

2021 Summer Volunteers Positions

Table of Content

1. Education and Wellness	3
1.1 In-School Tutor	3
1.2 Parent Educator	3
1.3 ESOL Assistant for Family Literacy	3
1.4 College & Career Readiness Youth Mentor	4
1.5 After School Program Volunteer	4
1.6 Garden Club Gardener	5
1.7 Online Tutor for Immigrant Youth	5
1.8 Online or telephone English practice with Adults	6
1.9 Assistant Soccer Coordinators	6
1.10 ESOL/ Parent Education Volunteer	6
1.11 Educational Video Editor (remote)	7
1.12 IRIS After School Remote Volunteer Homework Helpers	7
1.13 IRIS After School Remote Arts & Music Teachers	8
1.14 Children’s Summer Learning Program Volunteer	8
1.15 Family Literacy Program- Infant/Toddler Assistant	9
1.16 Family Literacy Program- PreK Readiness Assistant	9
2. Housing and Donations	10
2.1 In-kind donations Sorting/Processing	10
2.2 Food Pantry Volunteer	10
2.3 Delivery Driver	11
3. Case Management	11
3.1 Housing Acquisitions Volunteer	11
3.2 Administrative Assistant	11
3.3 Earned Income Tax Credit Mentor	12
3.4 Adult English Learner Tutor (Remote/In-person)	12
4. Interpretation/Translation	13
4.1 Interpreter/Translator	13
5. Development and Community Engagement	14
5.1 Development Volunteer	14
5.2 Data Collection & Impact Analysis Volunteer	14
5.3 Cultural Companion	14

6. Employment Services	15
6.1 Employment Volunteer	15
7. Transportation	16
7.1 Driver	16
7.2 Community Access Volunteer (Driving)	16

1. Education and Wellness

1.1 In-School Tutor

- ❖ Commitment: Full semester/4 month minimum
- ❖ Hours per week needed: Flexible
- ❖ Days/times preferred: Flexible
- ❖ Duties: In school tutors provide academic support to students in grades K-12 in New Haven Public Schools. Tutors work with students inside and outside the classroom, individually and in small groups. Tutors work directly with educators, school staff, and IRIS staff to coordinate schedules and to help facilitate positive educational outcomes for students.

1.2 Parent Educator

- ❖ Hours per week needed: 1 hour, twice a month
- ❖ Days/times preferred: One or more of the following days: M-F, 11:00-12:00
- ❖ Commitment: 3 month approx
- ❖ Requirements: Knowledge of child development, parenting techniques, child safety, and activities. An understanding of the benefits of play. Willingness to modify presentations for language needs of students learning English. Hold a degree or certificate in early childhood social work, or a related field or be working toward your degree with coursework.
- ❖ Duties: In collaboration with the project manager, develop and teach workshops to assist mothers in understanding the development of their children and how to best help their children thrive through positive parenting. Workshop topics may include, but are not limited to, tummy time, separation anxiety, preparing for preschool, child safety, sleep, soothing, the power of play, and approaches to behavior management.

1.3 ESOL Assistant for Family Literacy

- ❖ Hours per week needed: 3-15
- ❖ Days/times preferred: One or more of the following days: M-F, 9:15-12:15
- ❖ Commitment: 3 month minimum
- ❖ Requirements: Passionate about learning and teaching. Ability to speak clearly in an easy to understand manner. Demonstrated ability to work effectively with people from other cultural backgrounds.

Teaching experience preferred in ESOL/ Adult Ed. Phonics instruction is a huge plus! Pro-active, reliable and flexible to the needs of the program. Enjoy being around mothers and young children.

- ❖ Duties: With another volunteer, co-teach a beginner or intermediate level English class to a group of mothers. Lesson plans and materials are provided, but you may add your own activities too! There are opportunities to help with materials creation and lesson planning if interested.

