ADMINISTRATIVE MANUAL

FOR

JUVENILE PROBATION

VOLUNTEER PROGRAMS

43793

Prepared for

THE PENNSYLVANIA JUVENILE COURT JUDGES COMMISSION

By

HUMAN SYSTEMS INSTITUTE
41 Skyline Drive
Morristown, New Jersey

FOREWORD

This manual has been prepared as a follow-up to the training programs sponsored by the Juvenile Court Judges' Commission and presented in February, 1976, to persons interested in developing or improving existing juvenile volunteer projects in the State of Pennsylvania. The purpose of this manual is to provide guidelines for the implementation of the concepts presented in the earlier survey report.[1] The manual is intended for the use of any person interested in administering a juvenile volunteer project. It contains guidelines for the management of the volunteer project, suggestions on operational procedures, sample training materials and administrative records, as well as resources recommended for further information.

---

[1] Survey Report of Juvenile Volunteer Programs in the Commonwealth of Pennsylvania, prepared by Human Systems Institute, Morristown, New Jersey; for the Juvenile Court Judges' Commission of Pennsylvania, completed February, 1976.

SECTION ONE

PLANNING AND DEVELOPMENT OF A VOLUNTEER PROGRAM

The first step in creating a volunteer program is to develop a plan which takes into consideration the following points:

1. The philosophy of volunteer programming;
2. The various possibilities for utilization of volunteers;
3. The availability of funding; and
4. The implementation of the program.

A. PHILOSOPHY

The purpose of volunteers in the probation and parole setting is to provide a "helping relationship" which will both complement and assist the work of the probation and parole departments. This purpose is based upon the philosophy that a "helping relationship" can be provided by a non-authoritarian, concerned citizen volunteer. Such a volunteer can facilitate the role of the probation officer by offering an individualized relationship with the juvenile probationer. This relationship will further the juvenile's pro-social adjustment and, thereby, assist the work of the probation officer. It should be emphasized that the volunteer is not a professional counselor, nor is it the purpose of the project to train him to become a professional.

B. UTILIZATION OF VOLUNTEERS

Before deciding upon the objectives which your program

will establish, you should be aware of the many possibilities
for utilization of volunteers. Volunteers can be utilized
in a variety of ways. Utilization of a volunteer is, of
necessity, dependent upon his skills, abilities, and avail-
ability. Volunteer utilization can be divided into two
categories: functional and sponsorship.

FUNCTIONAL UTILIZATION:

Outings or Weekends

Volunteers can be utilized to organize group
activities such as outings, picnics, or recreational
activities. They can provide opportunities for
youngsters who have been temporarily removed from
their homes to spend a weekend in the home of a
volunteer. This type of volunteerism requires only
a commitment for the particular activity as scheduled,
and is a good means of using volunteers who cannot be
available for full-time sponsorships. Volunteers
used for this purpose should possess interpersonal
skills. For weekends, a home situation is needed
which can accept children on a short-term basis.

Community Resource

Volunteers with a knowledge of community resources
can be utilized to provide information to the
families of probationers concerning the availability
of community resources and procedures for requesting
services. The skills needed for the volunteer to

perform this function are: an ability to listen and understand problems; and a thorough knowledge of the availability, procedures and suitability of community resources.

Employment Survey

Volunteers can be used to survey employment opportunities in the community which might be suitable for program clients. Volunteers can visit local businesses to familiarize them with the program and develop new opportunities for job placement. This information can be fed into a program "employment bank" which clients can use when seeking a position. This utilization requires background in business, knowledge of employment procedures and the ability to develop relationships with employers.

Consultant to New Volunteers

Experienced volunteers can assist in the recruitment and selection of new volunteers. They can play a big role in the orientation and training of new volunteer groups. Their experience and success can act as a motivator for less experienced volunteers, providing advice and assistance.

Public Relations

Experienced volunteers can be used in many ways to enhance your public relations effort. The section on Public and Community Relations suggests many

areas for improving your public relations. Volunteers who possess the appropriate skills, can be used in any of these areas.

Clerical

Where funding is not available to hire full-time program staff to perform all clerical functions, volunteers can assist in many of these tasks. Volunteers with skills in typing and other clerical functions can type letters and reports, compile statistics and collect data, etc.

Transportation

Volunteers who are licensed drivers and have available automobiles can provide transportation for clients to and from special events, jobs, school, etc.

Tutoring

A tutorial service can be developed for volunteers to work with a small group of probationers to assist those who have learning difficulties or special interests. The skills necessary to perform this work range from a knowledge of the special interest to educational training in the remedial learning process.

Volunteers with Specialized Professional Skills

Frequently, volunteers may be lawyers, doctors, nurses, or people in other areas of the helping professions. These professionals can provide assistance

to the program and the probationers in their specific areas of expertise.

