

Volunteer Manual

This Volunteer Manual serves as a comprehensive guide for all UNCG Center for New North Carolinians' (CNNC) volunteers. Volunteers are encouraged to familiarize themselves with this manual to ensure a successful and fulfilling experience while supporting our immigrant and refugee community.

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Section 1: Center for New North Carolinians (CNNC) Overview

- **History**

In April 2001, the UNCG Center for New North Carolinians (CNNC) was established by the University of North Carolina's Board of Governors. It stemmed from a task force initiated by Chancellor Patricia Sullivan in 1997, in response to a significant influx of immigrants settling in the state. The task force, comprising faculty, staff, and community representatives, advocated for improved access to education, healthcare, and job training for these newcomers. Chancellor Sullivan advocated to the UNC Board of Governors and President Molly Broad, resulting in the establishment of the Center to address these needs. Led by Dr. Raleigh Bailey, the Center absorbed existing programs like the ACCESS Program, which focused on providing culturally appropriate services to immigrant communities. Over the years, it expanded its initiatives, welcoming participation from faculty and students across universities in North Carolina.

- **Mission**

CNNC promotes access and integration for immigrants and refugees in North Carolina by bridging newcomer populations with existing communities through direct service provision, research, and training.

- **Programs**

- **AmeriCorps ACCESS Project**

To help immigrant and refugee communities gain better access to human services, become economically self-sufficient and build bridges of understanding between immigrant and mainstream communities. Members commit to one year of service and earn a monthly stipend and educational award.

- **Community Centers Program**

CNNC community centers are in residential areas in Greensboro with a high density of immigrant and refugee populations. They focus on education, health, employment, cultural bridging, referrals, and advocacy, providing essential support and resources for newcomers to thrive and participate meaningfully in society.

- **Immigrant Health ACCESS Project**

Linguistic, cultural, and socioeconomic barriers often prevent immigrants and refugees from receiving adequate health care. The Immigrant Health Access Project (IHAP) utilizes the community health worker model to increase access to integrated health care—which includes primary, behavioral, and oral care—among uninsured immigrant and refugee adults.

➤ **Immigration Services Program**

Recognizing the contributions of immigrants and the value of reuniting families, the mission of the CNNC Immigration Services Program is to give affordable access to those who are eligible to immigrate and/or become U.S. Citizens and need immigration counseling.

➤ **Interpreter ACCESS Program**

The Interpreter ACCESS Project (IAP) aims to have a pool of trained interpreters in various languages who are culturally competent and professional to respond to interpretation requests from local health and human service providers so that Limited English Proficiency persons can obtain culturally and linguistically appropriate assistance, in accordance with [Title VI](#).

➤ **Thriving at Three**

The purpose of Thriving at Three is to assure that Latino immigrant children in Greensboro have a positive and strong foundation from birth to three. TAT delivers long-term at-home services to at-risk families until the child's third year – partnering with the parents to provide direct intervention, parenting education, group meetings, case management, referrals, and care coordination for up to the child's third year.

For more information about us and learn more about our impact, please visit our website <https://cnc.uncg.edu/>. You can also follow us on our Facebook page <https://www.facebook.com/CNNC.UNCG/>

Section 2: Who are Immigrants and Refugees? Helpful Terms for the Populations we Serve

- **IMMIGRANT** is a broad, umbrella term used to describe a person who comes to live permanently in a foreign country. The U.S. has a variety of visa programs giving legal permission to enter and live. When individuals come without

authorization or overstay their legal status, they are considered undocumented. Legal status does affect public benefits.

- **REFUGEES** come through special U.S. and United Nations programs for people who have left their homeland due to a “well-founded fear of persecution based on their race/ethnicity, religion, political beliefs, social affiliation or place of birth.” Refugees are eligible for most of the same rights and services as U.S. citizens. After a year in the U.S., refugees adjust to Legal Permanent Residency, and after five years, are eligible to apply for citizenship.
- **LEGAL PERMANENT RESIDENTS** (LPR) or Green Card holders have been accepted as permanent residents by the U.S. government. LPR holders are denied many basic rights of citizens and are eligible for limited public services. LPR status is a step in the process of becoming a U.S. citizen.
- **UNDOCUMENTED RESIDENT** often negatively referred to as “illegal immigrants,” are persons residing in the U.S. without legal documents authorizing their presence. Some crossed U.S borders without authorization, some have overstayed time-limited visas, and some, who might be eligible for legal status, have been unable to get their papers processed by the federal government in a timely manner.
- **MIXED STATUS FAMILIES** occur when different members of the family have various legal status. Different members of the family are eligible for different or no benefits. Every family is different and what one family’s experiences may not be what another family experiences.
- **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES** (ESOL), formerly known as ESL (English as a Second Language), refers to instruction in the English language for non-native speakers. Students in an ESOL class are known as English Language Learners (ELLs).
- **ASYLEE** is a person who is seeking or has been granted asylum in the U.S and is unable to return to their country of nationality because of persecution or a well-founded fear of persecution. They often come on a temporary visa or come undocumented and then petition the U.S. Government to be granted asylum.
- **DACA** (Deferred Action for Childhood Arrivals) – A 2012 executive order put into place under President Obama, DACA is temporary status undocumented

individuals might be eligible for allowing those granted to access certain benefits. In September 2017, DACA was rescinded by the current administration meaning no new DACA applications would be accepted, leaving roughly 800,000 individuals in the U.S. in limbo as their authorization expires awaiting further legislation or policy is enacted.

Section 3: How Refugees Come to America?

I. BECOMING A REFUGEE

- ***Fleeing***

Refugees flee their homes and communities in order to escape war and persecution. Often a refugee flees to save his or her own life or that of a family member. Family records, professional documents, diplomas, photographs and other precious items are often left behind.