1.4 [College & Career Readiness Youth Mentor](#)

- ❖ Time: Mondays from 2:30-5:00 pm
- ❖ Commitment: weekly
- ❖ Location: Dwight Hall, Yale Old Campus, New Haven (can be done remotely)
- ❖ Description and Responsibilities: The IRIS Youth Leadership Program has a weekly meeting for teen and young adult refugees and immigrants focused on academic and extracurricular support. It's guided each week by IRIS staff, with mentors providing small group or one-on-one attention for youth in helping them identify their strengths and interests over time and to find and pursue extracurricular, vocational, and higher educational opportunities to work towards their goals.
- ❖ Desired skills and background: We seek mentors who have some previous experience directly serving youth, communicating cross-culturally, **and/or who have experience guiding others with essay writing and FAFSA, scholarship and college applications.** We also hope to attract mentors who identify with historically underrepresented groups in college and professional paths who will be able to assist refugee and immigrant youth in navigating American institutions as young People of Color.

1.5 [After School Program Volunteer](#)

- ❖ Descriptions: At IRIS After School, we provide arts and music education, as well as homework help, for refugee and new immigrant kids aged 6-16.
- ❖ Duties: Volunteers help these English language learners with their homework, providing academic enrichment and a language rich environment. They'll support the lead teachers in music and arts workshops when needed and carry out various tasks like setting and cleaning up activities, facilitating recess, and doing crafts and playing games with the kids. We are also seeking volunteers with backgrounds in the arts and music, as well as some teaching experience, to be lead workshop teachers themselves. Finally, we are hoping to add gymnastics and martial arts to our curriculum for next semester; volunteers with skills in those areas should definitely reach out!
- ❖ **Additional help: Drive children home after the program (5:00-5:30pm). Gas is reimbursable**

- ❖ Days/times preferred: 3-5:15pm, M-F, whenever school is in session
- ❖ Commitment: At least one afternoon per week

1.6 [Garden Club Gardener](#)

- ❖ Hours per week needed: 2.5 hrs per week
- ❖ Days/times preferred: April to mid-October
- ❖ Commitment: 6 months
- ❖ Requirements: Ability to bend, lift, and participate in an outdoor gardening activity. Gardening knowledge and a desire to share skills with refugees.
- ❖ Duties: Participate in the activity of gardening with participants, and help participants take care of their garden plots. Garden club volunteers can also help plan activities in the garden such as a garden season kick-off party, garden picnic, and harvest celebration.

1.7 [Online Tutor for Immigrant Youth](#)

- ❖ Days/times preferred: Flexible, through Monday to Friday, 9 am-7 pm preferred. You'll make a schedule with your mentee.
- ❖ Hours per week needed: : 1-4
- ❖ Commitment: Three months
- ❖ Requirements: Previous experience communicating with (and preferably tutoring or mentoring) people with limited English; willingness to troubleshoot communicating with youth over Whatsapp, Facebook Messenger, Facetime, Google Hangouts, or Zoom; Comfort assisting with assignments in any (not all) of the following subjects: English, Spanish, High School maths and sciences, basic college courses such as English Composition, Psychology, etc.
- ❖ Number of volunteers desired: Unlimited
- ❖ Duties: Assist a high school or community college student with homework through video chat! Adapt assignments to their English level as needed, with help from IRIS education staff.

1.8 [Online or telephone English practice with Adults](#)

- ❖ Hours per week needed: One 5 to 10-minute call or video call per day, 5 times a week.
- ❖ Days/times preferred: Flexible, through Monday to Friday, 9 am-7 pm preferred. You'll make your own schedule.
- ❖ Commitment: One full semester

❖ Requirements: Passionate about learning and teaching. Ability to speak clearly in an easy to understand manner. Ability to work effectively with people from other cultural backgrounds. Previous experience communicating with (and preferably tutoring or mentoring) people with limited English preferred but not required.

❖ Number of volunteers desired: 10

❖ Duties: Provide English language practice to beginner ESOL students through video chat or telephone.