SPONSORSHIP UTILIZATION:

Sponsorship refers to the assignment of a volunteer to a one-on-one relationship with a probationer. The goal of sponsorship is to develop a relationship between the volunteer and the probationer which provides support, acceptance, understanding and help while the probationer is struggling to change his delinquent behavior. The volunteer and probationer will need to define objectives or goals which the probationer accepts and works towards. The volunteer acts as a resource to assist the youngster in meeting these goals. The sponsorship relationship is by nature developmental and requires flexibility on the part of the volunteer to remain with the youngster over a longer time period. The matching procedure described previously is designed to ensure the best chance for a successful sponsorship. The sponsorship relationship is most effective when specific developmental areas are identified and approaches for achieving success in these areas are planned. Examples of developmental areas are:

1. Educational growth and development.

2. Vocational growth and development.

3. Recreational and physical education growth and development.

4. Emotional and psychological growth and development.

Each probationer will present a unique challenge to the

volunteer to find a special way of reaching into the world and experience of the adolescent in trouble. Identifying area for development will provide a framework for the volunteer and probationer to make contact. However, the foundation of the sponsorship relationship is always the help process.

C. FUNDING

Based upon the county or region which your program will serve and the funding available, you must make a decision as to what your long-term developmental goals will be and what kind of program you wish to establish. A detailed discussion of the four basic types of areas in which a volunteer program may exist can be found in the earlier Survey Report mentioned on Page One of this manual. Basically, these considerations will determine how many program staff members you will recruit, how much of your program operations will be performed by volunteers, the nature and extent of training to be provided to program staff and volunteers, etc. This means that one of the first steps in developing a volunteer program is to determine the availability of funds for your program. The major source for funding of volunteer programs in Pennsylvania is the Governor's Justice Commission which is the state administrative agency for LEAA. In addition, there are a wide range of public agencies and private organizations which are willing to contribute monies to volunteer programs. These sources include private foundations;

community volunteer organizations such as the Junior League,
the Chamber of Commerce, the Community Chest, etc.; county
councils; and local government agencies. Conduct a research
survey of your area to determine what funding sources may be
available for your program. Once you have decided to apply
to a particular agency for funding, you should contact that
agency directly to ascertain timetables for presentation of
your proposal and the procedures for application.

Before approaching a potential funding source, it is
important to prepare a detailed description of the purpose
of your proposed program, the objectives which you intend to
achieve, the resources presently available, the amount of
funding which you are requesting of the particular agency,
and the specific purposes for which these funds will be used.
In preparing this information, it is important to keep in
mind that funding agencies receive requests for assistance
which far exceed their funding powers. Therefore, to secure
the necessary funding you will need to demonstrate the value
of your objectives. You will also need to justify the cost.

During the process of researching funding sources, it
is important to enlist the support and cooperation of agencies
which may be able to provide required references to funding
agencies. This, in essence, means that you must begin your
public relations effort as soon as you have decided upon the
philosophy and purpose of your program. You will need to
ensure the support, commitment and involvement of your pro-

bation department in the planning and objective-setting process, so that they understand the purpose and benefit of volunteer programming.

D. IMPLEMENTATION

Once you have an indication that funds are forthcoming, the planning process becomes focused on implementation of the volunteer program. The planning process to this point has defined a philosophy and long-term objectives. Based on the funding available, modifications may be necessary. The intended administrator and, if possible, staff of the new program should be identified as soon as possible. Although they may not be formally appointed, essential and intense planning time needs to be allotted. A joint planning group should be established which includes representatives of the probation department and the intended administrator and staff. This group will need to include the following in their plans:

1. Defining the relationship between the probation department and the volunteer program.

2. Follow-through activities to finalize funding arrangements.

3. Setting first-year objectives for the program.

4. Develop an operational plan to meet the above objectives.

5. Develop policies and procedures for the program.

6. Plan initial recruitment and selection of additional staff.

This group will develop a timetable and identification of resources to begin initial start-up activities. The joint planning group will continue to meet to design the systems and procedures necessary to accomplish the goals of the volunteer program. The remainder of this manual will give a detailed description of the systems and procedures necessary to develop an effective volunteer program. As the program develops, the planning group can be expanded to include new staff and volunteers.

SECTION TWO

THE RECRUITMENT, SELECTION AND ASSIGNMENT
OF VOLUNTEERS

The volunteer is the most valuable asset of the volunteer program. Therefore it is essential to develop a procedure which will ensure the availability and suitability of volunteers. This procedure includes three stages: recruitment, selection and assignment. Recruitment is aimed at developing a resource pool of potential volunteers. It involves contacting community citizens, educating them concerning the services provided by the program, and interesting them in the volunteer opportunities available. Selection, the second stage of the procedure, is aimed at determining the suitability of applicants for participation in your program. This requires screening each member of the applicant pool, selecting those suitable for participation, and informing each applicant of your decision. Finally, the assignment stage involves the decision to utilize selected volunteers in particular aspects of the program. In the case of sponsorship, the assignment of a volunteer to a probationer will involve a careful matching procedure.