- ***Seeking Legal Refugee Status***

A refugee is someone who has fled his or her country because of a well-founded fear of persecution for reasons of race, religion, nationality, social group or political opinion. A refugee has to have left his or her home country and been granted refugee status in a country of asylum. The office of the United Nations High Commissioner for Refugees (UNHCR) is charged with responsibility for awarding legal refugee status. UNHCR not only confers legal refugee status, but often offers refugees protection, assistance, and alternative legal and travel documents.

- ***Seeking Resettlement***

UNHCR refers only about 1% of all refugees for resettlement in a third country. Only when all efforts to help refugees return home or settle permanently in the country of asylum have failed does third country resettlement become the option of last resort.

The following countries have resettlement programs: Australia, Canada, Denmark, Finland, the Netherlands, New Zealand, Norway, Sweden, Switzerland, and the United States. Other countries accept individual refugees on an ad hoc basis. Family ties, professional abilities, language facility and various other factors are considered when matching a refugee with a resettlement country.

II. SEEKING ADMISSION TO THE U.S. RESETTLEMENT PROGRAM

- ***Referral to the US Program***

Only refugees who have been referred by UNHCR or by the US embassy in the country of asylum are eligible for the US Refugee Resettlement Program. The Department of State's Bureau for Population, Refugees and Migration (PRM) oversees this program. The State Department develops application criteria, refugee admission ceilings and presents eligible cases to U.S. Citizenship and Immigration Services (USCIS) for adjudication.

- ***Adjudication***

Refugees who register for resettlement and meet the criteria for application to the US program are interviewed by a USCIS officer who travels to the country of asylum. The USCIS officer decides whether the applicant is a refugee as defined under US law. An individual designation as a refugee by UNHCR is not guaranteed admission to the US. Many refugees go through an initial application and interview process with representatives from Non-Governmental Organizations contracted to screen and prepare refugees for adjudication.

- ***Approval***

If the refugee's application for US resettlement is approved, he or she will be matched with an American resettlement organization. Most of these nonprofit organizations rely on professional and volunteer staff to assist refugees in the resettlement process.

III. REFUGEE RESETTLEMENT IN THE U.S.

- ***Being Matched with an American Resettlement Organization***

Information on refugees approved for US resettlement is sent to the Refugee Processing Center (RPC) in New York. RPC matches refugees with one of nine voluntary agencies that contract with locally based nonprofits to provide reception and placement services for refugees.

- ***Pre-Travel Activities***

- Assurance Process

The American resettlement organization must "assure" the Department of State that it is prepared to receive each matched refugee. This "assurance" is a written guarantee that various basic services will be provided to the refugee in the initial resettlement phase.

At this time the national level voluntary agency determines where in the US the refugee will be resettled. The availability of housing, employment, needed services, readiness of host community and a variety of other factors determine exact placement. However, if a refugee has a relative in the US, every effort is

made to resettle the refugee near that relative. Refugees do not have to have US sponsors to be resettled in the US.

Medical Clearance

All refugees are medically screened by a healthcare professional working for the US government prior to coming to the US. The screening identifies medical conditions that require follow up or constitute a public health concern.

Security Clearance

All refugees must undergo a security clearance procedure prior to coming to the US. The level of clearance needed depends on the refugee's country of origin. At minimum, the refugee's name is checked against the both FBI and State Department databases.

Cultural Orientation

Most refugees receive some American culture orientation prior to coming to the US. These programs emphasize the importance of self-sufficiency in American culture as well as what to expect in the initial phase. Classes range in length from 3 hours to several days.

- ***Travel to the US***

The International Organization for Migration (IOM) arranges air travel for most refugees coming to the US. Before a refugee leaves the country of asylum, he or she signs a promissory note and agrees to repay the US government for travel costs. IOM relays detailed travel information to the US resettlement organization, so that it can make arrangements for the refugee's arrival.

Section 4: Cultural Information for Some Populations we Serve

Sudanese

- The Sudanese population is a diverse population.
- Most Sudanese are here as either refugees, fleeing the war in Southern Sudan, or as immigrants that have arrived on student visas or by lottery.
- Many are fleeing the long-standing war in this largest country of Africa.
- A group of young Sudanese from the south, commonly referred to as the “Lost Boys,” have been recently resettled as refugees.
- The majority of Sudanese are Muslims from the northern part of the Sudan.

- Within the local Sudanese population there are many who were professionals in their home land (lawyers, doctors, veterinarians, etc.) who are now working as cab drivers.
- Education is very important in the Sudanese community. Most are educated and those who are not are making efforts to go to school.
- Sudanese people tend to have a relaxed approach to time. To be late is very normal and does not imply rudeness.
- Family relationships are highly valued in Sudanese culture. Families support one another financially and socially.
- One of the challenges young people in the Sudanese community are facing is their parents' difficulty adjusting to life in this country.
- Respect is a very important part of everyday life. Elders receive the highest respect. To show respect, all older people are called either uncle, aunt, grandpa, or grandma regardless of their actual relationship with a person.
- Word of mouth is the primary form of communication in this community.
- To advertise programs, place announcements in places where Sudanese people spend their time: Middle Eastern grocery stores, Laundromats, and mosques.

