer] weekly visit. She lets them pick some of the books and that helps engage them in the story. She uses different voices and teaches them to connect the text to the pictures."

"This is a great program! The children get very excited knowing they are able to keep the book. It allows them to own a book if they don't have many. I've noticed a lot more of the children looking/reading books throughout the day in the classroom."

"The children have gained confidence in understanding stories and will read and make up their own stories. We have a wonderful RSVP volunteer who reads individually to them and asks questions about the book as she reads to them. Our parents are thankful for the books that the children receive

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as some children do not have a lot of books at home. Also we encourage the parents to look at the pictures of the books and make up a story with their child. Some of our parents cannot read."

Performance Measure : ED23. Number of children demonstrating gains in school readiness in terms of social and/or emotional development.

AMERICA READS -- Literacy Tutors

Statement of Need: From Preventing Reading Difficulties in Young Children published by the National Research Council comes the following: "The majority of reading problems faced by today's adolescents and adults are the result of problems that might have been avoided or resolved in their early childhood years. It is imperative that steps be taken to ensure that children overcome these obstacles during the primary grades." Research also indicates that "if a reading difficulty is not identified and addressed remedially until Grade 3 or later, there is a 75% probability that the children will continue to exhibit significant underachievement in reading. Reading competence by grade 4 is one of the best predictors of which students will finish high school, become employable, have a successful adult adjustment, and avoid problems with the law." -- TeachSafe Schools.org.

History and Description: Established in 1996, RSVP's America Reads provides young elementary school children having difficulty learn to read with one-on-one trained RSVP volunteer tutors who create a nurturing and supportive environment for instruction. Without intervention, those children begin to experience a vicious cycle of low self-confidence further undermining the ability to learn and lowering their confidence even more. RSVP tutors are trained to make the reading process easier and more enjoyable which encourages both self-confidence and reading success. The gentle encouragement and individual attention of the volunteers enables children to take risks in decoding

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and comprehension which they are not comfortable doing in a classroom setting.

The volunteers are placed in neighborhood schools of their choice and according to volunteer needs of the school. Volunteers work with their students on a weekly basis responding to each child's needs as articulated by the classroom teacher. After initial training sessions, volunteers receive ongoing support from the America Reads coordinator through phone/e-mail contact and occasional in-service workshops. Volunteers are also referred to workshops offered through United Way's Center for Youth Development. At the end of the school year, the America Reads Coordinator creates certificates that are then signed by the principals of each school and presented by volunteers to their students.

During the past year, trained RSVP tutors spent 3,890 hours working with 600+ students in 36 elementary schools throughout the county. Example:

Since February 2011, volunteer Yvette, a college professor, has contributed 262 hours working in a Norristown elementary school classroom with first graders learning to read. The teacher says the following: "The students who participate in this program can't wait to read with Yvette. She is an amazing educator and person. She has helped every student she works with and they are more confident because of her. We have 30 first graders in our class and so many students have needs that are hard to meet with that many students. She [Yvette] is loving, dedicated, and knowledgeable. I have an ESL student who only knew the word "I" when she started. Now, she is reading on level."

America Reads measures and outcomes: Of the 48 teachers responding to revised questionnaires (made possible with a Philadelphia Foundation grant), 90% reported that all or most of the children working with volunteers had a more positive attitude towards reading; 85% that all or most were

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better able to relate what they read to their own experiences; and 85% that all or most improved their self-esteem. Some quotes from the teachers are as follows:

"Having more opportunities to read has helped my student develop increased fluency and confidence. My student also appears to have increased reading stamina and makes more connections while reading."

"The students that worked with [the volunteer] the most were my most needy. I have seen huge gains with these students, even though some remain below grade level expectations. These lessons provided support for each of these struggling students, as well as built their confidence...which some needed. One child would not attempt a single thing without me physically guiding him through it. He now soars and glows with confidence. He is more comfortable working with multiple people and not just me."

"The children who work intensely with the RSVP volunteers feel special that they are getting some one on one attention. Because of that attention they do feel more confident in themselves and their work. Individual needs of children are better addressed when working one on one with a volunteer."

Performance Measure: ED27. Number of students in grades K-12 that participated in the mentoring or tutoring or other education program, including CNCS-supported service learning, who demonstrated improved academic engagement.