A. RECRUITMENT

Recruitment is an ongoing process that seeks to offer interested citizens an opportunity for participation in the volunteer program. It is based on the assumption that there are many community citizens who would be interested in volunteer work if they were informed of the services provided

and the nature of the opportunities available. Therefore, it is the objective of the recruitment process to create a meeting point and exchange between the volunteer program and interested community persons.

In order to begin the recruitment process, the administrative staff of the volunteer program needs to familiarize themselves with the community they are servicing. The detailed procedure for recruitment is as follows:

1. The Recruitment Action Plan

Once the program staff has a basic understanding of community resources and needs, they will be able to proceed with the formulation of a recruitment action plan. This plan will prescribe the nature and extent of the recruitment effort to be undertaken during the coming year. It should specifically describe the types of recruitment activities, the resources needed and timetables for implementation. Such a plan will need to be developed each year and should reflect the projected annual personnel needs of the program.

Frequently the responsibility for developing the annual recruitment action plan will be delegated to a single member of the administrative staff. However, input from a variety of sources including probation officers, other volunteer staff, volunteers and community leaders should be taken into consideration.

2. The Recruitment Effort

Although recruitment is a continuous process, periodic

recruitment drives should be organized. These can be conducted several times a year and should coincide with those times when individuals are most likely to be available for project participation, such as the autumn and spring months. The two primary methods for recruitment at the outset of a volunteer program are through community organizations and the news media. Once a program is underway, however, an ideal resource for recruiting is for the existing volunteer force to interest their friends, associates and relatives.

a. The Media

Newspapers and radio and television stations will frequently be willing to donate time and space for the communication of volunteer program objectives and needs. Human interest stories, demonstrating the value of volunteer work and the services provided by the program, are particularly well-suited to the educational aims of the recruitment effort. For this purpose, news items can be written by program staff members, as well as solicited from newspaper staff reporters. Photographs of volunteers and program staff members at work with clients and probation officers can accompany these submissions.

Radio and television stations frequently present programs about community projects. These stations will be interested in your volunteer program and will be eager to help you reach their listening and viewing audiences. They can arrange talk shows and interviews, making it possible to

communicate project objectives and needs.

Ideally, the publication of newspaper articles and the airing of radio and television programs should coincide with the times of the periodic recruitment drives. Press or media coverage should include an announcement of introductory sessions which will be scheduled for all interested persons.

b. Community Organizations

Community organizations which can serve as sources for the recruitment of volunteers may include: civic organizations, social groups, churches, community action organizations, colleges and universities, business organizations and social service agencies. Once a list of several groups has been compiled, volunteer program staff members should personally contact the leadership of each organization at least three months prior to the scheduled recruitment drive. At this time, program staff members should become acquainted with the nature of the group to be addressed. Important information will include the purpose of the group, the activities it undertakes, the nature and extent of member participation in these activities, and the type of meetings regularly scheduled for the general membership. This information can best be collected at a meeting between representatives of the organization and members of the program staff. If necessary, however, telephone contact with a member of the organization will suffice. Such information is essential if recruitment efforts are to be "tailored" to the organization.

Different approaches will be suitable for different organizations and the success of the recruitment effort will largely depend upon the way in which this early relationship is established.

3. Speaking Engagements and Presentations to the Public

The most effective method for reaching potential volunteers is through group meetings and speaking engagements in which a presentation is made describing the volunteer program. You will be able to enhance the presentations by using prepared materials, brochures, and audio-visual aids. Consideration should be given to the type of audience being addressed. It is helpful to have experienced volunteers and sometimes probationers participate in presentations. The presentation should provide sufficient information to stimulate interest while being careful not to overwhelm the audience. A discussion period for questions and answers should follow the presentation. If the group is large, breaking into smaller discussion groups will help.

Presentation for recruitment purposes should include:

1. Highlight the philosophy and goals of the program.

2. Brief history of program.

3. Overview of juvenile justice system.

4. The nature of the volunteer work.

5. Examples of typical volunteer work.

6. Highlights of the successes which have been achieved.

At each introductory meeting, the presentation and discussion should be followed by a sign-up procedure for prospective volunteers. For this purpose, it is suggested that a preliminary application form be used. This should request basic information including name, address, telephone number, availability of time and level of interest. The preliminary applications should be collected at the close of the session. The more lengthy application form can also be handed out and participants alerted to expect a telephone call and/or letter requesting an interview to explore the applicant's interest. Examples of each of these two application forms are included at Appendix II. 1. and II. 2.

4. The Recruitment Inventory File

After each recruitment presentation, information regarding the initial results of the effort should be filed. For this purpose, it is suggested that a recruitment inventory file be kept. This file should contain:

   a. A record of the date on which a presentation was used to commence recruitment;

   b. The nature of the presentation (e.g. general membership meeting);

   c. The number of persons present and the initial audience response;

   d. The number of completed applications received;

   e. The number of applicants continuing with program involvement;

f. The number of applicants involved after six months;

g. The date each volunteer terminated program involve-
    ment;

h. A brief statement of the reason(s) for such
    termination.