Latino/Hispanic

- Latino/Hispanic: is an ethnic group composed of individuals from over 20 different countries in North, Central, and South America.
- Some people prefer the term Latino to describe their ethnic heritage because it emphasizes a geographical area and it is inclusive of many cultures.
- Others prefer the term Hispanic, which emphasizes the Spanish heritage and parallels the U.S. Census term.
- Latinos/Hispanics are the largest minority in the United States. According to the Pew Hispanic Research Institute there are 828,000 or 9% of the total population in North Carolina.
- This is by far the largest and growing immigrant group in Guilford County and across North Carolina. This Latino/ Hispanic increase is sufficient to move Guilford County and much of NC into becoming a bilingual and bicultural state.
- Most Latinos/ Hispanics come to the U.S. as immigrants, with the exception of some Colombians, El Salvadorians, Nicaraguans, and Guatemalans who may have refugee status.
- Mexican immigrants typically come to this country escaping difficult economic conditions at home.
- Not all Latinos/Hispanics are Spanish speakers, nor can it be assumed that all Spanish speakers will be able to communicate effectively with one another.

- There are comparatively fewer middle and upper-class immigrants from Latin American countries immigrating to Guilford County. The majority of Latino/Hispanics in the area are working class Mexicans from rural areas.
- Family is extremely important and family needs are highly prioritized. Latinos/Hispanics typically live in extended family groups.
- The Latino/Hispanic population in Guilford County is relatively young and male. Men typically immigrate in order to generate earnings to send to relatives who remain behind in the country of origin.
- Like African-Americans, Latinos continue to face racial discrimination, in NC, 44% of Latinos 17 and younger live in poverty. 43% are without health insurance.

Congolese

- In 1960, the Republic of Congo became independent from France.
- The First Congo War: 1996-97. Rebel forces backed by Uganda and Rwanda dismantled the presidency of Mobutu Sésé Seko. Rebel leader Laurent-Désiré Kabila declared himself president, changing the country's name back to the Democratic Republic of Congo.
- The First Congo War led to the Second Congo War (often called Africa's World War, involving 8 African nations), which began in 1998 and ended roughly during 2003. The Transitional Government of the Democratic Republic of Congo came into power.
- Even though the war was officially over in 2003, starvation and disease continued as a direct result of the fighting. By 2008 this had led to the death of 5.4 million people, making it the deadliest conflict since WWII.
- Much of the conflict has stemmed from ethnic violence between Hutu- and Tutsi-aligned forces.
- After a failed peace treaty in January 2008, fighting began again in October under the leadership of rebel Laurent Nkunda. This has added to the displacement of 2 million Congolese by the Kiva conflict.
- On Jan. 22, 2009, Nkunda was captured by the Rwandan government as he was fleeing the DR Congo. The DRC is hopeful that Nkunda's capture will end activity from the rebel group.
- The DRC is home to an estimated 2.8 million people.
- French is the official language. Common trade languages are Lingala and Monokutuba. There are over 60 local languages spoken (including Kikongo, Sangha, and Bateke), as well as long-distance communication through drumming.
- Drumming can be used to announce marriages, births, deaths, etc., through different signifying beats.
- There are 15 main ethnic groups in the DRC. The largest are the Bakongo (48% of the population), the Sangha (20% of the population), and the M'Bochi (12% of the population).

- Less than 3% of the land is used for agriculture. Meat is expensive because it has to be imported or hunted. Staples include: Bananas, pineapples, taro, peanuts, manioc, cassava, rice, and bread.
- The Fundamental Act mandates freedom of religion. About 50% of the population is Christian, and 2% Muslim. Combinations of Christianity and Animism are common as well as traditional religions.

Burmese

- Burma: A majority of Burma's people are ethnic Burmans, Shans, Karens, Rohingya, Arakanese, Kachins, Chins, Mons, and many other smaller indigenous ethnic groups form about 30% of the population. Indians and Chinese are the largest non-indigenous groups.
- The Karen people are an ethnic group in Southeast Asia enduring an ethnic cleansing in Burma. Between 500,000 and one million Karen live in hiding within their country, but many others live in nine refugee camps along the Thailand border.
- Karen people are currently staying in seven cities around North Carolina: New Bern (262), Carrboro (143), Highpoint (136), Raleigh (132), Greensboro (129), Chapel Hill (55), and Durham (8). There are about 13,000 Karen refugees across the United States.
- According to Lutheran Family Services (LFS), Karen families began arriving in North Carolina in August 2006. Since 1979, more than 9,000 individuals have been resettled in North and South Carolina as a result of the LFS refugee resettlement initiative.
- The Karen are being forced to flee their traditional homes due to what many call an ethnic cleansing program being carried out by the military government of Burma. Many Karen live in hiding for years within Burma, moving from place to place to keep ahead of army troops hunting them. When they run out of options, they flee into Thailand where some 155,000 are living in refugee camps
- Approximately 70% of Karen people reside in rural areas and have an agrarian lifestyle.
- In the Karen State of Burma, there are three distinct seasons. February through May is hot, June through October is rainy, and November through January is cool and dry.
- Traditional Karen beliefs revolve around natural resources and their protection.
- Cloth-dyeing, weaving, and basket-making are common activities.
- In Karen culture the day typically begins around 4:30 a.m., and ends around 8 p.m.
- Most houses are made from bamboo or wood and are raised on stilts to accommodate animals below and keep away from mosquitoes.
- Around 70% of Karen people are Theravada Buddhist, Buddhist-Animist, or Animist. 20%- 30% are Christian.

