

IRIS Volunteer Job Descriptions Master List

Table of Contents

1. Case Management Department	3
1.1. Case Management: Housing Acquisitions Volunteer	3
1.2. Case Management: Administrative Assistant Volunteer	3
1.3. Case Management: Earned Income Tax Credit Mentor Volunteer	3
1.4. Case Management: Move Ahead Project (MAP)-Adult English Learner Tutor (Remote/In-person)	4
1.5. Housing & Donations: In-kind Donations Sorting/Processing Volunteer	4
1.6. Housing & Donations: Food Pantry Volunteer	5
1.7. Housing & Donations: Food Pantry Delivery Driver	5
1.8. Housing & Donations: Furniture and Apartment Set Ups (Hartford)	5
1.9. Case Management: Lifeline Phone Liaison	6
1.10. Case Management: Utility Account Set-Up Specialist	6
1.11. Case Management: Public Benefits Renewal Specialist	6
2. Community Engagement Department	7
2.1. Community Engagement: Development Volunteer	7
2.2. Community Engagement: Data Collection & Impact Analysis Volunteer	7
2.3. Community Engagement: Social Media and Photography Volunteer	8
2.4. Community Engagement: Cultural Companion	8
3. Education Department	9
3.1. Education: College & Career Readiness Youth Mentor	9
3.2. Education: After School Program Volunteer	9
3.3. Education: Online Tutor for Immigrant Youth	10
3.4. Education: Online or Telephone English Practice with Adults	10
3.5. Education: ESOL/Parent Education Volunteer	11
3.6. Education: IRIS After School Program (IAS)- Remote Volunteer Homework Helpers	11
3.7. Education: IRIS After School Program (IAS) - Remote Arts & Music Teachers	12
3.8. Education: In-school Tutor	12
3.9. Education: Family Literacy Program-ESOL Assistant	13
3.10. Education: Family Literacy Program- Infant & Toddler Class Assistant	13

3.11. Education: Family Literacy Program - Preschool Readiness Class Assistant	14
3.12. Education: Family Literacy Program: Preschool Readiness Class Guest Teacher	14
3.13. Education: Children’s Summer Learning Program (SLP) Volunteer (Summer only)	15
3.14. Education: Parent Educator	16
3.15. Wellness: Educational Video Editor (Remote)	16
3.16. Wellness: Garden Club Gardener	16
3.17. Wellness: Childcare Assistant	17
3.18. Wellness: Women’s Jewelry Making Class Teachers & Assistants	17
3.19. Wellness: Women’s Sewing Teachers & Assistant	17
3.20. Wellness: Sewing Machine Repair Technician (In-person/Remote)	18
3.21. Wellness: Sewing Donations Sorting/Processing	18
3.22. Wellness: Outreach Volunteer	18
3.23. Education: Community Navigator	19
4. Employment Department	19
4.1. Employment: Employment Volunteer	19
5. Intra-Departmental	20
5.1. Greater Hartford Area Volunteers	20
5.2. Interpreter/Translator	20
5.3. Transportation: Community Access Volunteer (Driving)	21
5.4. Transportation: Driver	21

1. Case Management Department

1.1. Case Management: 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 the 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.

1.2. Case Management: Administrative Assistant Volunteer

- ❖ 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.

1.3. Case Management: Earned Income Tax Credit Mentor Volunteer

- ❖ 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 Department 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.

1.4. Case Management: Move Ahead Project (MAP)-Adult English Learner Tutor (Remote/In-person)

❖ Hours per week needed: Ranging from 1-4 hours. Ideally each tutor would be paired with 2-4 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 improve their English and to acquire new job skills. Tutors will participate in about 3 hours of training, provided by Burlingtonenglish, and then will be paired with 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: Autonomy, 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.

1.5. Housing & Donations: In-kind Donations Sorting/Processing Volunteer

❖ Hours per week needed: 2-3 hrs/week

❖ Days/time preferred: Monday to Thursday, 9:30 am to 3 pm

❖ Commitment: 3 months 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 new apartments to resettle refugees.

