

AmeriCorps ACCESS Project 2019-20 Teleservice Reporting Instructions

General Information

Teleservice (or completing service remotely) is covered in the ACCESS Project manual under the telecommuting policy on page 15. Under normal circumstances, teleservice is allowed in rare circumstances, as members should be actively engaged in direct service. However, due to the coronavirus (COVID-19) pandemic, teleservice has been put in place to ensure the safety of members and meet the guidelines of CNCS, NC Commission on Volunteerism and Community Service, and UNCG.

As all members have been pre-approved for teleservice at this time, members and supervisors will need to follow the steps below to ensure each member's service hours are accounted for, activities are pre-approved, assignments are collected, and the service is verified.

1. Members are to consult with supervisors on teleservice activities to be performed. *See master list of approved activities.*
2. Members and supervisors agree on a communication plan that includes at least one form of communication for each day of teleservice. Types of communication include phone, email, video (i.e. Skype, Zoom, Facetime, Google Hangouts, etc.), etc.
3. Members will keep track of their approved activities on the Telecommuting Tracking Log and submit the log to their supervisor on the last day of service for each month in which teleservice was performed.
4. Supervisors will review the Telecommuting Tracking Log and verify that all the service hours and assignments listed have been performed as reported.
5. Supervisors will submit the verified Telecommuting Tracking Log to Khouan Rodriguez by the 3rd day of the following month, along with the monthly service logs via UNCG Box.

Instructions for Recording Service Hours

Members will report their teleservice activities using the Telecommuting Tracking Log. All pre-approved teleservice activities, as well as communication with supervisors, need to be documented on the tracking log. Members will need to report the time they started and completed their teleservice for each day, essentially "clocking in" and "clocking out" of service. Members will also have to attach any work product to the service log to turn in to their supervisor (i.e., case notes, lesson plans, etc.). See example provided in the actual log.

Members will report their teleservice hours on the Telecommuting Tracking Log for each day, as well as the total for the month. Additionally, members will report their teleservice hours in the OnCorps Reports online system for each day on which they engaged in teleservice. In the comments section for each day of teleservice, members must include the statement provided:
"Teleservice pre-approved due to coronavirus (COVID-19)."

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Master List of Teleservice Activities

The following are a list of pre-approved teleservice activities. Members can perform activities on the list in consultation with their supervisor. Members can then copy and paste the activities that they performed into their Telecommuting Tracking Log.

Direct Service

Case Management Services

- I researched available programs to help meet client needs
- I completed case notes
- I provided health & human services case management to clients
- I coordinated with other agencies to ensure that clients' holistic needs were addressed
- I conducted intake interviews with clients and assessed their needs
- I updated the client database
- I conducted outreach with clients over the phone and/or internet
- I checked in with my clients
- I followed up on client appointments I made

Disaster Preparedness Education

- I researched disaster preparedness information to present with the DP presentation, including COVID-19 information
- I coordinated with other agencies to share disaster preparedness information with clients, including COVID-19 information
- I created a disaster preparedness flyer, including COVID-19 information, and disseminated it to clients and local agencies
- I conducted virtual disaster preparedness workshop (pre-post-tests sent to ACCESS)

Education Services

- I planned lessons for beginning, intermediate, and advanced level ESOL classes
- I created a placement test to administer during new learner orientation
- I attempted to reach learners by email with learning activities they can do at home
- I checked in with learners by email or phone
- I researched and developed new ideas for volunteer recruitment-tutoring in ESOL
- I redesigned the promotional flyer for ESOL classes
- I developed a list of 10 experiential learning activities for kids age - K-3rd grade, 4th-6th grade

Employment Services

- I conducted online job searches for clients
- I followed up with clients on potential jobs that I found
- I planned lessons for ESOL classes
- I planned lessons for financial literacy classes
- I planned lessons for job classes
- I assisted clients with completing online job applications
- I answered client-related phone calls and returned emails
- I researched general employment topics and refugee-related employment issues
- I researched employment activities for refugees and youth
- I researched job readiness information

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- I conducted outreach to new employers
- I researched new employment opportunities for clients
- I researched employment-related educational activities for youth
- I researched best practices in case management for clients with barriers to employment
- I researched career pathway opportunities such as trainings/info sessions for clients
- I assisted clients with preparing for job interviews
- I connected unemployed, underemployed, and displaced workers with employment and employment-related training opportunities