Bhutanese

- Near the end of the 19th century, many Nepalese began to migrate to Southern Bhutan, where they had been allowed to maintain their language and customs.
- Beginning in the 1980s the Bhutanese government began passing laws stripping away the citizenship rights of many Nepali-speaking Bhutanese or Lhotshampas. Starting with the The Bhutan Citizenship act, enacted in 1977, applicants were required to have lived in the country for 20 years, to have a working knowledge of the written and spoken language, and to practice the customs and traditions of the Bhutanese.
- Even though Nepali, Dzongkha and English had been the official languages of Bhutan, in 1989 the Nepali language is no longer used in schools.
- After government attacks on protests calling for democracy and respect for human rights starting in 1990, thousands of Lhotshampas left Bhutan fearing persecution and torture from the Bhutanese government security services. Those who flee are called traitors. Their family members lose citizenship and are charged with crimes against the nation.
- In 1996, Nepal demands that Bhutan allow for the return of approximately 80,000 refugees.
- In 2001 Approximately 100,000 people living in refugee camps in Nepal are allegedly forced out due to ethnic and political repression. Bhutanese and Nepalese authorities discuss when, how, and who will be allowed to return to Bhutan.
- 2005 Jigme Singye Wangchuck, who has been King since 1972 states that he will relinquish his throne to the crown prince in 2008 after parliamentary elections.
- Bhutan's constitutional monarchy officially began on July 18th, 2008 when parliament adopted the constitution moving Bhutan from an absolute monarchy to a parliamentary democracy.
- Ngalops, Sharchops, and Lhotshampas are three of the main ethnic groups with Ngalops as the majority and dominant group in society and the government. Their culture, norms and Buddhist religion are considered to be the standard that all citizens should adhere to. The Lhotshampas are descendants of Nepal and account for 35% of the population. They are mostly farmers and speak many different Nepali dialects and mostly practice Hinduism.
- In 2007, all of the Bhutanese refugees in Nepal qualified to be resettled in a third country. According to the International Organization for Migration, by the beginning of 2011, 34,353 of the 40,420 that had already been resettled did so in the US, while 54,709 are in the process of resettlement and 17,533 have not expressed a desire to relocate to a third country.

Section 5: How to Interact with Diverse Population?

There are two approaches that you can use to effectively communicate with diverse cultures:

1. Cultural Competency

Cultural Competency is the ability to interact effectively with people of different cultures

Four Steps to Developing Cultural Competency

1. Awareness of one's own cultural worldview: Your social identity, aspects of your life given to you, aspects chosen and aspects at your core all create your cultural worldview.
2. Attitudes towards cultural difference (ethnocentrism): What are my expectations about what should be happening or about what should be done?
3. Knowledge of different cultural practices and world views: Continue to expand your own knowledge and experience with other cultures.
4. Cross-cultural skills – navigate events, interactions, etc: Ability to navigate and interact effectively with people of different cultures.

2. Cultural Humility

Cultural humility is a lifelong process of self-reflection and self-critique, where individuals engage in continuous learning about other cultures and their own biases, and work to understand the power imbalances that exist in society. It goes beyond cultural competence, which is the ability to understand and interact effectively with people from different cultures, by emphasizing a commitment to ongoing personal and institutional reflection and change.

Key aspects of cultural humility include:

5. Self-Reflection: Continually evaluating one's own beliefs, values, and biases, and understanding how these influence interactions with people from different cultural backgrounds.
6. Lifelong Learning and Curiosity: Acknowledging that one can never fully master the complexities of another culture and must continuously seek to learn and understand.
3. Acknowledging Power Imbalances: Recognizing and addressing the inherent power imbalances in relationships, whether they are interpersonal, organizational, or systemic.

4. Institutional Accountability: Encouraging organizations and institutions to commit to practices and policies that promote cultural humility and address disparities.
5. Mutual Respect and Partnership: Fostering respectful partnerships with individuals from diverse cultural backgrounds, valuing their experiences, and working collaboratively to meet shared goals.

If you ever feel personally offended, frustrated or hurt whether interacting with the immigrant and refugee youth or adults, it's important to take a step back and see if it could just be a cultural miscommunication.

Section 6: CNNC Volunteer Policies

Volunteer Program Mission

The mission of the CNNC Volunteer Program is to provide volunteers with impactful, hands-on experiences, valuable guidance, and opportunities for personal and professional growth. Our program aims to enhance volunteers' abilities, fulfill their motivational needs, and empower them to make significant contributions to CNNC and the diverse communities we serve.

- **Reporting:**

At CNNC, volunteers may be serving in various capacities across different programs. Each site or program will have a Site Supervisor (AmeriCorps member) or Program Coordinator overseeing the activities at that location. Additionally, there is a Volunteer Coordinator who manages the overall volunteer program. This means that CNNC volunteers will have both a task supervisor (Site Supervisor) and a direct supervisor (Volunteer Coordinator).

What to Report to the Volunteer Coordinator:

Volunteers should report the following to the Volunteer Coordinator:

- Concerns: Any concerns regarding fellow volunteers, staff, or the overall volunteer experience should be communicated promptly.
- Suggestions: Volunteers are encouraged to share ideas for improving the programs they are volunteering with and overall operations.
- Weekly Schedule Changes: Volunteers should notify the Volunteer Coordinator of any changes to their weekly schedule as soon as possible.

- Last-minute schedule changes: Volunteers should notify the Volunteer Coordinator and the Site Supervisor of any last-minute change in their schedules.
- Service Hours Verification: If volunteers are completing service learning hours, these hours will be verified by the Volunteer Coordinator.
- Abuse: Any instances or suspicions of abuse for clients or volunteers should be reported immediately to the Site Supervisor and the Volunteer Coordinator.

What to Report to the Site Supervisor:

Volunteers should report the following to the Site Supervisor:

- Questions About Tasks: If volunteers have any questions about their daily tasks, the resources needed to complete these tasks, or require assistance with performing the tasks, they should direct these questions to the Site Supervisor, who will be on-site.
- Last-minute schedule changes: Volunteers should notify the Volunteer Coordinator and the Site Supervisor of any last-minute change in their schedules.
- Abuse: Any instances or suspicions of abuse for clients or volunteers should be reported immediately to the Site Supervisor and the Volunteer Coordinator.