1.6. Housing & Donations: Food Pantry Volunteer

- ❖ Hours per week needed: 2-3 hours per week
- ❖ Days/time preferred: Tuesdays 10:00am-1:00pm and/or Wednesdays, 8:00-11:00am
- ❖ Commitment: 3 months approx
- ❖ Requirements: Ability to do some moderate lifting and moving of food. Ability to stand for up to two hours on an assembly line. Patience and a sense of humor.
- ❖ Duties: On Tuesdays, help receive 8,000-12,000 pounds of food from CT Food Bank by moving boxes into the food pantry, stocking shelves and packing 400+ bags. On Wednesdays, pack an additional 400+ bags of food and help with the distribution of food and household items to up to 100 households, in a fair and equitable way.

1.7. Housing & Donations: Food Pantry Delivery Driver

- ❖ Hours per week needed: 2-4 hours, 11:00am - 12:00pm
- ❖ Days/times preferred: Tuesday's
- ❖ Commitment: 3 month min.
- ❖ Requirements: Car, license, insurance, clean driving record. Must be punctual and reliable.
- ❖ Duties: Pick up bags of groceries from the IRIS donation center and deliver them to up to seven households every Tuesday on the same route.

1.8. Housing & Donations: Furniture and Apartment Set Ups (Hartford)

- ❖ Hours per week needed: 2-6
- ❖ Days/Times: Monday- Friday flexible times between 9:00am-5:00pm
- ❖ Commitment: 3 months min.
- ❖ Requirements: Car, license, insurance, clean driving record. Must be punctual and reliable. Ability to assist within 12-24 hours of call for help.
- ❖ Duties: Assist Housing and Donations Coordinator set up homes for newly arriving families. This includes roles that can be offered separately or together depending on the volunteers ability to lift and move furniture like dressers and sofas into apartments. The other element of the job includes unpacking household goods, making beds, setting up toys and lite decorating. Having the ability to do both activities is ideal but not required.

1.9. Case Management: Lifeline Phone Liaison

- ❖ Hours per week needed: Flexible and variable
- ❖ Minimum time commitment: Flexible
- ❖ Availability preferred: Flexible
- ❖ Duties: Help clients who are having problems with their Lifeline phones (free cell phones provided under a federal program for low-income people) resolve problems with their phones and/or their service. This will usually involve either checking the status of the client's account at the cell phone company's website or calling the cell phone company with the client and getting help in understanding and resolving the problem.
- ❖ Qualities needed: Basic familiarity with cell phones; Willingness to interact with Customer Service or Technical Support staff; Fluency in another language (especially Pashto) would be great, but willingness to work with interpreters (remotely, on three-way calls) is all that is necessary.

1.10. Case Management: Utility Account Set-Up Specialist

- ❖ Hours per week needed: 4 or more
- ❖ Minimum time commitment: 3 months
- ❖ Availability preferred: During utility company business hours
- ❖ Duties: Help clients who have been in CT for a month or more call gas and electric companies to initiate accounts in their own names (to replace the initial accounts that were in the name of IRIS); Remind utility customer service rep to pre-screen the client for hardship status; Communicate to case manager any follow-up requirements that need attention; Record new account numbers and effective dates.
- ❖ Requirements: Spare time you don't mind spending on hold with a utility company; Clarity when dealing with details like spelling of names, accurate addresses, and account numbers; Willingness to rely on an interpreter (remotely, on a three-way call), or proficiency in one or more languages spoken by current IRIS clients (such as Pashto, Dari, Arabic, or Swahili)

1.11. Case Management: Public Benefits Renewal Specialist

- ❖ Hours per week needed: 4 or more
- ❖ Minimum time commitment: 3 months and up

- ❖ Availability preferred: Flexible (online system is available 24/7, but clients may not be)
- ❖ Duties: Help clients complete periodic online renewal process, so as to avoid losing public assistance they qualify for; In addition to initial input of data obtained from the client, this may involve checking back to see what letters have been generated and sent to the client, and helping the client understand and respond to those letters by obtaining and uploading additional documents. It could also include helping clients call a Technical Support line to recover their forgotten User ID or reset their forgotten password.
- ❖ Requirements: Access to basic computer or smartphone equipment, preferably with capacity to scan (or photograph) and upload documents; Willingness to rely on an interpreter (remotely, on a three-way call), or proficiency in one or more languages spoken by current IRIS clients (such as Pashto, Dari, Arabic, or Swahili); Ability to function within a reasonably user-friendly online system.