The first three items can be recorded immediately after
the introductory meeting, and the remainder can be recorded
as such information becomes available.

This file will serve as a useful tool with which to
monitor the success of various recruiting efforts. Over
time, the most promising sources of recruitment can be
determined so that subsequent efforts can be focused in the
most productive areas. An example of a recruitment record
is included at Appendix II. 3.

5. Telephone Follow-up

Another procedure which should immediately follow any
recruitment presentation is the telephoning of all persons
who express an interest in the volunteer program. Whether
they are reached through community organizations or through
special presentations announced in newspapers, radio and
television, potential volunteers should always be contacted
as soon as possible. Every individual completing a pre-
liminary application should be telephoned promptly and an
appointment for the applicant's interview should be arranged.
At this time, the applicant should also be reminded to com-
plete and return the detailed application a few days prior

to the scheduled interview. Furthermore, since attrition frequently occurs between application and initial interview, this contact is an important way to sustain the prospective volunteer's interest in program involvement.

An additional way to sustain interest is through a follow-up letter sent to anyone who signs up at an introductory presentation. This letter should congratulate the prospective volunteer upon his/her decision to participate in the volunteer program. It should convey a sense of excitement and opportunity as it explains the value of the volunteer's role in the growth process of the individual. It should also attest to the past experience of similar programs and their success with juvenile probationers. Finally, it should explain that youth in trouble--like all other adolescents--need the approval, recognition, and a sense of dignity and self-respect which a concerned adult can provide. Whenever possible, brochures and newspaper articles about the volunteer program should accompany the letter.

B. SCREENING AND SELECTION

Once an interview has been scheduled, the screening and selection process has formally begun. This process is designed to evaluate the suitability of prospective volunteers. For the purpose of evaluation, it is necessary to collect information about the applicant's interests, needs, goals and past experiences. Two basic tools assist the

program administrative staff to obtain this pertinent information: the detailed application and the interview.   If used properly, these tools will provide the "what", "how" and "why" of an applicant's past experience, interest and motivation.

Because of the importance of the application at the outset of the screening and selection process, it is suggested that all applicants be encouraged to complete and return their forms as soon as possible.   At the very least, applications must be returned a week prior to the scheduled interview.   This is the bare minimum that is necessary if references are to be checked.

1.   The Interview

The interview is the cornerstone of the screening and selection process.   Although the nature of each interview will vary with the individuals, there are several objectives and guidelines which always pertain.   There are three main objectives of the interview between administrative staff member and applicant: (1) to communicate an understanding of the role of a volunteer; (2) to ascertain the strengths and weaknesses of the applicant; and, if these two objectives have been met, (3) to agree that both parties are interested in continuing with the decision-making process.

In order to meet these objectives, there are several guidelines that every interviewer should follow.   The most important rule of thumb is that the interviewer should always

prepare for the interview. For this purpose, the interviewer should become familiar with the detailed application as this will provide the basis for fruitful discussion. During the interview itself, the interviewer should ask leading questions designed to elicit information that explains the applicant's answers to the application. Interviewers should encourage applicants to discuss their previous level of involvement in other activities and the types of difficulties or incidents they encountered.

In this connection, there are several key areas that the interviewer will wish to explore, including follow-through, motivation, responsiveness to training and level of interpersonal skills.

Throughout the interview, the applicant should be encouraged to ask questions about any of the subjects discussed. Such questions will probably concern the nature of the volunteer program or the role of the volunteer. The questions asked can frequently provide insight about the anxieties or motivation of the applicant. Therefore, the interviewer should pay careful attention to such questions, and should ask follow-up questions about the reasons why the applicant chose to ask about particular aspects of the volunteer program. In order for the interview to serve its central purpose in the selection process, it is extremely important that the interviewer take notes either during or immediately after the discussion.

As an additional resource to the staff member's interview, it is suggested that an informal meeting between the applicant and an experienced volunteer be arranged. The experienced volunteer will be able to answer many of the volunteer's questions from a particularly useful perspective. If the experienced volunteer is presently active in a one-to-one sponsorship relationship, it is sometimes desirable to have the applicant spend time with the active volunteer at work with the juvenile probationer. This contact with an experienced volunteer will aid the applicant's self-screening and will contribute to a realistic set of expectations about volunteer work.

2. Decision Making

It is recommended that a screening committee be formed which reviews each applicant. The review should include data from the interview and input from the informal meeting with the volunteer. The committee can then make a series of recommendations which are presented to an administrative staff member of the program who has the ultimate decision-making responsibility. A decision to accept an applicant as a volunteer should reflect whether or not they are suitable for either or both functional and sponsorship assignment.

In the case of functional utilizations of volunteers, the basic criteria of suitability are time and technical skill. Almost all prospective volunteers will be suitable for some functional utilization, although not all applicants

are interested in this type of volunteer work. As far as
sponsorship is concerned, however, there are special qualities
of sensitivity and warmth, emotional maturity and stability,
and trainability which are needed.