- **Training**

All volunteers must attend a training session with the Volunteer Coordinator before beginning their service. This session will cover essential information about the Center for New North Carolinians, including roles, expectations, and policies. Additionally, volunteers are required to participate in any ongoing training relevant to their roles.

- **Tracking Volunteer Hours**

Tracking volunteer hours is crucial to ensure we can properly recognize our amazing volunteers for their dedication. It also shows the impact of our programs, which helps secure future funding. We kindly ask all volunteers to record their hours on the timesheet shared by the Volunteer Coordinator. Volunteers should follow the submission guidelines provided during training to make this process smooth and efficient.

- **Paperwork**

Before starting their service, volunteers need to complete some paperwork. One important document is signing the Volunteer Agreement, which outlines volunteer's responsibilities and rights. This agreement helps ensure that everyone understands what is expected. Additionally, volunteers will be asked to sign a Photo Release Form if

they consent to allow us to use photos taken during their service for promotional purposes, such as on our social media platforms or in flyers. Volunteers are not required to sign the form if they prefer not to give this permission. Lastly, we will need a picture of an official ID that shows photo and birth date (e.g., driver's license, passport, etc). We kindly ask our volunteers to follow any submission guidelines provided by the Volunteer Coordinator during the training.

- **Photo and Video**

Volunteers are prohibited from capturing pictures or videos of CNNC clients. For specific projects requiring visual media, volunteers must first obtain permission from the Volunteer Coordinator. Additionally, volunteers must secure consent from the clients or, for minors, from their parents or legal guardians before capturing any photos or videos.

- **Social Media**

Volunteers are prohibited from befriending CNNC clients on any social media platforms during their volunteer service with us. Additionally, volunteers are not allowed to share any content related to CNNC clients on their social media platforms.

- **Phone/Laptop Use**

Volunteers should minimize the use of phones and laptops while volunteering with the CNNC. This ensures full attention and dedication to the tasks at hand and provides the best support and engagement with our clients.

- **Dress Code**

The dress code may vary based on the work location and the nature of the events volunteers will be involved in. In general, our dress code is casual/business casual, and we kindly ask volunteers to dress modestly and respectfully (nothing revealing or super short). This is especially important as volunteers will be interacting with individuals from diverse cultural backgrounds, each with their own clothing customs. Volunteers should be mindful that they are representing the CNNC, and their attire should reflect our organization's professionalism and values.

- **Communication and Professional Etiquette:**

At CNNC, we value the importance of clear, timely, consistent, and respectful communication. Below are some friendly guidelines to help maintain effective interactions between volunteers and CNNC staff and clients regarding email etiquette. Remember, we are all here to support each other and make a positive impact together!

Guidelines for Email Communication:

-Subject Line: Always include a clear and concise subject line that reflects the content of your email.

-Greetings and Sign-Offs: Use appropriate and respectful greetings (e.g., “Dear [Name]”) and sign-offs (e.g., “Best regards” or “Sincerely”).

-Consider Your Audience: Tailor your language and tone to suit the recipient and the context of the communication.

-Proofread: Carefully review your email for spelling, grammar, and clarity before sending.

For additional tips on writing professional emails, refer to: [Indeed Email Etiquette Guide](#).

- **Confidentiality**

Volunteers must respect the confidentiality of any information they encounter while volunteering. This includes personal data, organizational details, and any other sensitive information. If volunteers become aware of any breach of confidentiality or if they accidentally disclose confidential information, they must report it immediately to the Volunteer Coordinator. Upon ending the volunteering role, volunteers must return all materials containing confidential information and ensure that any digital files are deleted or secured as instructed.

- **Health and Safety**

Volunteers must take reasonable precautions to ensure their own health and safety while volunteering. If volunteers are feeling unwell or exhibiting symptoms of illness, they should refrain from volunteering at any CNNC sites. This helps prevent the spread of illness and protects the health of our clients, staff, and fellow volunteers. If volunteers are unwell or unable to volunteer due to health reasons, they should notify the Volunteer Coordinator as soon as possible.

- **Commitment**

Volunteers should establish and commit to a regular weekly schedule that aligns with their availability and the needs of CNNC. Volunteers should adhere to the planned schedule to ensure reliable support and to help us plan effectively. If volunteers need to make any changes to their scheduled volunteering hours, they should notify the Volunteer Coordinator as soon as possible.

- **Parking**

If volunteers will work from the CNNC office, they can park on the 2-hour free parking on the Union or Highland streets behind Highland Residence Hall and walk 2 minutes to the office. Highland Hall is located at [701 Highland Ave, Greensboro, NC, 27403](#).

Volunteer should move their cars every two hours to avoid parking charges. As a side note, parking spaces in the back of the CNNC office are reserved for UNCG employees. CNNC office is located at 915 W Gate City Blvd, Greensboro, NC 27403.

If volunteers will work at CNNC community centers sites, there are parking spots in front of each site that volunteers can use. Below are the sites' locations.

Community Enrichment Center

Address: 201 N. Westgate Dr., Greensboro, NC 27407

Oakwood Forest Center

Address: 4100 US Highway 29 N. #34, Greensboro, NC 27405

Eastside Immigrant Community Center

Address: 500 Banner Ave, Greensboro, NC, 27401

If volunteers will work at locations not listed above, they should adhere to the location's parking rules. CNNC is not responsible for any parking charges incurred.

- **Clean Work Environment**

Volunteers should ensure that they maintain a clean workspace and consistently clean up after themselves. If volunteers work from the CNNC office or community centers, cleaning tools are available for their use. Volunteers will receive a site tour to familiarize themselves with the location.

