

# Nettie Bailey Student Achievement Program Volunteer Handbook



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[www.breakthrough.org](http://www.breakthrough.org)

# Welcome New Volunteer!

We are so excited that you are beginning your journey volunteering at Breakthrough Urban Ministries. That you have decided to volunteer here indicates the kind of willing heart that you have to serve God.

In fact, the willing heart that you have is the same kind of heart that God used through an ordinary person back in 1992. Breakthrough Urban Ministries started when Arloa Sutter was moved to do something about homelessness in her neighborhood. She organized some members of the First Evangelical Free Church of Chicago to focus on meeting a very basic need of homeless persons by serving coffee and daily lunches in a small storefront room in the church. By the end of the year, Breakthrough received its non-profit status. Now Breakthrough provides a variety of dynamic programming for hundreds of homeless men and women as well as youth and neighbors in the E. Garfield Park neighborhood on Chicago's west side.

What has defined Breakthrough's growth over the years is the contagious spirit of those with willing hearts who love God and love people. Although there are lots of outstanding staff at Breakthrough, the heart and soul of the ministry resides in the faithful family of volunteers who have used their willing hearts to become effective partners in what God is doing in E. Garfield Park. That is how Breakthrough started, and that is how it will continue to grow.

So we are glad that you have decided to become part of the ever growing network in Chicago that is showing the compassion of Jesus by helping urban people overcome poverty, addiction and isolation. We pray that your service will have resounding impact in the lives of our guests.

Thank you!

*Breakthrough Family*

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# About Breakthrough

## The Breakthrough Way

### Mission Statement

*“Breakthrough Urban Ministries demonstrates the compassion of Christ by partnering with those affected by poverty to build connections, develop skills and open doors of opportunity.*

### Values

#### *God*

Our ministry flows out of our expression of love to God. The human side can be quantified, but we are thankful for the work of the Holy Spirit in us that goes beyond all measure. We acknowledge the miracles God has performed in the past and we look forward to more of them today and in the days ahead. We believe God’s vision is bigger than our vision and we seek to align our ministry with it (Eph. 3:20-21).

#### *People*

All are created by God and have God-given purpose (Eph. 2:10). Everyone has something valuable to offer and we should acknowledge and listen to everyone. We acknowledge that we are all in a faith process and need a Savior. Therefore, we do not assume we know what is best for people. As such, people are worthy of being treated with dignity and respect regardless of their choices or circumstances.

#### *Relationships*

We are in relationship with people for “the long haul” recognizing that God has not given up on us nor should we “give up” on others. We seek to build bridges and draw people together across the barriers of race and class. We also stress the importance of reciprocity, give and take relationships. And we recognize that all people benefit from being in strong and positive social support networks.

#### *Redemption*

We believe that individuals experience their highest fulfillment, meaning and joy when they understand Christ’s love for them and turn to Him in repentance to receive healing and forgiveness. We believe that redemption is a positive life-giving experience. Jesus said that he “did not come into the world to condemn the world, but to save it” (Jn. 3:17). We seek to communicate and express this love of Christ to all who come into our ministry. We believe that when Christ comes into a person’s life they become a new creation and begin a process of transformation through the power of Christ.

#### *Structure*

We believe that both the staff and the participants of our ministry do best in structured environments in which they know what is expected of them. Therefore, we value intentional goal-oriented programming. We believe that policies and procedures promote safety and freedom.

#### *Collaboration*

We believe that people of good faith can work with people of good will for the good of the community. We acknowledge our limitations and we partner with organizations that have expertise outside our scope of services. We value our partnerships with local churches, volunteers, businesses and donors (Rom. 12:5).

#### *Community*

We value the geographic communities surrounding our sites and work together with other community groups. We seek to listen to other community members to understand their goals and desires for the neighborhood so that we can work together.

#### *Racial Justice*

We demonstrate the truth and power of the Gospel by our love for one another. We are committed to personal self-examination, repentance and accountability for our attitudes, words and actions. We acknowledge that the sins of racism and prejudice are also institutional and structural. We are committed to pursuing justice that is comprehensive in scope, reaching all facets of our organization, as well as into the communities and churches where we serve.

# About Breakthrough

## Volunteer Vision

### From Willing Hearts to Effective Partners

Volunteers play a vital role at Breakthrough. Hundreds of willing volunteers each year contribute to the great needs that Breakthrough is meeting in E. Garfield Park. But we don't just want willing hearts to fill gaps in our ministry or to make life easier for our staff. We want volunteers to discover how their greatest strengths can assist our staff in meeting Breakthrough's greatest needs. We want to move volunteers from having willing hearts to becoming effective partners with Breakthrough.