Once the decision-making process has been completed, it
is important that the applicant be informed as soon as
possible. Whether accepted or rejected, each applicant
should be notified of the program staff's decision either
in person, by telephone or by letter. At the time of
notification, applicants who have been selected for sponsor-
ship should be invited to their first orientation and
training session.

In the case of applicants who have expressed interest
in the sponsorship program but are being accepted for
functional assignment only, this decision must be communi-
cated sensitively. Other alternatives should be discussed
and an attempt made to find an assignment which is of
interest to the applicant.

C. ASSIGNMENT AND MATCHING

When volunteers are selected for participation in your
program, they are specifically chosen either for functional
utilization or one-to-one sponsorship. As they begin
orientation and training, they will also begin the assign-
ment process. In the case of volunteers chosen for partici-
pation in the functional aspects of the program, assignment
is relatively simple.

Depending upon the interest, technical skills and time commitment of the applicants, they will be assigned to perform one or several of the services provided by the program. As an aid in this process, you may want to develop a survey or checklist of the various types of services such a volunteer can perform. This checklist will provide an opportunity for the volunteer to indicate his/her personal preference for assignment. Based upon this information and the needs of the program, you will then be able to make a suitable assignment.

In the case of volunteers who have been chosen for one-to-one sponsorship, however, assignment is somewhat more complex. It will require a procedure for matching clients with volunteers on the basis of need, interest, personal qualities and the type of relationship sought. For this purpose, the following matching procedure is advised:

1. The referring source, in most cases the probation officer, should submit an application on behalf of the juvenile client. This form should provide information about the juvenile's family background, personality, problems, interests and needs. The probation officer will be able to add to his own evaluation of the probationer's needs input provided by the youngster. The probation officer should meet with the probationer and discuss his/her personal expectations for the volunteer relationship. In addition, the probation officer should discuss the volunteer program

with the juvenile's parents (or guardians) in order to inform them of this service. An example of a form which may be used at this stage in the matching process is included at Appendix II. 3.

2. The staff of the volunteer program should assess the strengths of each member selected for sponsorship. The volunteers' interests, needs, goals and personal qualities should be assessed.

3. A matching committee should be established for the purpose of comparing the assessments or probationer needs with the interests and strengths of the volunteers. The criteria to be used for this comparison include: compatability of personalities; similarity of interests and hobbies; the amount of time available and needed; proximity and the similarity of economic background, race or sex (where the importance of such a similarity has been determined). On the basis of these factors, the committee will make the judgment that a particular volunteer is likely to fulfill the needs of a particular probationer.

4. The probation officer and the volunteer should be notified of the tentative assignment. Forms for this purpose are included at Appendix II. 4. At this time, the probation officer will be asked to inform the juvenile probationer, and the volunteer to contact the staff supervisor.

5. At a preliminary meeting between the probation officer and the probationer, they should discuss the purpose

and procedure involved in working with a volunteer sponsor.
At a preliminary meeting between the volunteer and staff
supervisor, they should discuss the client probationer. It
is important for the volunteer to understand the juvenile's
background, present problems and needs. The volunteer should
also be reminded that the future of the volunteer/client
relationship will depend on the feelings of the probationer.

6. A meeting between the probation officer, probationer,
staff supervisor and volunteer should also be arranged. The
purpose of this meeting is for each person to discuss the
expectations they have for the volunteer/client relationship.

APPENDIX II. 1.

PRELIMINARY VOLUNTEER APPLICATION FORM

Name: _____

Address: _____

_____

Residence Telephone Number: _____

Are you working now? ☐ Yes   ☐ No

If yes, Business Address: _____

Business Telephone Number: _____

How did you find out about our program: _____

_____

_____

_____

How much time do you now have available to work as a

volunteer in our program: _____

_____

_____

What activities are you interested in? Please indicate your

level of interest in your preferred activities. _____

_____

_____

_____

_____

_____

III. <u>Employment History</u>

Present Employment: _____

_____

_____

How Long Employed? _____

Previous Employment   Reason for Leaving

_____   _____

_____   _____

_____   _____

_____   _____

Are you able to assist in finding employment for clients?

Yes ☐   No ☐

What kind of jobs can you help find? _____

_____

_____

Licenses or Certificates Held (Specify) _____

_____

Union Memberships (specify) _____

Other Memberships (specify) _____

Do you have a valid driver's license? ☐ Yes   ☐ No

What state? _____ Own a car? ☐ Yes   ☐ No

IV. <u>Vocational/Educational Background</u>

A. Last year/grade of school completed: _____

B. List Schools Attended (Academic and Vocational) Years?

_____ _____

_____ _____

_____ _____

_____ _____

C. Type of courses and degrees or certificates obtained.

_____

_____

_____

_____

D. Any Special Vocational Training:

Type: _____

Where: _____

Type: _____

Where: _____

V. Military History

Military Service   ☐ Yes   ☐ No

Branch: _____

Years in Service: From _____ To _____

Duties: _____

_____

VI. Personal Information

The following information will be especially valuable in matching you with a client of like interests, skills, and orientations to life.