- **Reasons for volunteer's dismissal**

Volunteers are a vital part of CNNC, and maintaining high standards of conduct and performance is essential. The following are grounds for dismissal from volunteer roles, which may be applied based on the severity and frequency of the issue:

-Consistent failure to adhere to established procedures or guidelines that impacts the effectiveness of the volunteer program.

-Any behavior that is deemed unprofessional, disrespectful, or harmful to others, including harassment, discrimination, or abuse.

-Refusal to follow reasonable instructions from the Volunteer Coordinator or staff members.

-Frequent absences or failure to adhere to the agreed-upon schedule without valid reasons or prior notice.

- Demonstrated lack of commitment to the volunteer role, including poor engagement with the mission or objectives of CNNC.
- Engaging in actions that pose a risk to the health and safety of oneself or others, or failure to comply with safety protocols.
- Any form of theft, fraud, or dishonesty related to the CNNC assets or operations. Involvement in criminal activities or actions that could damage the organization's reputation or violate legal standards.
- Actions that conflict with the core values and ethical standards of CNNC.
- Lack of cultural humility which includes not willing to learn and be open to cultural differences.
- Repeated or serious violations of CNNC volunteering policies.

- **Volunteer Rights**

As a volunteer, you have rights and responsibilities. Your responsibilities are to adhere to all forementioned volunteering policies. Your rights are that the CNNC will:

- Match the needs of the organization with your skills, knowledge, experience, time, and motivation.
- Recognize that successful volunteer involvement incorporates the individual's motivations, aspirations, and choices.
- Ensure that paid staff and volunteer managers (staff and volunteers), are trained to work with you.
- Provide appropriate training.
- Ensure you feel properly valued and appreciated.
- Respect you, listen, and learn from what you have to say, consistently encouraging two-way communication.
- Ensure you have a good understanding of what CNNC is and does and be provided with timely and accurate information about the organization's work, policies, and procedures.

-Foster a friendly and supportive atmosphere – aiming to make volunteering rewarding and pleasurable.

-Ensure you have access to a supervisor to guide and advise.

Section 7: CNNC Volunteering Positions

1. Volunteer Tutors at the Community Centers Program

- **Community Centers Program Mission:**

The community centers help to facilitate the continuous education and integration of immigrant and refugee families into the local community.

- **Community Centers Location:**

Our sites are in residential areas where we are able to offer a variety of programs and services to the people we serve, from employment classes to youth programs.

- Community Enrichment Center

- Address: 201 N Westgate Drive, Greensboro NC 27407

- The house that we use as a center is at the beginning of the neighborhood and has a sign in the front yard.
 - The Community Enrichment Center serves a large number of immigrants that have come from the Sudan, as well as a smaller number of different ethnic groups with mostly Arabic speaking families and some Spanish and Swahili speaking families.
 - This Center is accessible through Greensboro public Transportation.

- Oakwood Forest Center

- Address: 4100 US-29 Lot #35, Greensboro, NC 27405

- It is very easy to miss the complex when speeding along the highway, it is right before an exit for a new highway/loop 840/785 – don't take that exit if you go past Oakwood! There is a sign for turnaround to go South on 29.
 - Once inside the complex, go past the leasing office on the right, the pool, parking lot on your left, and veer to the right at the fork, the center will be on your left. There is a sign & a handful of parking spots.

- Oakwood Forest serves a predominantly Latino community that has been in the U.S. 5-10+ years, as well as African American families.
 - This Center is NOT accessible through Greensboro public transportation
- Eastside Immigrant Community Center
 - Address: 500 Banner Ave, Greensboro, NC, 27401
 - This Center serves a diverse immigrant and refugee community from Congo, Syria, Afghanistan, and Latin America.

- **Our Programs within the Community Centers**

- **After-school Tutoring** program helps youth with their learning through daily homework assistance, with an emphasis on basic reading and math skills. With the assistance of university and community volunteers between 4-15 youth are served at each center. This is where the majority of our volunteers serve.
- **Job Training - GREAT** – Job training and assistance in filling out applications, our GREAT employment folks assist adult clients with various job opportunities.
- **ESOL Classes** taught by a collaboration with Reading Connections and AmeriCorps members to build English vocabulary and literacy skills.
- **Citizenship Classes** to provide an environment where refugees and immigrants can take steps towards becoming a citizen of the United States.
- **The Congregational Nurse Program** a Cone Health funded project that provides community centers with a weekly visit from a nurse. The nurse provides health education and screenings as well as referrals.
- **Case Management and Cultural Brokering** provides one-on-one to families by AmeriCorps staff and interns and encompasses everything from access to computers, to clothing donations, to applying for food stamps, health access, and connecting to other resources in the community.
- **Volunteer Roles:**
 - Provides a one-on-one and/or group tutoring to the immigrant and refugee children (KG-12).
 - Participates in enjoyable activities that build positive relationships with the kids.
 - Participates in the cleaning process at the centers after the tutoring sessions end.

- **Tutoring Program Calendar and Time of Operation:**

The tutoring programs run September-June, following the Guilford County school (GCS) schedule. On days when GCS is scheduled to end early, the centers are still open. On Teacher Workdays and school holidays, there are no tutoring programs. The Volunteer Coordinator will inform volunteers of any special programming that may happen on these days or on the weekend. When GCS closes for inclement weather, the centers are also closed.

- Community Enrichment Center tutoring program runs Monday-Thursday from 3:30 pm – 6:00 pm.
- Oakwood Forest tutoring program runs Monday, Tuesday, and Thursday from 2:30pm – 5:30pm.
- Volunteers have the flexibility to select the tutoring days that fit their schedules to volunteer. However, on the selected days, they should commit to attend the entire tutoring session.