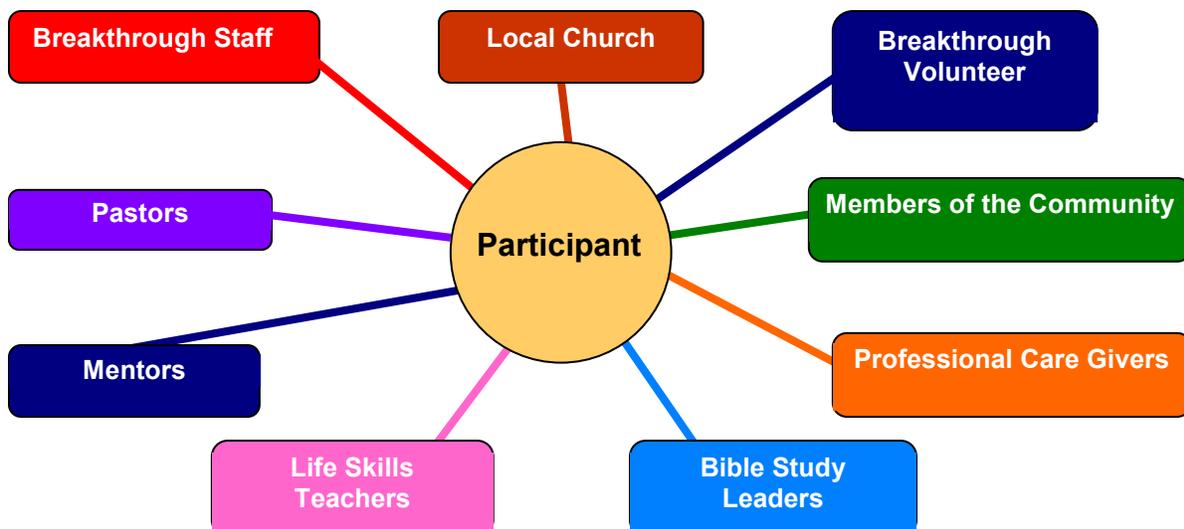
### Volunteer Engage

The volunteer vision at Breakthrough is that of a kind of movement: from willing hearts to effective partners. Our Volunteer Engage initiative here at Breakthrough helps volunteers move in the direction of becoming more effective ministry partners. It consists of opportunities for volunteers to learn more about urban ministry and the major issues facing urban America, to fellowship and share best-practices with other volunteers, and to share in Breakthrough's vision by getting to know its leadership staff. Breakthrough facilitates events, trainings, discussions, lunches, book suggestions and prayer gatherings to support that.

Volunteer Engage is voluntary and is available to all members of the Breakthrough family, from the volunteer who has served at Breakthrough just once to the volunteer who has been serving for ten years! Volunteers should always feel free to engage in the growth opportunities at Breakthrough and are encouraged to bring others along, too. Opportunities are communicated through Breakthrough staff members, as well as through Breakthrough's website and E-newsletter.

### The Network Model

Community is one of the most essential human needs. Our values and resources are based on the quality of the people around us. Many of us have a strong community network that consists of family, friends, co-workers, schools and church members. Such networks give us access to skills and opportunities. But many of the individuals and families who come to Breakthrough are here because they either lack a network or because theirs is drastically broken. As such, we want to surround our adults and youth with a supportive network that consists of various staff and volunteers who can both share skills and provide access to opportunities. As a volunteer, we want you to understand the long term impact you have on a person's life by becoming part of their network of support.



# About the Nettie Bailey Student Achievement Program

*The mission of Breakthrough's After School Tutoring Program is to demonstrate the compassion of Christ by providing neighborhood-based, holistic services that empower individuals, families, and urban communities to overcome poverty, addiction and isolation.*

## Description of Program

*Play:* Students play on an outdoor playground and basketball courts or inside with board games, carpetball, or foosball. If you are here at that time, feel free to play with the students.

*Meal:* Students receive a nutritious, warm meal at 3:45 pm provided by Kids Café.

*Homework:* Students are divided by age into "colleges" to work on daily homework assignments. If students have no homework, they work on assignments provided by Breakthrough staff in a folder that is geared toward their learning goals. Each "college" has a high school staff person who can help answer any questions you may have.

*Computer lab:* Students will work on the Orchard computer software that focuses on reading skills. The lab has a staff member who will answer any questions that you may have.