SAGE (SENIOR ADULTS GENERATING ENRICHMENT)- Classroom tutors

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Statement of Need: Volunteers are an asset to classroom teachers in several ways, particularly during this period of funding cuts to schools. Having a volunteer in your classroom can support instruction and improve students' learning in a variety of ways. Volunteers can provide one-on-one help for students who are struggling and allow the classroom teacher to break the class into small groups which previous studies have shown is a better way to learn. --from Ohio State University Teacher Guide for Volunteers in the Classroom.

History and Description: SAGE was developed in 1990 as more and more requests for volunteer assistance began coming from the schools. SAGE places volunteers as classroom tutors, working one-on-one with all ages needing assistance in a variety of subjects including math and science. Example: Nine RSVP volunteers work with students at North Montco. Technical and Career Center contributing a total of 950 hours impacting an estimated 150-200 students each year according to the volunteer coordinator. Volunteers help with academic subjects such as algebra and in labs training for a variety of trades including industrial electricity, carpentry, and welding.

SAGE measures and outcomes: Each year the SAGE Coordinator sends impact forms to the teachers and/or supervisors. Some examples from June 2012 are as follows:

"[volunteer] has a special rapport with the children -- he talks to them about what's going on in their day, he bolsters their self-esteem and when they finish working with him then bring their work back - proud of their accomplishments!!"

"She [volunteer] is always willing to do anything to help the kids! ...their math skills are better and so is their comprehension."

Performance Measure: ED27. Number of students in grades K-12 that participated in the mentoring

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or tutoring or other education program, including CNCS-supported service learning, who demonstrated improved academic engagement.

VETERANS

Veterans Hire Education Program (VHEP) is an outgrowth of RSVP's Mock Interview Program and RSVP's collaboration with veterans' organizations through Help on Call. In a unique collaborative effort, VHEP is committed to helping returning veterans transition back into the workforce by providing (a) one-on-one job mentors and (b) resume writing, mock interviews, and overall job counseling by RSVP's 21 mock interview counselors and others with experience in human resources, hiring, and business. In response to the stated needs of many returning veterans and veterans' organizations, a major focus of the job counseling process will be to help veterans translate their military experience into skill sets that are appropriate to civilian jobs. In addition, all job counselors and mentors will be trained by experts in the problems vets face when reintegrating into civilian society. Through RSVP's corporate initiative which identifies businesses committed to hiring vets and through RSVP's strong connection to the nonprofit sector, VHEP will stream veterans into appropriate jobs matching their skill sets. Mentors will stay connected to veterans through the job search process and after they have been hired to help them adjust to their employment experience.

Recruitment and Development

RSVP's Educational Programs provide high quality RSVP volunteer assignments that match the desires of specific volunteers to make a meaningful difference in the lives of children and youth. Many of these volunteers are retired teachers, those whose own lives were enriched by mentors, or those who understand that society's future rests with the young having the opportunities to live up to their potential. We believe that the high quality nature of these volunteer assignments are the reason 26% of our volunteer pool serves in RSVP's Educational Programs. Volunteers are informed of

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program outcomes so that they can see the impact of the work that they do. Volunteers are nominated for awards and have received numerous honors for their work.

Training for volunteers is both general and program specific. The initial orientation of the RSVP volunteer is the responsibility of the Field Coordinator. During orientation volunteers are trained on the parameters of volunteerism, grievance procedures and reporting of hours. They are also given information describing volunteer benefits, opportunities and information on emergency preparedness.

Initial interviews with program coordinators are vehicles for orientation and training regarding the expectations, parameters, and practices of each specific program. For instance, a volunteer who wishes to be a reading tutor to a young elementary school student is informed of their role in the classroom which follows the guidelines of the classroom teacher. Mentors learn during interviews that the mentoring relationship is one of trust and that that process often takes time. Some programs, such as Protégé mentoring require more extensive training through initial orientation workshops and ongoing in-service workshops on various topics. Special training workshops also are provided for America Reads, Literacy and Help on Call volunteers. We partner with the United Way Greater Philadelphia and Southern NJ who provides training at no cost to our Mentors, and Literacy volunteers. Our veterans volunteers are trained in resume building and mock interviewing techniques by experienced RSVP volunteers from the business and human services fields and through workshops offered by the Carney Group, a prominent placement agency. APPRISE volunteers receive regular updates and are trained by the state APPRISE office. In 2012 we developed a new E-learning+ format which supplements our regular training workshops. E-Learning+ was originally developed by RSVP's Volunteer Executive Consultants to provide online educational workshops for busy nonprofit leaders. It quickly became apparent that this method of training was a perfect addition to our volunteer training. We recently developed an E-Learning+ workshop to enhance training for those volunteers

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reading in Head Start classrooms, as well as Head Start parents. Volunteers can access the training workshop on our website at the following link: <http://www.rsvpmc.org/content/reading-pre-schoolers#overlay-context=content/resources-and-training>. Additional workshops are in the process of being developed to train volunteers on a variety of issues.