A. Reading

Do you enjoy reading? ☐ Yes   ☐ No

a. What magazines or newspapers do you read regularly?

_____

_____

_____

_____

b. What books have you read recently?

_____

_____

_____

c. What is your favorite book?

_____

d. What types of books do you especially enjoy?

_____

_____

B. Sports

Do you enjoy sports and athletics? ☐ Yes   ☐ No

a. What are your five most favorite sports to participate in? (In order of preference)

1. _____

2. _____

3. _____

4. _____

5. _____

b. What are your five most favorite sports to observe?
(In order of preference)

1. _____

2. _____

3. _____

4. _____

5. _____

c. What are your favorite professional athletic teams?

_____

_____

C. Arts

Are you interested in any of the following fields of art?
If so, specify your interest.

a. Films   ☐ Yes   ☐ No

What type of films do you enjoy most? _____

_____

_____

What are your five most favorite films?

1. _____

2. _____

3. _____

4. _____

5. _____

b. Painting   ☐ Yes   ☐ No

What type of paintings do you enjoy most?

_____

_____

Do you paint? _____

How would you evaluate your own talent? _____

_____

_____

c. Crafts and Handiwork   ☐ Yes   ☐ No

Have you made any "crafts?"

_____

_____

_____

What interests you in working with your hands?

_____

_____

d. Music   ☐ Yes   ☐ No

What type of music do you enjoy? _____

_____

Who is your favorite singer? _____

_____

What is your favorite musical group? _____

_____

Do you play any musical instruments or sing?

_____

e. Writing   ☐ Yes   ☐ No

Have you ever written anything? ☐ Yes   ☐ No

If so what? (poems, short stories, etc.) _____

_____

How do you evaluate your own writing? _____

_____

Why do you like to write? _____

_____

_____

f. Other Interests and/or Hobbies:

_____

_____

_____

D. Personal Description:

If you wanted someone to know the most important things about you, what would you tell them?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

What do most other people think of you?

_____

_____

_____

_____

_____

_____

Describe the kind of person who is a good friend to you.

_____

_____

_____

_____

_____

_____

_____

Describe the kind of person you would like to be your client.

a. _____

_____

_____

_____

_____

b. Age: ☐ Younger   ☐ Older   ☐ Same Age

c. Race: _____

d. Religion: _____

e. Sex: ☐ Same   ☐ Opposite

VII. <u>Religion</u>

A. To which denomination, if any, do you belong? _____

_____

B. Do you attend services now?   ☐ Yes   ☐ No

C. Would you be willing to take a client to services with you?

_____

VIII. <u>Volunteer Program</u>

A. I am interested in the following areas:

☐ Hotline Volunteer   ☐ Man-to-Man   ☐ Woman-to-Woman

☐ Office Held   ☐ Other (specify) _____

B. Are you now communicating (writing or visiting) with a person(s) in an institution?

☐ Yes   ☐ No

If yes, give the name of the person and institution.

_____

C.   How did you find out about our program? _____

_____

_____

D.   Do you belong to any civic or social clubs/activities?

☐ Yes   ☐ No

If yes, what clubs or activities: _____

_____

_____

_____

_____

Offices held: _____

_____

_____

_____

E.   References

	Name	Address	Phone
1.			
2.			

I will carefully read the Sponsor's Guidelines and State Regulations.

I will attend occasional meetings of Sponsors and Counselors.

I know of no moral reasons why I should be restricted from sponsoring.

I understand that I am not legally responsible for the conduct of my friend, but do feel a sense of responsibility to live an exemplary life before him/her.

_____   _____
Date   Signature of Applicant

INTERVIEWER

Personal Summary of Client:

Other Comments:

APPENDIX II. 2.

VOLUNTEER APPLICATION

I. Personal Information

Name: _____ Age: _____

Birthdate: _____ Birthplace: _____

Residence Telephone: _____ Business Telephone: _____

Sex: _____ Race: _____

Address: _____

_____

Longest Previous Residence: 1. High Urban ☐   2. Urban ☐

3. Non-Urban ☐   4. Rural ☐

(If other than #1, specify when and where)

_____

_____

_____

II. Family Background and History

Marital Status: Single ☐   Married ☐   Common Law ☐

Separated ☐   Divorced ☐   Widowed ☐

Remarried ☐

Dependent(s) and Age(s): _____

_____

_____

_____

_____

_____

APPENDIX II. 3.