2. Community Engagement Department

2.1. Community Engagement: 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.

2.2. Community Engagement: 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

2.3 Community Engagement: Social Media and Photography Volunteer

- ❖ Commitment: Flexible
- ❖ Hours per week needed: Flexible
- ❖ Days/times preferred: Flexible scheduling
- ❖ Duties: IRIS is seeking a creative self-starter to capture and document photos of IRIS programs, and to shoot short videos of IRIS events, programs & interviews to feature on Instagram and Facebook. Should have basic knowledge of lighting and image editing. Video filming and editing skills a plus.

2.4 Community Engagement: 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.

Guidelines for in-person meeting will be updated in accordance with state and local recommendations.

- ❖ 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.

3. Education Department

3.1. Education: College & Career Readiness Youth Mentor

- ❖ Time: Tuesdays from 3:00-5:00 pm

- ❖ Commitment: 3 months minimum

- ❖ Location: Dwight Hall, Yale Old Campus, New Haven

- ❖ 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 between those 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.

3.2. Education: 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! Guidelines for in-person meeting will be updated in accordance with state and local recommendations.

❖ **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

3.3. Education: 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: 3 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 math 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.

3.4. Education: 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: Three months/One 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.

3.5. Education: ESOL/Parent Education Volunteer

- ❖ Hours per week needed: approx. 3 hours per week
- ❖ Days/times preferred: anytime; class time varies
- ❖ Commitment: Summer months
- ❖ 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. Guidelines for in-person meeting will be updated in accordance with state and local recommendations.

3.6. Education: IRIS After School Program (IAS)- 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, after school
- ❖ Commitment: One full semester (may be a 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.

Guidelines for in-person meeting will be updated in accordance with state and local recommendations.

3.7. Education: IRIS After School Program (IAS) - Remote Arts & Music Teachers

- ❖ Number of positions available: 10
- ❖ English level requirement: Intermediate to fluent
- ❖ Days/times preferred: M-F, after school
- ❖ Hours per week needed: 2-5
- ❖ Commitment: One full semester (may be a mix of remote and in-person, depending)
- ❖ Supervisor: IRIS After School Co-Program Managers
- ❖ 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!

Guidelines for in-person meeting will be updated in accordance with state and local recommendations.

3.8. Education: In-school Tutor

- ❖ Commitment: Full semester/4 months 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.

3.9. Education: Family Literacy Program-ESOL Assistant

- ❖ Hours per week needed: 3-15
- ❖ Days/times preferred: One or more of the following days: M-F, 9:15-12:15
- ❖ Commitment: 3 months 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! Proactive, 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.

3.10. Education: Family Literacy Program- Infant & Toddler Class Assistant

- ❖ Hours per week needed: 4 to 20
- ❖ Days/times preferred: One or more of the following days: 9:00-12:15, M-F
- ❖ Location: New Haven, CT
- ❖ Commitment: Summer months
- ❖ 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.

3.11. Education: Family Literacy Program - Preschool Readiness Class Assistant

- ❖ Hours per week needed: 3-15
- ❖ Days/times preferred: One or more of the following days: M-F, 9:15-12:15
- ❖ Commitment: 3 months minimum
- ❖ Requirements: An energetic and nurturing disposition. Enjoy spending time with young children age 2-4. Basic understanding of child development, child safety, and activities. An understanding of the benefits of play or willingness to learn.
- ❖ Duties: With direction from the lead teacher, help children age 2-4 participate in class activities designed to build pre-literacy skills, language development, motor skills, and social skills needed for preschool. No diaper changes. Mothers are on-site attending English classes
 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.