- **Volunteers' expectations after arriving at the Centers**

1. Introduce yourself

- If it's your first time at the Center, please arrive 10-15 minutes early during your first visit to receive a site tour. Make sure to introduce yourself to the AmeriCorps member as a new volunteer to receive the site tour.

2. Sign-in.

- The Volunteer Coordinator keeps track of who is coming in and out of the Center as well as the number of hours volunteers serve. The Volunteer Coordinator is unable to verify hours for a class if you have not signed-in and signed-out on the on-site volunteer timesheet. Please ask the AmeriCorps member about the location of these timesheets if you didn't locate them.

3. Find an individual student or group of students to work with.

- Due to the nature of the program, you might not always work with the same student from week to week. However, if you find a student that is a good match, we encourage you to continue working with that student.
- Your most important responsibility is to assist with the on-going education of the children. During the tutoring time, the main focus is on homework and building on the student's education. With that in mind, you are here to HELP and EXPLAIN for the kids their homework, NOT DO IT.

- Once you have completed the homework, focus on basic math or reading skills and work on filling in the “gaps” you discovered through reading a book, quiz math facts with flash cards, etc.
 - Center staff can assist you with finding supplemental material.
4. Engage with the kids in fun activities.
- During playtime, children will have the opportunity to either play on the playground outside the center or participate in fun activities inside. This is a valuable time for you to build relationships with the children. We encourage you to actively engage in these activities and enjoy the time spent with the kids. Your involvement makes a difference!
5. Clean up and sign out.
- Once everyone is being helped or has completed their homework, it’s time to clean up! Cleaning is CRITICAL to avoid bugs. Encourage the students you were working with to assist in the clean-up process. Often they can show you where the clean-up supplies are. Don’t forget to sign out!

• **Some Tutoring “Do’s and “Don’ts” for Youth of All Ages**

The following is a list of tips and techniques for working with ESOL students of all ages.

DO...

- Face students
- Pause frequently, speak slower, paraphrase often
- BE EXPLICIT - clarify pronouns
- Say it in “kids terms” Use pictures, drawings, actions, and reality to explain
- Think out loud- talk about how you make sense of the content. “When I saw the picture of _____, I thought _____ and that’s how I made the connection between _____.”
- Increase wait time for students to answer
- Encourage students to participate actively in tutoring – to ask, questions, to solve problems, to offer their ideas
- Understand where your students come from and what experiences

DON’T...

- Shout or overly exaggerate words
- Use complicated or complex sentence structures or slang
- Solely rely on words or heavy text
- Assume that just because students can read the words means that they understand the content of what they are reading
- Devalue or belittle ESL students’ lives and experiences
- Imply that they are stupid because they are having trouble or get the answer wrong
- Give them the answer
- Encourage students to become overly dependent on you
- Lecture for long periods of time
- Allow the student to painfully struggle through difficult homework and get upset/overly upset

- they have had. Maybe the challenge is not just academic.
- Understand that sometimes there is a mismatch between students' life experiences and school expectations (i.e. sledding)
- Help them think for themselves
- Have fun!
- Overly use asides and idioms (“head over heels”)

● **Tips for Working with Younger Students**

All Guilford County school kids Kindergarten – 2nd grade, have the same subject homework almost every night. Often this homework comes home in a clearly labeled folder, such as “Vanessa’s Homework Folder.” The homework often includes:

- Individual math sheet (or two), or math out of their practice handbook
- Spelling words for the week with a spelling test on Friday
- Reading for 15 – 20 minutes.

Often with our youngest kids, Kindergarten and 1st grade, it’s important for you as the tutor to help them find their homework folder and identify what they have to do for that day. These kids often have a sheet that lists their homework for the whole week. We encourage you to go through this with the kids!

In addition, look for notes home from the teacher, permission slips, and newsletters listing what’s going on at school. Share it with the student, ask questions about upcoming field trips or events going on at the school and encourage them to tell their parents. SCHOOL IS INTERACTIVE! Studies have shown that students who have parents/guardians/mentors who are active in their student’s classroom life will do better in school. If there is something that has to get signed by a parent, Please let the staff know so they can make sure the parents find out.

Reading with Younger Students

- Reading begins with learning the alphabet and practicing the sounds of the letters! If your student is struggling with sounding out words don’t be afraid to review the alphabet. Have the student write letters in capitals and lower cases and say the sounds of the alphabet.
- Know where your student should be. A Kindergartener cannot read a book totally by themselves!
- Help the student pick out grade level appropriate books

- **Conflict Resolution**

Conflict Resolution with youth and within multicultural settings can be challenging, but it's not totally unattainable! Remembering just a few basic points will go a long way.

- Conflict is normal and natural (and often helpful)!
- We all have our own perceptions of conflict, what defines conflict, how we interact with conflicts, and how to resolve conflict.

Definition

- While there are various definitions of conflict, a possible definition as it relates to our youth and our own experiences at the Center, conflict is “a disagreement through which the parties involved perceive a threat to their needs, interests or concerns.”
 - Conflict brings some level of disagreement or some level of difference in the positions of the two (or more) parties involved. But often the perceived disagreement may be quite different. In fact, conflict often includes high levels of misunderstanding and that the perceived notions are considerably different

Reactions to Conflict

- Emotional – often our youth already have difficulty regulating their emotions due to their backgrounds. Adding in conflict only often heightens the situation.
- Cognitive – often the most influenced by our cultural assumptions – this is the ‘self-talk’ aspect. We might think:
 - “That jerk! Who does he think he/she is!”
 - “I wonder if he/she realizes what they have done. They seem lost in their own thoughts. I hope there isn't anything else serious going on.”
- Physical – physical reactions often include heightened stress, bodily tension, rapid heartbeat, etc. Establishing a calmer environment for yourself or for the individuals in conflict will assist in resolving the conflict.