Plans and infrastructure to recruit volunteers includes seeking those from all races, ethnicities, sexual orientation, and degrees of English language proficiency and veterans. Recruitment strategies include the following. RSVP's Public Relations Coordinator expands agency visibility through a variety of media including: Newspapers --Monthly articles are distributed to Montgomery County Newspaper group of 15 county-wide papers. Articles depict volunteers in action and include photo(s). Each article has a readership of 57,000+. Also, Times Herald, readership 23,000+, publishes a monthly article about our Apprise (Medicare counseling) program. In an average year, 21 releases about RSVP events and volunteer activities have been distributed to 22 dailies and weeklies. Online -- presence on volunteer recruiting site (volunteermatch.org) generating over 35,000 views of RSVP volunteer opportunities. RSVP's website and facebook page is updated monthly (rsvpmc.org), ensuring timely information for and about volunteers. Events are promoted through regional community calendar websites as well as event specific websites. RSVP of Montgomery County is now on Twitter @RSVPMONTCO keeping the community aware of our programs and the impact our volunteers make. RSVP's annual newsletter is distributed to all volunteers and partner agencies. We publish RSVP volunteer opportunities in appropriate nonprofit e-newsletters. TV -- RSVP was selected for Brotherly Love segments on CBS-3 TV, highlighting the work of local heroes. Three RSVP programs were highlighted: Homefriends and Family Literacy and Protege. Our Executive Director appears on a local Cable show and Radio Shows promoting volunteerism and RSVP. Each staff and Board Member is considered an "Ambassador" of RSVP. Coordinators and volunteer speakers present our program to groups of senior citizens and to service organizations. We recruit volunteers at Health Expos

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throughout the county; we promote RSVP at our special events and through our brochures which describe our Program. Current volunteers, stations, legislative offices and veterans groups refer potential volunteers. We have reached out to local ethnic churches to try to increase the number of minority volunteers. We are collaborating with Vietnam Veterans of America Valley Forge Chapter 349 and brought together representatives from several Veteran groups in the area; including Disabled America Vets, Post Traumatic Stress Vet groups as well as two start up Veteran nonprofit groups. These groups help recruit veterans and inform unemployed veterans that RSVP can help them with job counseling.

Volunteers are recognized for their service through publicity in the press, our newsletter, our facebook page, recognition events throughout the county and personal notes and words from ED and staff.

Each quarter, staff has an opportunity to submit a name of a volunteer for the Senior Corps award.

We also host a recognition event honoring all volunteers especially our 20 year volunteers with certificates from the Governor and names placed on a perpetual plaque.

Program Management

To ensure management of volunteer stations in compliance with RSVP program regulations, we divide the county into two areas; Eastern and Western Montgomery County. Our main office is centrally located in Blue Bell, PA. Each area is led by a Field Coordinator who reports to the Supervisor of Field Coordinators. Our Field Coordinators are responsible for developing and managing stations, ensuring each station has a signed MOU in place, and visiting stations to verify that the placement and environment is appropriate. Field Coordinators are also responsible for interviewing, orienting and placing volunteers in their area. Placements are made with agencies that can appreciate the abilities of older persons and apply their talents and interests in meaningful assignments that answer critical community needs. The Field Coordinator remains the volunteer's point person at RSVP. If the volunteer is not satisfied with his/her volunteer experience the Coordinator helps resolve

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the issue or finds a new opportunity.

45% of our volunteers choose to serve in one of our RSVP's special programs. These programs are developed to meet the current needs of Mont. Co. and align with CNCS's strategic plan focus areas addressing problems of illiteracy, at risk youth, frail elderly, medical insurance questions, unemployment and veterans. These special programs offer an opportunity for volunteers to use their talents to help others in their community. Each RSVP Program is head by a Program Coordinator who reports directly to the ED. Volunteers who are interested in serving through RSVP's Programs are interviewed and trained by the Program Coordinators. They may also receive training by outside agencies and are invited to attend workshops to enhance their skills/knowledge. Our staff, ED and Board continually assess the needs of the community through collaborative meetings, networking and feedback received from agency partners and volunteers. Our programs are designed to meet the changing needs for services in our society. Ex: We recently developed a new program to help veterans seeking employment with resume writing and job counseling. This program was developed in response to the high unemployment rate for Veterans in Montgomery County.