REFERRAL OF PROBATIONER FOR VOLUNTEER SPONSOR

TO: VOLUNTEER PROGRAM

FROM: PROBATION OFFICER: _____ DATE: _____

PROBATIONER'S NAME: _____ CASE NO.: _____

ADDRESS: _____ AGE: _____

_____ SEX: M F   RACE: _____

PRESENT OFFENSE: _____

PREVIOUS PROBLEMS: _____

_____

How long has probationer been under supervision: _____

Probationer is student _____ Employed _____
                        (Check one)

Probationer has shown himself to be: (circle one)

    Cooperative   Poor   Fair   Good

    Communicative   Poor   Fair   Good

    Adherent to Probation Rules   Poor   Fair   Good

Probationer is living with:_____
                                (Specify relationship)

Parents are: ___Together, ___Separated, ___Divorced, ___Dead

Parental support for Probation efforts: (Circle one)

    Father: Poor   Fair   Good

    Mother: Poor   Fair   Good

Indicate significant parental and family problems:
    (Economic, emotional, interpersonal, etc.)

_____

Have siblings or parents ever been known to Courts:
    (If yes, give brief description)

_____

_____

Page Two--Referral of Probationer for Volunteer Sponsor

Does Probationer have the following problems? Please explain.

    Drugs (hard, soft) _____

    Learding (reading, language, etc.) _____

    School (behavior, truancy, intelligence) _____

    Physical _____

    Emotional adjustment _____

Why do you feel Probationer would work well with a volunteer?:

_____

_____

What do you think the Probationer wants from the volunteer
relationship? (Specify interests, goals, personal qualities,
type of relationship sought, etc.)

_____

_____

What is the Probation Department looking for in a volunteer?
(Specify interests, goals, personal qualities, type of
relationship sought, etc.)

_____

_____

What specific functions would you want the volunteer to
carry out?:

_____

_____

_____

_____

_____

_____

APPENDIX II. 4.

NOTIFICATION OF VOLUNTEER ASSIGNMENT   DATE: _____

MEMO TO: _____

_____

You have been tentatively assigned to the following Volunteer
Job:

_____

Your supervisor will be _____

Please contact him/her as soon as possible at: _____
                                                    (Telephone)

If you have any questions about your assignment, or, if for
any reason, you cannot assume this responsibility at this
time, please notify us as soon as possible.

If you do not make contact with either your supervisor or with
us within 10 days, we will assume that you do not wish to
continue with the program.

Good luck in your new assignment.

_____

MEMO TO PROBATION OFFICER: _____ DATE: _____

FROM: VOLUNTEER PROGRAM

RE: PROBATIONER: _____ FILE NO. _____

The above-named child has been tentatively matched with a
Volunteer:

   Name _____ Phone: _____

   Address _____

   _____

The Volunteer has been instructed to contact you within 10 days.

If you have not been contacted by _____, please
either contact the volunteer yourself or notify this office.

If you have any questions, or if any problems develop, let us
know as soon as possible.

SECTION THREE

THE TRAINING SYSTEM

A. OBJECTIVES OF TRAINING SYSTEMS

The recruitment and selection process provides the program with its most essential asset -- the people who will perform the activities. The program has a major responsibility to orient and train new volunteers to ensure the quality of work performed and the satisfaction of the volunteers in their efforts. Volunteers will need to clearly understand what is expected of them and what assistance is available to them in performing their jobs. Before an orientation or training session is undertaken, the program will need to review its own assumptions and objectives for this orientation and training. Because the role of the volunteer is to provide a "helping relationship," it is not the goal of the program to train "qualified professional helpers."

Training and orientation should be viewed as a developmental process with a multi-purpose objective. The following list demonstrates some of the basic objectives of an effective training system.

1. To develop the individual within his/her job;

2. To provide information and skill development to ensure the quality of job performance;

3. To motivate continued involvement in the program;

4. To develop an atmosphere of involvement and cohesiveness among volunteers;

-43-

5. To provide data to the program which will be useful for further screening applicants;

6. To relate the experience of the volunteer to current theories of behavior change;

7. To enhance public and community relations; and

8. To introduce the program's management system.

B. TRAINING SYSTEMS

There are two components of the training system. The first is the orientation session which is followed by a skill development session. Training needs to be viewed as a continuous process for the volunteer. The success of training will be related to:

1) the amount of time available for training;

2) the planning and preparation performed by members of the program staff; and

3) the availability of outside resources.

Much of the orientation and initial training can be performed by program staff. However, skill development may require the services of a professional.

1. Orientation

The primary purpose of the orientation session is to provide an informational base for the volunteer. It will be your first opportunity to answer the volunteer's questions about what he/she will be doing and what is expected of him/ her. An orientation session should be between three and four hours in length.

The following is a recommended format for an orientation session:

Step One. Preparation and Planning.

a. Provide a schedule and ample time for notification of volunteers.

b. Require confirmation by telephone or writing by a specific date.

c. Make all logistical arrangements in advance.

d. Prepare and assemble all materials and necessary staff.

e. Develop an orientation design.

Step Two. Staffing and Resources.

a. Include probation officers as well as volunteer staff in the session.

b. Utilize experienced volunteers as a resource and a motivator.

c. Hold a briefing session before the actual orientation session to ensure consistency, familiarity and timing in the design.