*Reading Workshops:* Students will work in groups to enhance their skills in language arts. The Reading Workshops will be run by a reading specialist who will plug you into a group.

*Language Arts Games:* Students will participate in games to enhance their skills in language arts. The games provide a kinesthetic approach to learning.

*Elective Classes:* Students will sign up for fun classes like dance, poetry, basketball, and art. If you have a special talent and would like to teach a class, please let us know.

## Hours of Operation

Tuesday	2:45-6:00pm	Play, Meal, Homework, Supplemental Reading Activity
Wednesday	2:45-6:00pm	Play, Meal, Homework, Supplemental Reading Activity
Thursday	2:45-6:00pm	Play, Meal, Homework, Supplemental Reading Activity
Friday	2:45-6:00pm	Play, Meal, Sports & Elective Classes

## Youth and Family Services Staff and Contact Information

### Joshua Center Phone Number

**773-722-0179**

Marcie Curry	Director	(ext. 226)
Andrea Jensen	Associate Director	(ext. 222)
Seth El-Jamal	Youth Development Specialist	(ext. 216)
Lisa Gwin	Pre-K-6th Academic Coordinator	(ext. 218)
Gynger Garcia	Reading Specialist	(ext. 228)
Rusty Funk	Sports Coordinator	(ext. 221)
Bryan Sanchez	Elementary Program Assistant	(ext. 216)
Amy Coles	Junior High Program Assistant	(ext. 228)
Maureen Russo	Techmission Program Assistant	(ext. 227)

## What are the goals of an After School Tutoring Program Volunteer?

- To provide a safe place in the community for children to play and learn
- To provide experiences for children and youth to expand their knowledge base and prepare for their futures
- To connect students to caring adults who are willing to invest in them
- To have 75% of our students reading at or above grade level by the end of 2010
- To assist in immediate education needs like daily homework
- To be an educational resource center for parents seeking opportunities for their children
- To encourage the children to be life-long readers

# About Volunteering with the NBSAP

## Basic Responsibilities and Roles of an After School Tutoring Program Volunteer

### 1. To be a leader

If you look at the example of Jesus, the best leaders are actually servants. By being a servant to these children you will show them that they are valuable to you.

### 2. To assist with academic needs

This could be homework from school or Breakthrough assigned materials.

### 3. To be a monitor

We ask that each tutor do their part by enforcing all Breakthrough rules to maintain peace, order, and safety at the Joshua Center.

### 4. To be committed

We ask that each tutor commit to one school semester of tutoring, at least once a week from 4 p.m. to 6 p.m. Please call Andrea or Marcie at least 24 hours before you plan to miss a scheduled appointment. (773) 722-0179 x222 or x226

### 5. To be a reporter

We ask that tutors report any accidents or damages to the coordinators immediately after they occur.

### 6. To be a rule-follower

We ask that each tutor follow the rules of the Joshua Center and help the staff uphold the mission of our program.

### 7. To believe in the children

We ask that each tutor maintain high expectations of the student enrolled. Believe that they can succeed. Speak encouraging words of hope to them.

## Volunteer Requirements for After School Tutoring Program Volunteers

- Submit Volunteer Application form
- Submit and pass Volunteer Background Check
- Attend Behind the Scenes Tour (not required, but highly recommended)

## Breakthrough's Discipline Procedures

- *Green Zone*- everyone starts the day in the green zone. It stands for "Keep going with your current behavior."
- *Yellow Zone*- 1<sup>st</sup> warning; minor discipline issue. It stands for "Change your attitudes/behaviors now before you get any consequences."
- *Red Zone*- 2<sup>nd</sup> minor discipline issue. It stands for "Consequences." Students in the red zone must conference with Andrea or Seth and receive an appropriate consequence for their actions.
- *Fire Zone*- 3<sup>rd</sup> minor discipline issue or 1<sup>st</sup> serious discipline issue. Students in the fire zone will meet with Andrea or Seth and receive a one-week suspension. A note and phone call will go to the parents. Parent must come in and meet with Andrea or Seth before the student may return. A student who is suspended 3 times in a school year will be dismissed from the program.

# About Volunteering with the NBSAP

## Breakthrough's Student Rules

- Cooperate with all activities at the center with a good attitude.
- Be respectful of others' property and feelings.
- Stay in designated areas (cafeteria, computer lab, bathrooms, and playground.) No student or tutor should be in the kitchen.
- Clean up after yourself.
- No food or drinks should be taken out of the cafeteria (this includes outside).
- No gum or sunflower seeds at any time.
- Students should not answer the door after tutoring begins at 3:45.
- No board games or crafts during homework time.
- Only get on the internet with permission and supervision.
- Only access approved websites.
- Do not leave the Joshua Center until you are dismissed by a staff member.