Volunteer Recruitment/Management

- I emailed volunteers in an effort to retain volunteers
- I returned phone calls and followed-up on voicemails and emails
- I conducted outreach by email & phone to recruit new volunteer and interns
- I conducted research on educational activities for youth that volunteer tutors can do
- I re-engaged/reached out to former volunteers from the past year
- I developed best practices/materials (based on research) for volunteers to use to improve the ways they help students complete their homework
- I developed a 1-2-page electronic survey/evaluation that we can be sent out to volunteers to solicit feedback on their volunteering experience
- I created volunteer "job descriptions" for volunteers
- I developed a summer volunteer recruitment plan including identifying new sites to recruit volunteers from, online or locally

Other Services

- I planned lessons for Citizenship classes
- I shared accurate information about COVID-19, handwashing best practices, County Schools and City response initiatives in appropriate languages via text, photo, and calls, as things progress, share info on where folks can access emergency services
- I planned possible field trips or other activities for youth program
- I interpreted by telephone for clients pertaining to employment and health and human services related activities
- I prepared educational and program promotional materials (i.e., newsletters, flyers, and bulletins)
- I developed a community resource manual
- I updated a community resource manual
- I identified new community resources outside of the immediate county and created a list (includes name, website, basic contact/referral, and description of resources/services provided)
- I identified online resources for (employment/education/volunteers/education/etc.) and created a list (include name, website, basic contact/referral, and description of resources/services provided)
- I created a database of affordable housing options (i.e. 2,3 or 4-bedroom apartment complexes or houses) in the local area w/ rent up to \$1,000 a month
- I identified 5-10 new groups in my local area that I want to explore potential partnerships with as it relates to my service such as employment, volunteer recruitment, youth summer program collaboration, etc.; developed a plan to reach out to these agencies; and documented my actions.
- I developed one (or a series of) 45-min-to-1-hr lesson plan for (*insert a topic related to my service here*) to share with the community

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Possible topics include: self-esteem for teen girls; magnet school applications; summer job opportunities; importance of building a resume; health-related topics for adults; what is a primary care doctor; going to urgent care vs the emergency dept; dental care; household cleaning; changing smoke detectors; safe household cleaners; "baby-proofing"; coupon clipping; how to save money at the grocery store; budgeting 101; info on getting a GED or returning to another school; expectations for parents during parent teacher conferences; etc.

- I prepared a 5-10 min presentation on cultural information for 1-3 cultures that you serve and be prepared to share with your team
- I wrote great stories for the Agency 2nd quarter report
- I wrote an article for the NC AmeriCorps newsletter
- I translated documents related to COVID-19
- I translated documents related to employment services
- I translated documents related to education services
- I gathered 3-5 small success stories related to my service with clients and typed those up in 2-3 paragraphs to be shared with my team and the ACCESS staff
- I put together a list of the first 20 things someone should do in my position so my supervisor can share it with the new person in Aug/Sept.
- I put together a list of advice I would share with someone considering applying for my position
- I researched projects that youth can do over the summer to thank any donors or organizations who make contributions

Indirect Service

Training

- I attended a pre-approved webinar for professional development (*list training topic here*)
- I researched 3-5 new websites (based on my service description); read about the resources on their website; and created a summary to share pertinent information with my team
- I researched 3-5 new websites on (a topic relating to your service that you do not know much about – i.e., trauma, mental health, youth, immigration policy, refugees, human trafficking, etc.); read about the resources; and created a summary to share pertinent information with your team
- I attended employment-related webinars (*list training topic here*)
- I worked on Core Curriculum Training (*list resettlement-specific certification here*)
- I attended volunteer coordinator-related webinars (*list training topic here*)
- I attended a youth-related professional development training

Possible websites for training:

- http://www.actforyouth.net/youth_development/professionals/ (Positive Youth Development)
- http://doe.virginia.gov/teaching/licensure/dyslexia-module/story_html5.html (Dyslexia Awareness Module) & http://doe.virginia.gov/special_ed/disabilities/learning_disability/sld-dyslexia-guide.pdf (Dyslexia Awareness Module)
- http://doe.virginia.gov/special_ed/disabilities/learning_disability/learning_disabilities_guidelines.pdf (Guidelines for Educating Students with Specific Learning Disabilities)
- <https://www.readingrockets.org/teaching> (Teaching Reading)
- I created a mini-presentation to share with my team based on the most pertinent information I learned from any of the following sites:
 - <https://developingchild.harvard.edu/resources/> (Developing Child)

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- <https://learn.nctsn.org/> (The National Child Traumatic Stress Network)
- <https://www.hhs.gov/ash/oah/adolescent-development/index.html> (Adolescent Development) & <http://ocw.jhsph.edu/index.cfm/go/viewCourse/course/AdolHealthDev/coursePage/index/>

Fundraising

- I solicited donations from local businesses such as gift cards or other contributions. 100% of the proceeds go to client programming.