1.9 Assistant Soccer Coordinators

❖ Hours per week needed: 2 hrs per week

❖ Days/times preferred: Saturdays between 2-4 pm. Season usually runs from March to October, indoor sessions may also be organized during the winter months.

❖ Commitment: There is no set commitment, but we would want the volunteers to attend more practices than they miss.

❖ Requirements: Some knowledge of soccer and a desire to share your love of the game with young refugees.

❖ Duties: Assist coordinator in organizing weekly practices and tournaments, backing him up if he has to miss a session. Supervise games and ensure a supportive and fun atmosphere. Help take attendance. If possible, help provide rides to and from practice.

1.10 ESOL/ Parent Education Volunteer

❖ Hours per week needed: approx. 3 hours per week

❖ Days/times preferred: anytime; class time varies

❖ Commitment: June 29-Aug. 14

❖ Requirements: Access and familiarity with Google slides. Expertise in the health field, child development, parent education, or education or a strong ability to research topics. Ability to write for an audience of English Language Learning adults from diverse backgrounds or willingness to learn.

❖ Duties: create a slideshow on a Parent Education or Health topic for a volunteer-led English class and/or teach the English class via Zoom using the materials. Volunteers research the topics and draft slideshows appropriate for English language learners. The Family Literacy Project Manager works with volunteers to provide guidance and edit as needed and approves the slideshow for use in the class. You can stop there, or you can also teach the workshop via Zoom.

1.11 Educational Video Editor (remote)

Hours per week needed: approx. 3 hours per week

- ❖ Days/times preferred: any time
- ❖ Commitment: by project
- ❖ Requirements: Access and familiarity with video editing, screencasting, Google Drive. Ability to create content for audiences of English Language Learning adults from diverse backgrounds or willingness to learn.
- ❖ Duties: Edit educational videos created on computers, phones, and through screen casting. Add intro segments and text for keywords in videos.

[1.12 IRIS After School Remote Volunteer Homework Helpers](#)

- ❖ Number of positions available: 30
- ❖ English level required: intermediate to fluent
- ❖ Hours per week needed: 2-6
- ❖ Days/times preferred: M-F 3-4pm
- ❖ Commitment: One full semester (may be mix of remote and in-person, depending)
- ❖ Requirements: An energetic and nurturing disposition. Enjoy spending time with middle school and high school youth aged 9-16. Tutoring and ESOL experience a plus but not required. Cultural sensitivity and cross-cultural skills are a plus, or the desire to learn. It would be exciting to bring on folks who speak Pashto, Dari, Arabic, and/or Swahili.
- ❖ Duties: In breakout rooms on zoom, work with individual students and small groups on homework from school, which might be ESOL, math, history, science, or more. Help with tech-literacy as needed, and with facilitating group conversations, transitions, and activities as directed by the IAS program managers.

[1.13 IRIS After School Remote Arts & Music Teachers](#)

- ❖ Number of positions available: 10
- ❖ English level requirement: Intermediate to fluent
- ❖ Days/times preferred: M-F 3:45-4:45pm
- ❖ Hours per week needed: 2-5
- ❖ Commitment: One full semester (may be mix of remote and in-person, depending)
- ❖ Requirements: An energetic, nurturing, and creative disposition. Enjoy spending time with middle school and high school youth aged 9-16. Passionate about something creative--whether that is painting,

sculpture, theater, dance, music, writing, comedy, martial arts, graphic novels, or something we haven't dreamed of is up to you! Some experience in education and/or the arts is required and experience in arts education is a plus.

- ❖ Duties: Teach at least one 45-minute arts lesson a week for IRIS After School students. You will also be responsible for planning your lesson and for creating any materials related to it (we will be delivering a bag of materials to after school participants each week). Work as part of a dynamic team passionate about teaching music and arts to IRIS youth!