## Expectations for After School Tutoring Program Volunteers

- **We expect** that each tutor will maintain a healthy, balanced relationship with the students
- **We expect** that each tutor will make it a priority to attend all training and appreciation events
- **We expect** that you will report any concern about another volunteer or regarding a child's safety with a staff member
- **We expect** tutors to fill out the tutor log sheet after every tutoring session
- **We expect** tutors to schedule sessions with Seth or Andrea and sign in every week
- **We expect** tutors to support the rules and goals of the NBSAP

## Breakthrough's commitment to the After School Tutoring Program Volunteers

- Demonstrate the values of the Breakthrough way
- Display leadership regarding our ministry to the guests at Breakthrough
- Value and appreciate you as a volunteer
- Provide appropriate training that you need
- Provide clear and timely communication about expectations and schedules
- Ensure that you have an organized and well-maintained volunteer environment
- Encourage you to discover the greater impact that you and your team can have at Breakthrough

## How to Be a Successful Tutor

- Make a long-term commitment
- Be patient; relationships take time, and they have ups and downs
- Encourage the child to think...don't enable them by doing their work
- Teach skills such as note taking, test taking, organization, listening, time-management, etc.
- Keep your promises
- Put the student's needs first
- Use creativity to enhance learning
- Be firm about your expectations
- Ask the staff for resources and ideas
- Make all scheduled appointments
- Do not bring special treats just for one child. Bring treats for the entire center, but ask a staff member first
- If a child's homework is too difficult for them, please notify Andrea or Seth
- Familiarize yourself with your students' learning goals
- Avoid answering cell phone calls if possible

# About Volunteering with the NBSAP

## Tips on Discipline and Interaction with Students

### *Be consistent.*

- Establish routines.
- Point out the sequence of activities so the child knows what to expect.
- Give warnings when the time to stop or change activities is approaching.
- Use phrases that link your sessions together, "Remember how we worked so hard on those spelling words last week? How was the quiz?"

### *Be specific, clear, and firm.*

- Children need firmness; it provides limits.
- Clearly state expectations: "I want you to read page two and then I'll read page three."
- Clearly give directions that use as few words as possible: "Take your time." "Let's sit down."
- State directions positively: "Write as neatly as you can" vs. "Don't write so messy."

### *Connect calmly.*

- Use the child's name or nickname.
- Make eye contact.
- Try not to stand over the child, but sit or kneel next to him/her.

### *Use your time appropriately.*

- Free time tends to create discipline problems. Use all the time in a structured manner.

### *Appropriate Gift Giving*

- If you want to give a gift you should make it small and bring enough for every child.
- Do not single out students for gifts.
- Do not bring gum or candy for your student.

### *Appropriate Speech*

- Use encouraging words.
- Try to diffuse arguments with your soft tone.
- Do not tease students or be sarcastic.

### *Appropriate Bathroom Procedures*

- Never go into a bathroom alone with a child.
- If you stand outside the bathrooms, be in view of others in the center.
- If you need to check on a student, take a witness with you.
- Do not allow students to "play around" in the bathrooms.

### *Appropriate Time with a Student: **Always remember the 2 adult rule!***

- Do not be alone with a student. If you need to talk privately, go in a quiet place within the large room in full view of others.
- Do not take one student out with you for a special "date."
- Always notify Breakthrough staff before you go on any outings.
- Always ask the parents' permission before you go on any outings and use official Breakthrough permission forms.
- Never have children spend the night at your house without at least two adults present. Please check with the Breakthrough staff before planning any over-nighters.

### *Appropriate phone policies*

- When calling the child's home, always ask to speak to the parent
- If this is your first contact with the parent, it is important to explain your role as a Breakthrough volunteer.
- Always ask permission. Example: If you are planning to pick up a child at 10 am for their soccer game, ask mom if she would like for you to pick up her child at 10, ask her if bringing the child home at noon is ok. Don't assume that you have permission.

# About Volunteering with the NBSAP

## Guidelines for Touching a Student

(some of the following taken from J. Mole, Social Service Training Consultant, The Salvation Army)

- Appropriate touching is important.
- Affection should be appropriate for the age of the child.
- Touching should be initiated by the child, not the adult.
- Touching should only be done in the presence of other adults working in the program.
- Side hugs are appropriate, full body hugs are not.
- Do not let student sit on your lap
- Do not carry students on shoulders or any other way.
- Limit your appropriate touching to 3 times (remember 3 strikes).