YOUR ROLE!

- As a Tutor you have the role of the “third-party” and need to assist the youth in seeing multiple possibilities and avenues to solve the conflict
- Separate the youth. Often separating the youth can be beneficial, sometimes it's not.
- Ask them their side of the story. What happened before, and during the conflict?

- Active listening, allowing the student to feel heard and feel validated in their emotions is critical to de-escalating the conflict
- Ask the student what they could have done differently.
- Encourage the student to focus on themselves and how they are feeling.
- Present solutions and encourage them to think of solutions.
- Share ideas, when both parties are calm, bring them together to discuss possible solutions.
- Follow-up with the Americorps member, If you encounter a situation where youth are fighting and you are unable to separate them, please immediately seek assistance from an AmeriCorps member to handle the situation.

- **Basic First Aid**

When children play, they often hurt themselves or each other. There are not many times when you will have to tend to a hurt child, but when a child is hurt, you should know a few things. If it's really serious, call 911. After, please notify one of the staff AmeriCorps members of this. Also, if there is blood, please use a latex glove. And if you do not feel comfortable tending to the child, the staff members are qualified to do this, so they will help. After this, there are a few different courses to take depending on the situation:

Scenario 1: There is a small cut on the child's foot or hand. Wash out the cut and then apply Neosporin and a band aid.

Scenario 2: If there is a laceration, the child may need stitches. Someone may need to bring them to an emergency room after the parent has been notified. If there is no one available to take them to the hospital, call 911.

Scenario 3: If you suspect a broken bone from a bad fall, please tell a staff member and pull the child aside. If you see any bruising on the area that was hurt, call 911.

Scenario 4: If a child has fallen and hit his/her head on the ground, please pull them aside. Watch them very carefully and make sure they stay awake with you. Look for bruising or blood. If the child starts losing consciousness or you see bruises or blood on the head, call 911. If the child seems okay but you think the child hit his/her head too hard, notify a staff member and they will notify the parents so the child can be watched.

Once again, these situations do not come up very often, but they can happen. We would recommend that everyone take First Aid and CPR training offered at some universities and at the Red Cross. However, these trainings are not required. There are many situations where the CPR and First Aid training will help you and those around you.

2. Food Pantry Distributors

- **Goal:**

The food pantry goal is to promote access and integration to food resources available for the immigrant and refugee community. In collaboration with the Second Harvest, we are able to provide healthy and fresh food to immigrants and refugees.

- **Volunteer's Roles**

- Welcomes clients with warmth and empathy.
- Assists clients as they line up, and ensures all are orderly.
- Assists clients in shopping, ensures all items are organized appropriately, and assures all clients follow specified guidelines of food available.
- Assures clients receive what is allotted per individual.
- Assists clients as they carry items to their cars or their homes that are within walking distance from the center.
- Assist in interpretation as needed.

- **Food Pantry Schedule**

The food pantry runs every Wednesday from 2-6pm. It may finish early depending on the completion of the distribution.

- **Location**

Currently, we operate the food pantry at Oakwood Forest Community Center, located at 4100 US Hwy 29 N, Lot 35, Greensboro, NC 27405.

- **Volunteers' expectations after arriving at the Center**

1. Introduce yourself

- If it is your first time at the Center, please arrive 10-15 minutes early during your first visit to receive a site tour and any instructions for the food pantry. Make sure to introduce yourself to the AmeriCorps member as a new volunteer to receive the site tour.

2. Sign-in

- The Volunteer Coordinator keeps track of who is coming in and out of the Center as well as the number of hours volunteers serve. The Volunteer Coordinator is unable to verify hours for a class if you have not signed-in and signed-out on the

on-site volunteer timesheet. Please ask the AmeriCorps member about the location of these timesheets if you didn't locate the timesheet.

3. Assist the AmeriCorps member, volunteers, and interns in fulfilling the responsibilities as outlined in the volunteer's duties
4. Sign out in the volunteer timesheet

3. Early Childhood Activities Facilitator

This volunteer position is part of the Thriving at Three Program, which aims to ensure that Latino immigrant children in Greensboro build a strong developmental foundation from birth to age three. The program includes home visits, where activities are provided to support each child's growth. Additionally, weekly group meetings, *Familias Triunfantes*, offer support for both parents and children. Volunteers play a key role during these sessions, supervising the children and organizing activities that foster their development while the meetings take place

- **Volunteer's Roles**

- Supervises kids during educational sessions.
- Facilitates activities with children.

- **Time of Operation and Location**

- Group meetings are held every Thursday at Guilford College United Methodist Church that is located at 1205 Fleming Rd, Greensboro, NC 27410.
- The activities are held in the second floor in the pre-k building
- Volunteers can park on the smaller lot where "Sanctuary" and "Fellowship Hall" are located.
- Volunteers are expected to help from 10:30am-1:00pm.

- **Volunteers' Expectations After Arriving at the Site**

1. Introduce yourself
 - If it is your first time, please arrive 5-10 minutes early during your first visit to receive a site tour and any specific instructions from the Three Program Coordinator . Make sure to introduce yourself as a new volunteer to receive the site tour.

2. Sign-in
 - The Volunteer Coordinator keeps track of who is coming in and out of the Center as well as the number of hours volunteers serve. The Volunteer Coordinator is unable to verify hours for a class if you have not signed-in and signed-out on the on-site volunteer timesheet. Please ask the Thriving at Three Program Coordinator about the location of these timesheets if you didn't locate the timesheet.
3. Assist the Thriving at Three Program Coordinator, volunteers, and interns in fulfilling the responsibilities as outlined in the volunteer's duties.
4. Sign out in the volunteer timesheet