1.14 Children's Summer Learning Program Volunteer

- ❖ Commitment: 3 months; early June - August
- ❖ Hours per week needed: 4-25
- ❖ Days/times preferred: Mornings
- ❖ Requirements: Volunteers must have had prior teaching experience and have spent time working in a classroom with children. Classroom management experience is a must. Multi-cultural and culturally-responsive education background preferred. Cross cultural communication skills and ESOL teaching experience are a plus. We also hope to attract volunteers who identify with historically underrepresented groups who will be able to work alongside refugee and immigrant youth in navigating American school systems as young People of Color.
- ❖ Duties: Volunteers assist with the daily operation of a Summer Learning Program for 50-100 refugee students with varying levels of English proficiency. Volunteers and interns will help facilitate activities, teach lessons, organize games, and ensure a safe and enjoyable environment for the kids.

1.15 Family Literacy Program- Infant/Toddler Assistant

- ❖ Hours per week needed: 4 to 20
- ❖ Days/times preferred: 8:30-12:30
- ❖ Location: Wilbur Cross High School , 181 Mitchell Dr. New Haven
- ❖ Commitment: June 28th-August 13th
- ❖ Requirements: Ability to work in a group with the lead teacher to engage toddlers in activities. Ability to read cards with directions on how to use educational materials for infants or to ask and follow instructions. Maintain healthy boundaries in being an assistant teacher in an educational setting. Positive, fun, and caring attitude working with young children.
- ❖ Duties:
 - 1) Maintain a safe learning environment.
 - 2) Assist with the setup and cleanup of activities, including snack time.
 - 3) Facilitate center mini lessons step-by-step with the children. Instructions will be provided for activities focused on language, early numeracy, science, or social skills.

- 4) Promote independence and exploration as the children participate.
- 5) Encourage independence and mobility by not carrying mobile children.
- 6) Teach language explicitly by having toddlers repeat names of objects, phrases, and songs. Narrate what children are doing to provide rich language in context.
- 7) Encourage child-to-child interaction and communication by interacting with pairs or groups of children and encouraging participation in group activities.
- 8) Use positive discipline and common classroom language to limit “no” in favor of specific positive behaviors.
- 9) Help children and mothers transition between activities and spaces as needed.
- 10) Help mothers engage with their children during the interactive literacy activities.
- 11) Communicate with mothers as needed. (Mothers do diaper changes.)
- 12) Communicate with IRIS interns and lead teachers regarding concerns for mothers and children.
- 13) Document progress and incidents.

1.16 Family Literacy Program- PreK Readiness Assistant

- ❖ Hours per week needed: 4 to 20
- ❖ Days/times preferred: 8:30-12:30
- ❖ Location: Wilbur Cross High School, 181 Mitchell Dr. New Haven
- ❖ Commitment: June 28th-August 13th
- ❖ Requirements: Ability to work in a group with the lead teacher to engage children ages 2-4.5 in activities. Ability to facilitate a center learning activity with 2-3 kids. Willingness to learn language teaching techniques. Maintain healthy boundaries in being an assistant teacher in an educational setting. Upbeat fun attitude when working with children.
- ❖ Duties:
 1. Maintain a safe learning environment.
 2. Assist with the setup and cleanup of activities, including snack time.
 3. Facilitate activities planned by the lead teachers.
 4. Guide children in group activities led by lead teachers and teach center mini lessons focused on language, early numeracy, science, or social skills.
 5. Encourage child to child interaction and communication by interacting with pairs or groups of children.
 6. Teach language explicitly by having children repeat names of objects, phrases, and songs. Narrate what children are doing to provide rich language in context.
 7. Use positive discipline and common classroom language to limit the use of “no” in favor of specific positive behaviors.
 8. Help children and mothers transition between activities and spaces as needed.
 9. Help mothers engage with their children during the interactive literacy activities.
 10. Communicate with IRIS interns and lead teachers regarding concerns for mothers and children.
 11. Document progress and incidents.