## Detecting abuse

### *Defining Sexual Abuse*

#### *Touching*

- Fondling/touching the body or private parts
- Inappropriate kissing
- Intercourse (consensual or non-consensual)
- Oral or anal intercourse

#### *Non-Touching*

- Sexual remarks
- Showing pornography
- Watching any sexual activity
- Exhibitionism

Most cases of sexual abuse go undetected. There may be no apparent physical signs or there may be physical signs detected only through medical examination. The cases that are reported are generally reported by abused children to their parents, siblings, or other caretakers. These reports are often in the form of casual remarks that lead the listener to further inquiry.

Most children say nothing. They may not realize that what was done to them was wrong, or they may be too embarrassed or frightened to speak up. They may not want to get the offender in trouble especially if a friendship has developed between offender and victim. In some cases, telltale physical or emotional signs may arouse your suspicion. In its publication, *The Educator's Role in the Prevention and Treatment of Child Abuse and Neglect*, the National Center on Child Abuse and Neglect outlines certain indicators of sexual abuse:

#### *Physical Indicators:*

- Difficult in walking or sitting
- Torn, stained, or bloody underclothing
- Pain or itching in the genital area
- Bruises or bleeding in the external genitalia, vaginal, or anal area
- Venereal disease, especially in pre-teens
- Pregnancy

#### *Behavioral Indicators:*

- Unwilling to change for gym or participate in physical education class
- Withdrawal, fantasy, or infantile behavior
- Bizarre, sophisticated, or unusual sexual behavior or knowledge
- Poor peer relationships
- Delinquency or running away
- Reports sexual assault by caretaker

Please know that these signs can be indicative of other problems and are not exclusively tied to sexual abuse. However, the repeated occurrence of an indicator, or the presence of several indicators warrants further investigation.

# About Volunteering with the NBSAP

## Reporting Abuse

The following are reporting procedures for volunteer staff:

- If a child or student is observed to have signs of physical abuse (bruises cause by hitting, unexplainable injuries, etc.), volunteer staff/tutors should call these things to the attention of a Breakthrough Coordinator immediately.
- If a child or student verbally accuses a family member or other person of abusing them in some way, the matter should be immediately brought to the attention of a Breakthrough Coordinator. If the truth of the claims seems questionable, the claims should still be brought to the attention of a Breakthrough Coordinator on the same day the claims are expressed.

## Confidentiality

When dealing with issues of confidentiality when a student gives you indication of abuse, please adhere to the following guidelines:

- Never promise a child that you “won’t tell.”
- The State of Illinois Child Abuse Laws considers a tutor a mandated reporter. Hotline phone number (1800-25-ABUSE)
- If a student confides in you that he/she is a victim of sexual, emotional, or physical abuse, or you suspect abuse, you much notify the Youth Director immediately.
- Remember not to share this information with any other person except the appropriate authorities.

# Frequently Asked Questions about the NBSAP

**Q - How old do I need to be to tutor?**

A - We ask that tutors be at least a freshman in high school or 14 years old.

**Q - What commitment is expected of a tutor?**

A - We ask that tutors come at least once per week from 3:45-6:00. We ask that tutors commit to at least one school semester if possible to build consistency with students.

**Q - Will I tutor the same child each week?**

A - Yes. Each tutor will be placed in a small group (8-10 children). Tutors will build relationships with the students in that group.

**Q - Can I bring candy or surprises for my group?**

A - Maybe. If you bring treats, there must be enough for every student (80 children)

**Q - What should I do if I can't make my appointment?**

A - Call or email Andrea ASAP.

**Q - Are the tutoring positions paid?**

A - No. All tutors are volunteers

**Q - Can I take personal calls during tutoring?**

A - We'd rather not have cell phones ringing during tutoring

**Q - What are the demographics of the community?**

A - East Garfield Park is 98% African American, the poverty rate in the community is 35.2% compared with 19% city-wide.

**Q - What schools do the students attend?**

A - Most of the students attend Jacob Beidler Elementary, a handful of students attend Cather, Morton, Dvorak, Chicago West Side Christian and Casals.

**Q - Is there a dress code for tutors?**

A - There is no official dress code, but modesty is a must.

**Q - Where do I park?**

A - There is a small parking lot in front of the building. After that fills up, you may park on the north side of the street. Please avoid the street parking on the south side, so that we do not take up spots from our neighbors.