To develop and/or oversee volunteer stations that address the specified community needs outside the RSVP's Primary Focus Area (Education), we do the following: Under Healthy Futures RSVP's Apprise Coordinator recruits, places and oversees state-trained RSVP volunteers working as health insurance counselors at 21 sites throughout the county, where they provide Medicare, Medicaid, and Medigap counseling to seniors. Through RSVP's Help on Call program, the Help on Call coordinator works with stations and other agencies including Montgomery County's Office on Aging that refer elderly clients for one-on-one volunteer assistance and companionship. Also under Healthy Futures, RSVP's field staff recruits and places volunteers in Meals on Wheels programs throughout the county and places volunteers as friendly visitors in nursing homes and assisted living facility stations. Under Economic Development, RSVP's Adult Literacy Coordinator, recruits and places volunteers at 20

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stations to provide ESL, basic literacy and GED tutoring to low-literate and foreign born adults seeking to improve their educational and employment opportunities.

Regarding graduating stations, our RSVP is fortunate that the diversity of our programs and station jobs meet the focus areas and we will not have to graduate stations at this time. However, we will closely monitor new stations to be sure that they align with focus areas.

To manage project resources efficiently and effectively, the ED presents a report at monthly Board meetings; the Board Treasurer presents RSVP's income statement and ongoing forecast at each Board meeting; Program Coordinators present their program's progress to the Board on a rotating basis throughout the year. In addition, our Board Oversight Committee meets with individual program and field staff to assess program performance and quality, gauging satisfaction and impact. Each year we have an annual board meeting where staff and volunteers report on programs and discuss issues. We have a Strategic Plan and the ED has annual goals that tie into the plan. The Board Strategic Planning Committee reviews progress quarterly.

Organizational Capability

RSVP of Montgomery County has been a 501c3 agency and self-sponsored RSVP project since 1979, and is recognized and respected as the primary provider of senior volunteers in the county. Sound programmatic and fiscal oversight, operational support data collection and internal policies are ensured through the following: Our Executive Director (ED) has over 20 years of experience in management and finance. The ED is responsible for day-to-day operations as outlined in the By-Laws. RSVP of Montgomery Co. has an active Board of up to 25 Directors who, guided by those same By-Laws outlining responsibilities, manage RSVP policies and oversight. The Board is also responsible to fundraise. The Board's Finance Committee oversees development of the budget, ensures accurate tracking, monitoring and accountability for funds; and ensures adequate financial controls. Under the auspices of the Board audit committee, we employ an independent auditor annually. The Board takes

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an active role and meets with ED monthly. The Board's Personnel Committee includes a retired Human Resource Consultant. Our personnel policies are clear and up to date including a conflict of interest, anti discrimination, and whistle blower policies. All staff (including field through VPN) are connected to our server located in our main office in Blue Bell. This allows ALL staff access to public documents stored on RSVP's server, allowing remote access to database and shared files for our field coordinators. We recently installed a larger server which allows for quicker access to Volunteer Reporter information in the field. All data is backed up nightly. A monthly status report is provided to each Coordinator listing their respective active volunteers. Station hours are collected by our Field Coordinators and input into Volunteer Reporter by the Data Entry clerk each month. Our Program Coordinators collect hours for all volunteers placed in their program and hours are forward to Data Entry Clerk for entry monthly. We have also been training volunteers to submit their hours online through our Web site and encourage timely reporting of hours through email reminders providing a link to the website hour entry screen.