2. Housing and Donations

2.1 In-kind donations Sorting/Processing

- ❖ Hours per week needed: 2-3 hrs/week

- ❖ Days/time preferred: Monday to Thursday, 9:30am to 3pm
- ❖ Commitment: 3 month approx
- ❖ Requirements: Ability to do some moderate lifting and moving. Those with a knack for organizing are always welcome!
- ❖ Duties: Sort in-kind donations and organize them in our storage areas so we can use them in new apartments to resettle refugees.

2.2 Food Pantry Volunteer

- ❖ Hours per week needed: 2-3 hours per week
- ❖ Days/time preferred: Tuesdays 9:30-11:00am and/or Wednesdays, 8:30-11:00am
- ❖ Commitment: 3 month approx
- ❖ Requirements: Ability to do some moderate lifting and moving of food. Patience and a sense of humor.
- ❖ Duties: On Tuesdays, help receive food delivery of ~2,000 pounds from CT Food Bank trucks by moving boxes into the food pantry and stocking shelves. On Wednesdays, supervise the distribution of food and household items to up to 100 households, in a fair and equitable way.

2.3 Delivery Driver

- ❖ Hours per week needed: 1.5 hours per week
- ❖ Days/times preferred: Wednesdays
- ❖ Commitment: Flexible
- ❖ Duties: Pick up educational activity pack bags in East Rock, New Haven. Call clients to let them know when you will deliver. Deliver bags to doors. Your list of addresses will be within one or two areas. Call/text client when bag is at door. Report back if any bags could not be delivered.

3. Case Management

3.1 Housing Acquisitions Volunteer

- ❖ Hours per week needed: 5-15
- ❖ Days/times preferred: Flexible
- ❖ Commitment: Flexible
- ❖ Requirements: High energy and positive attitude, good communication skills including with limited English speakers, access to a vehicle. Ideal candidate will have knowledge of New Haven

neighborhoods and rental market, ability to research housing units online and network with various rental agents.

- ❖ Duties: Help IRIS staff and clients identify housing units for new arrivals and people who need to move. Conduct research online, make phone calls to agents, visit apartments, conduct basic safety evaluations, show apartments to interested clients, help coordinate paperwork and payments with landlords.

3.2 Administrative Assistant

- ❖ Hours per week needed: 5-15
- ❖ Days/times preferred: Flexible
- ❖ Requirements: High energy and positive attitude, good communication skills, attention to detail, ability to manipulate basic Excel sheets and Word documents. Ideal candidate will take pride in efficiently accomplishing administrative tasks.
- ❖ Duties: Support Director of Case Management in maintaining information systems and various administrative projects as needed, may include: taking meeting notes, updating spreadsheets, writing letters, filing, organizing, etc.

3.3 Earned Income Tax Credit Mentor

- ❖ Hours per Week: Not a weekly commitment
- ❖ Days/Times preferred: To be arranged with the client you are mentoring
- ❖ Commitment: A few weeks for each assignment
- ❖ Requirements: Ability to understand form letters from the State of CT Dept. of Revenue Services; Patience and persistence in helping a newcomer gather and mail necessary papers
- ❖ Duties: Be available to be assigned to a refugee who claimed the CT Earned Income Tax Credit, but who is being required to send in additional documentation before receiving that large payment. Assist your “mentee” to identify and find useful documents they already have, and possibly request additional documents (such as a letter from their child’s school). Assist in photocopying documents and mailing them to DRS in accordance with instructions found in mentee’s letter from DRS.

3.4 Adult English Learner Tutor (Remote/In-person)

- ❖ Hours per week needed: Ranging from 2-5 hours. Ideally each tutor would be paired with 1-3 students.
- ❖ Minimum time commitment: 6 months
- ❖ Availability preferred: Flexible/Mutually agreed on schedule with client, as clients' work schedules vary

- ❖ Duties: Participating clients will be taking English classes and using online educational applications to acquire new job skills. Tutors will participate in up to 10 hours of training (over the course of 2 weeks), and then will be paired with individual clients or small groups of similar level English speakers to help them complete their classwork, navigate the online resources and track their progress. The tutors will also serve as employment mentors for the students, and will be working with the IRIS employment team to reach employment goals.
- ❖ Qualities needed: Patience, creativity; experience teaching basic English, math or other subjects would be a plus, but not required. Tutors must be able to connect with clients and establish a rapport of trust and respect despite a language barrier. Tutors who speak languages such as Pashto, Dari, Farsi, Arabic and Swahili would be in high demand for beginner English students.