3.12. Education: Family Literacy Program: Preschool Readiness Class Guest Teacher

- ❖ Hours per week needed: 1
- ❖ Days/times preferred: budget one hour between 10-12; (30 to 45 min. activity plus prep)
- ❖ Commitment: 3 months minimum

- ❖ Requirements: Able to teach young children age 2-4 an activity that you are skilled in. Cultural sensitivity and cross-cultural skills are a plus, or the desire to learn. A readiness to have fun is necessary!
- ❖ Duties: Engage children age 2-4 in a special activity during our preschool readiness class. Are you a kiddie gym teacher? A music teacher? An art teacher? Do you do toddler yoga? We are open to your suggestions and setting this as a weekly event.

3.13. Education: Children’s Summer Learning Program (SLP) Volunteer (Summer only)

- ❖ Hours per week needed: Minimum of 4 hours per week up to 20 hours per week
- ❖ Days/times preferred: Monday through Friday, 8:30am – 12:30pm
- ❖ Mode and Location: In person, masked and socially distant, at locations to be determined in New Haven and/or Hartford, CT
- ❖ Commitment: Summer months
- ❖ Program Description: Summer Learning Program volunteers will assist refugee and immigrant students who are enrolled in the IRIS Summer Learning Program. The students are part of a program serving approximately 200 students overall between the ages of 4 and 18. The students will usually be divided into separate age and level appropriate groups to promote academic and social success. SLP volunteers assist in a classroom. Volunteers work as a part of a team alongside SLP teachers and IRIS education staff and interns.
- ❖ Requirements: Volunteers must have had prior teaching experience and have spent time working in a classroom with children and/or teens (the program has classrooms for kindergarten through high schoolers) OR have previous youth mentoring or tutoring experience. Must be committed to anti-racism and assisting students in recognizing and valuing diverse identities. 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 groups who have been historically underrepresented in the nonprofit sector and who are excited about working alongside refugee and immigrant youth to navigate their identities in a multiracial and multicultural learning environment. Additional language skills in Pashto, Dari, Swahili, and Spanish are especially helpful though not required.

- ❖ Duties: Volunteers assist with the daily operation of a Summer Learning Program for 50-100 immigrant students with varying levels of English proficiency. Volunteers must be prepared to engage continuously with students from the time they arrive at 8:30 am to have breakfast each morning to when they leave at 12:30 pm. Be proactive in greeting and communicating with students, whether verbally using English or a shared language or nonverbally through games or activities. Especially direct attention to students who seem to be left out of student groups or are shy or quiet. Assist SLP teachers to facilitate classroom activities, teach lessons, organize games including outdoor physical activities, and ensure a safe and enjoyable environment for the students.

3.14. Education: Parent Educator

- ❖ Hours per week needed: 1 hour, twice a month
- ❖ Days/times preferred: One or more days Monday through Friday, class time varies
- ❖ Commitment: 3 months 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.

3.15. Wellness: Educational Video Editor (Remote)

- ❖ Hours per week needed: approx. 3 hours per week
- ❖ Days/times preferred: any time
- ❖ Commitment: Summer Months
- ❖ Requirements: Access and familiarity with video editing, screen casting, 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.

3.16. Wellness: 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.

3.17. Wellness: Childcare Assistant

- ❖ Hours per week needed: 2.25-4.5
- ❖ Days/times preferred: Mondays 12:00-2:00 and Wednesdays 12:00-2:00
- ❖ Commitment: 4 months
- ❖ Requirements: No formal training is necessary. Basic understanding of children, child safety, and engagement in children's activities.
- ❖ Duties: Volunteers provide supervision of children, ensure cooperation and safety of children, engage in age appropriate and culturally sensitive activities with children, and work closely with other child-care providers.

3.18. Wellness: Women's Jewelry Making Class Teachers & Assistants

- ❖ Hours per week needed: 2 hours per week
- ❖ Days/time preferred: Mondays 12:00-2:00
- ❖ Commitment: 6 months
- ❖ Requirements: Willingness to learn and be able to instruct basic techniques for beaded jewelry making.
- ❖ Duties: Help women learn beading techniques to create beaded jewelry, such as using pliers to twist wire

3.19. Wellness: Women's Sewing Teachers & Assistant

- ❖ Hours per week needed: 2 hours per week
- ❖ Days/times preferred: Mondays, 12:00 pm - 2:00 pm
- ❖ Commitment: 6 months
- ❖ Requirements: Sewing knowledge and a desire to teach refugee women the skill.