We have a 15 person staff (3 full time, 12 part time) two staff members each split their time between two positions, which includes the following: Management: Executive Director- BS in Business Administration with concentration in Finance; Supervisor Field Coordinators -- 10 years with RSVP, MSW with experience in human services and supervision; Development Coordinator -BA in English, with 26 years at RSVP. She is a gifted writer with a vast understanding of our programs. She has greatly increased the number of funders and amount of funds raised since the beginning of her tenure. Office Manager -- an organizational and quality management specialist. Public Relations and Help on Call Coordinator- BFA in communications, working previously for nonprofit organizations, including Pearl S. Buck Foundation. Reviews requests from social service agencies to determine appropriateness, matches volunteers and clients to fill requests. The PR Coordinator writes two monthly articles about RSVP activities for Montgomery County newspapers which is a wonderful recruiting opportunity. She

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also creates regular press releases and keeps our website and social media sites up to date. Special Events and Help on Call Transportation Coordinator -- great organization skills help her match volunteers with client's transportation requests. Extensive experience in special events planning, development and implementation. She plans our annual Volunteer Recognition event and annual fundraiser which supports RSVP's Children's Literacy Programs. Program Coordinators -- America Reads (Reading and Classroom Tutor Coordinator), MA in Reading, former classroom and reading remediation teacher. Literacy Coordinator- Masters in Counseling; 26 years with the program, expert trainer, published writer. Veteran Coordinator- MA in Counseling, experience in development of resource directories. Organizes volunteers to validate information included in RSVP's veteran's community resource directory. Matches trained job counselors with veterans seeking employment. Apprise Coordinator- Former Field Coordinator with MBA who has become an expert in medical insurance issues. Mentoring Coordinator- Former teacher (MEd). Coordinator matches students and mentors after extensive interviews and background checks. She is also responsible for getting parent permission for outings and communicating with school counselors and mentors, providing mentor training and obtaining outcome measures. Field Coordinators- Each Field Coordinator is respected in her area, manages her volunteer program, and keeps in close contact with volunteers and stations. Our Field staff's education includes an MSW and AS Human Services.

RSVP's track record in our Primary Focus Area of Education includes 20 years of working with Montgomery County schools and Montgomery County Head Start. These efforts have grown significantly over the time period to include 26% of our unduplicated volunteers serving 1,500 students preK-12th grade in 55 schools and 30 Head Start classrooms. Our Protégé Mentoring Program, Family Literacy Volunteer Program, and America Reads Program have each been awarded Program of National Significance grants from CNCS, which helped to enhance the volunteer growth of each program. While we have been gathering performance measure output and outcome information for

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many years, a 2011-2012 organizational effectiveness \$40,000 grant from the Philadelphia Foundation has enabled us to strengthen our performance measures so that we can more accurately report our impact as well as continuously improve our program quality and ensure that our primary focus areas conform with the appropriate national performance measure outcomes and outputs. The performance measurement consultants have developed surveys and measurement tools for each of our programs as well as an improved volunteer satisfaction survey. Results will be tracked using Survey Monkey.

The strength of our organizational infrastructure is built on the following determinants. Our facilities include rented space in Blue Bell (Home/Central area office), and 4 (mostly in-kind) office locations throughout Montgomery County. Each field office is equipped with the necessary communications equipment, networked computer, phones, fax, etc. Purchasing is handled centrally at the home office. All purchase requests require prior approval by the Executive Director or Board and in accordance with our written purchasing and approval policy. We have also partnered with a Human Resource consulting firm who provides pro-bono HR assistance when requested. Staff members are given the opportunity to attend workshops for professional development and training. Our Board just completed a new Strategic Plan which includes a plan to implement cross training of staff as well additional IT training. We have job descriptions for all staff and evaluate staff progress including an annual employee self-evaluation. The annual meeting in January each year serves as a time for review of the past and look to the future sharing written accomplishments of the past year and goals for the coming year. RSVP's financial management contains strong systems of records, oversight, and check signing protocols including our office manager who meticulously utilizes Quickbooks as our accounting software to enter every transaction and to generate monthly reports. The Office Manager is supervised by our Executive Director and overseen by our Treasurer and Audit Committee. Each November ED develops a Business Plan and Budget for the coming year. This is reviewed by the

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Treasurer and submitted to the Board for approval at their December meeting. RSVP of Montgomery County has managed federal grant funds from Action and CNCS since its inception.

Our sustainability has the underpinnings of support from more than 50 foundations, corporations and local organizations that fund our agency each year, including two local United Ways, Mont Co Aging and Adult Services, and Pew Charitable Trusts. We have a Development Coordinator and an active Board to continuously seek and obtain new sources of support which protect us from unforeseen shifts in funder priorities or mandatory breaks in funding. We also further diversify our funding base with a yearly fundraiser and an annual appeal.

Other

N/A

PNS Amendment (if applicable)

N/A