4. [Interpretation/Translation](#)

4.1 [Interpreter/Translator](#)

- ❖ Languages most needed: Dari, Farsi, Pashto, Arabic, Tigrinya, Amharic, Swahili, Kinyarwanda, Massalit, French, Spanish
- ❖ Hours per week needed: 1.5-30 based on assignment, see below
- ❖ Days/times preferred: Flexible, see below
- ❖ Assignments:
 - **Legal Interpreters- in person**: Interpret in-person during refugees' appointments regarding Green Card, Citizenship, and Family Reunification cases in our Immigration Legal Services office. Volunteers must be willing to be contacted directly by refugee clients to ask for their interpretation help, since IRIS staff are not involved in making legal interpreter appointments.
 - **Legal Translators- remote**: Translation of legal or identification documents needed for Green Card, Citizenship, and Family Reunification applications. Volunteer translators will be contacted by the legal office as needed, and translations can occur remotely by email.
 - **Employment, Health, Education, and Case Management Interpreters**: Flexible time commitment. Interpretation needs include interpreting during Case Management meetings or employment assessments. Staff can work around your schedule and will typically call you on an as-needed basis each week. Additionally, you can greet and welcome a newly arrived family on their first night in New Haven! Accompany and translate for a case manager and the family at their new apartment, and review basic safety information before they rest after a long journey.

5. Development and Community Engagement

5.1 Development Volunteer

- ❖ Hours per week needed: 8-10
- ❖ Schedule: Flexible
- ❖ Requirements: Must be **exceptionally detail-oriented** and highly skilled at all aspects of computer work (including Excel, Word, data entry, Gmail, and mail merge functions) as well as not opposed to folding letters and stuffing envelopes. Experience in development is extremely helpful but not necessary.
- ❖ Duties: IRIS is looking for a volunteer to help our Development team process charitable gifts and thank our amazing donors.

5.2 Data Collection & Impact Analysis Volunteer

- ❖ Hours per week needed: 5-10
- ❖ Schedule: Flexible
- ❖ Requirements: Fluency with MS Excel, Google Sheets, and MS Word. Use of other database software and programs ideal. Ability to liaise effectively with a broad range of staff and volunteers
- ❖ Duties: Work with IRIS's grants management and program teams to track down and record key output and outcome data needed for completion of grant reports to funders. Meet with key program staff on a regular basis, understand what new program data is being produced and collected (e.g. program attendance records, English language test scores, etc.). Review data produced by program teams, ensuring quality and completeness. Work with the Grants & Donor Relations Manager to generate narrative text from the data collected. Help aggregate data and develop key insights and take-aways from the data collected

5.3 Cultural Companion

- ❖ Hours per week needed: 2-3 hours per week, for a minimum of three months
- ❖ Schedule: Flexible
- ❖ Requirements: Previous experience communicating with (and preferably tutoring or mentoring) people with limited English; flexibility, creativity, and patience; cultural humility and curiosity to learn and share culture with your companion; empathy and sensitivity with regard to difficulties immigrant companions may be facing, with an orientation towards supporting their resilience.

❖ **Duties:** The volunteer is paired with an immigrant adult of the same gender expression in a one-on-one match for the purpose of English practice and to be “cultural companions” focused on sharing culture, exploring the community, and building a friendship. Volunteers will most importantly serve as friends but also as English learning partners. Volunteers will likely be paired with an immigrant companion who speaks very little English and will need to build rapport through doing activities together, while engaging in experiential learning. If you prefer to be matched with someone with an intermediate or higher level of English, consider applying for the Adult English Language Tutor position, to help clients develop skills they need to improve their employability.