❖ Duties: Women’s sewing teachers help women set up their sewing machines and guide them in learning projects or improving their sewing skills in a safe community space. Assistants help organize the sewing materials and socialize with the women while in the group.

3.20. Wellness: Sewing Machine Repair Technician (In-person/Remote)

- ❖ Hours per week needed: 1+ hrs per week
- ❖ Days/times preferred: Anytime M-F 9:00-5:00
- ❖ Commitment: 6 months
- ❖ Requirements: Sewing machine repair knowledge and skills for mostly older machines
- ❖ Duties: Test, troubleshoot, and repair sewing machines that come through donations. We have some spare parts and repair tools.

3.21. Wellness: Sewing Donations Sorting/Processing

- ❖ Hours per week needed: 1+ hrs per week
- ❖ Days/time preferred: Monday-Thursday
- ❖ Commitment: 3 months approx.
- ❖ Requirements: Ability to do some lifting and moving, a knack for organizing
- ❖ Duties: Sort and organize sewing donations (fabric, notions, etc.) for sewing group use.

3.22. Wellness: Outreach Volunteer

- ❖ Hours per week needed: 2 hours, flexible
- ❖ Days/times preferred: Flexible, through Monday to Friday, 9am-7 pm preferred. You'll make your own schedule.
- ❖ Commitment: 4 months
- ❖ Requirements: Ability to speak clearly in an easy-to-understand manner. Ability to work effectively with people from other cultural backgrounds. Experience communicating with people with limited English is preferred. Ability to use a Google Voice number for calls with clients.
- ❖ Number of volunteers desired: 1

❖ Duties: Provide reminder calls to clients interested in IRIS classes. Provide cold calls to clients to pitch IRIS classes and programs they may participate in. May also design marketing materials for the programs. May work with an interpreter.

3.23. Education: Community Navigator

- ❖ Number of positions per semester: 2
- ❖ English level required: Intermediate +
- ❖ Commitment: 3 months minimum
- ❖ Hours per week needed: 15 hours a week
- ❖ Days/times preferred: at least 3 days a week, Monday to Friday 9AM - 2PM
- ❖ Duties: Provide women the empowering skill of navigating New Haven public transportation. Many clients do not yet have drivers' licenses, so this internship is an important role that enables them to accept job opportunities, attend English class, go to appointments, or take their children to school when the school bus is missed. Reach out to clients via phone. Map routes and create picture direction packets. Meet clients at the starting destination. Provide a bus orientation while traveling with them via bus to and often back from the target location. Includes opportunities to help in the IRIS office as needed, at the Summer Learning Program site, or at the IRIS garden. Bus passes will be provided.
- ❖ Requirements: Knowledge of bus systems preferred. Must have strong interpersonal skills and cross-cultural communication skills and be comfortable calling, meeting, and assisting IRIS clients on one's own. Must enjoy being around mothers and young children (under 5 years old). Ability to communicate in languages in addition to English (especially Dari, Pashto, and Kiswahili) is a plus, but volunteer phone interpreters are available.

4. Employment Department

4.1. Employment: 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.

5. Intra-Departmental

5.1. Greater Hartford Area Volunteers

- ❖ Hours per week needed: 1.5-30 based on assignment
- ❖ Days/times preferred: Flexible
- ❖ Opportunity Description: IRIS opened a new office in Hartford, CT in fall 2021. We will need volunteers for an assortment of different tasks; in the beginning phases, we will primarily need drivers to help clients get to numerous appointments that need to be done in their first three months in the U.S.
- ❖ Requirements: Volunteers need to possess exceptional communication skills, will have a positive and solution-oriented approach to all issues, and will work collaboratively, maintaining a calm, approachable attitude. This group will be the face of the new Hartford office and will need to have an acute sense of judgment, tact and cultural sensitivity. Enthusiasm for IRIS's mission and nonprofit work is a must.

5.2. 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.

5.3. Transportation: 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 months 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 driver's 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.

5.4. Transportation: 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 urgent doctor appointments, cultural orientation classes, vital immigration appointments, school enrollment appointments, job interviews. You can drive children home (5-5:30 pm 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)