❖ **Meeting mode:** We’re looking for volunteers who are willing to meet in person, masked, and at a distance, outdoors or in large indoor community spaces (like libraries). We'll likely do the introductory sessions outside somewhere near the immigrant companion's home, and then you and the client would need to be prepared to arrange to meet outdoors or in larger indoor public spaces where you can be socially distant.

For now, we're not asking volunteers to meet in clients' homes until we receive more guidance from the state.

❖ **Support:** IRIS will provide an extensive list of suggested activities and experiential learning opportunities, but volunteers will still be responsible for planning sessions with their partners based on both members’ interests and learning goals.

6. [Employment Services](#)

6.1 [Employment Volunteer](#)

- ❖ **Hours per week needed:** 5 to 15 hours
- ❖ **Days/times preferred:** Tuesday - Thursday, mid/late morning to end of day
- ❖ **Commitment:** 6 months
- ❖ **Duties:** Includes but is not limited to: developing skills assessments, resume building, assisting with online applications, and interviews. Interns log case notes and maintain employment databases. Helping a client find and secure their first job allows refugees the opportunity to become financially independent, find fulfillment with their skill sets, and build upon their goals and dreams.
- ❖ **Requirements:** A driver with car willing to drive clients is strongly preferred. Experience with cross-cultural communication, anti-oppressive practices, and language skills in one of our clients’ languages (listed at the top of this document) also desired.

7. Transportation

7.1 Driver

- ❖ Commitment: weekly or monthly basis- flexible (**urgently needed**)
- ❖ Requirements: Car, license, insurance, clean driving record. Timeliness, patience and willingness to call clients, knock on doors, and problem solve in order to make sure clients come to class on time and/or are taken home successfully. Must know how to install car seats or be willing to learn.
- ❖ Duties: On a weekly or monthly or weekly basis. Assist the health and wellness team, legal department, & IRIS staff in getting high-need refugee clients to and from their appointments. You can help newly arrived refugees navigate with rides to an urgent doctor appointments, cultural orientation classes, vital immigration appointments, school enrollment appointments, job interviews. You can drive children home (5:-5:30pm M-F) when our After School Program is over
 - The volunteer will be working with a variety of refugee clients each time and receiving directions from the case manager or supervisor who arranges all the details of the appointment. The opportunity requires occasional daytime, weekday availability and can be done as your schedule - As much as multiple times a week or as little as once a month. No Medical experience is required. Must be willing to drive clients in your personal vehicle.
 - CLIENTS HAVE THEIR OWN CAR SEATS AND VOLUNTEERS CAN BE REIMBURSED FOR MILEAGE

7.2 Community Access Volunteer (Driving)

- ❖ Hours per week needed: flexible
- ❖ Days/times preferred: One or more days M-F between 8:00-5:00; mornings most needed
- ❖ Commitment: 3 month minimum
- ❖ Requirements: Knowledge of bus systems preferred, but will be trained. Applicants must have strong interpersonal skills, cultural sensitivity, and cross-communication skills and be comfortable meeting and assisting clients one to one. Enjoy being around mothers and young children (under 5 years old).
 - Ability to communicate in one or more languages in addition to English (especially Kiswahili, Arabic, Dari, and Pashto) is a plus!
- ❖ Duties: Volunteers are paired with clients to teach the empowering skill of navigating New Haven

public transportation. Many clients do not yet have driving licenses so this essential volunteer role enables them to get to appointments, accept job opportunities, attend English class, or take their children to school. At the IRIS office, volunteers call clients with interpreters to set up times to provide bus orientations. Volunteers then modify a template to print out step by step pictorial and simplified English instructions on how to use the bus in general and from point A to B. At the set time, volunteers meet clients and help them follow the instructions to successfully get to their destination and gain confidence in using public transportation. Volunteers often may need to wait at the place and travel back with the client as well. Can be combined with other Family Literacy Program volunteer opportunities as well.