Step Three. Conducting the Design.

a. Demonstrate your professionalism by being well-organized.

b. Use the training time as an opportunity for program staff to observe volunteers and to begin identifying strengths and problem areas.

Step Four. Evaluation and Critique.

a. Provide an evaluation sheet for volunteer comments and criticisms of the orientation session.

b. Take time at the end of the session for the staff participants to meet and critique: the design, preparation and planning, reaction of volunteers, individual strengths and areas for growth for volunteers and staff.

c. Make notations for further changes and additions to the design.

There are many ways to be creative and innovative in your orientation session. The following is a list of the basic elements of an orientation session:

1) Introduction and welcome by the program director, including a history of volunteer programming and its objectives.

2) Warm-up exercise to introduce volunteers to each other and to the program staff.

3) Short review of criminal justice system, juvenile and adult.

4) Explanation of probation, including state and county statistics and probation rules.

5) Description of various utilizations of volunteers.

6) Experiential exercise related to practical experience of the volunteer. The most popular is a role play of the initial meeting of the volunteer with the probationer.

7) Wrap-up and action plan for the next step in the process with specific dates and responsibilities clearly designated.

At appropriate times throughout the orientation session, written materials should be provided which further explain aspects of the program and the juvenile justice system.

Optional. Develop a handbook for volunteers which includes:

1) Printed pamphlets or brochures used in public and community relations;

2) An introductory letter from the Program Director;

3) A brief history of volunteer programming throughout the state and an overview of your objectives and development history;

4) Definitions of words and procedures related to the area of probation;

5) A summary of court proceedings;

6) A list of probation rules and regulations;

7) Current statistics on probation in your local and state areas;

8) Any forms relevant to the performance of the volunteer's job;

9) A copy of forms used for supervision and reporting;

10) A general statement of responsibilities of, and expectations for, volunteers;

11) A reading list;

12) A list of the most frequently asked questions and answers.

2. Skill Development

Skill development refers to the need for training in three broad areas: human relations, problem solving and comunications. Any formal training should be geared to relating the actual experience of the volunteer to current theory. A single, well-organized theoretical base should be used.

Some theories commonly utilized for this purpose are Transactional Analysis, Reality Therapy, Active Listening, and Inspirational Friend. A tendency to vary the resources and inputs to the volunteer may overload and confuse him/her, rather than develop skills. The goals of any skill training program should be:

a. To improve the effectiveness of the one-to-one sponsorship relationship;

b. To provide alternative approaches which will refine the "helping relationship"; and

c. To provide satisfaction for the volunteer through his/her own growth and development.

The skill development process is four-fold. An individual needs to first become aware of an attitude, feeling or mode of behavior. Secondly, he/she needs to identify and understand its positive and negative uses and effects. Thirdly, the individual needs to formulate an action plan to change the

particular attitude, feeling or mode of behavior. And finally, the individual needs to monitor and evaluate the change.

This process provides a foundation for skill development and a simplified understanding of the change process itself.

C. TRAINING METHODS

The techniques used in training sessions will affect the success of the training system. There are several basic elements necessary in any training session in order to enhance its impact upon volunteers. All sessions should attempt to vary techniques and provide relevant exercises. The following are some basic guidelines:

1. Exercises should be experiential and practical.

2. Exercises should provide opportunities for maximum participation.

3. Small-group exercises should be provided with large-group summaries of information.

4. Lecturing should be kept to a minimum.

5. Role plays should be developed and acted out by participants.

6. Game simulations should be developed and utilized.

7. Case studies and group problem-solving exercises should be utilized.

8. Opportunities should be provided for interaction and discussion.

9. Field visits should also be used as a training exercise.

10. Audio-visual aids should be utilized whenever possible.

11. Time periods should be short enough to maintain audience attention.

12. A flip chart or blackboard should be available for use throughout the presentation.

D. TRAINING CONSIDERATIONS

The following considerations should be taken into account when planning and developing training sessions:

1. Initial training should occur as soon after recruitment and selection as possible.

2. The assignment and matching should be finalized as soon after training and orientation as possible.

3. It is desirable for a "class" of trainees to be processed through a training sequence together. This will foster a sense of group support and cohesiveness among the volunteers.

4. Training should be practical and not overly theoretical. Volunteers need experiential skill development if they are to feel less anxious and more confident.

5. A training "theme" or model should be selected and all training should reflect this theme.

6. Training needs to be continuous, providing periodic refresher workshops which reflect the needs of field experience.

7. Training sessions will provide an opportunity for

observation, evaluation and supervision of volunteers. Insight and information on the level of skill development and capability is a key element of success.

8. Implementing a training session is a skill requiring extensive preparation and experience on the part of program staff. Training designs should be developed in detail with the expectation that each will be reviewed and critiqued in order to increase effectiveness.

SECTION FOUR

THE MANAGEMENT SYSTEM

The management system refers to the processes between the administrative staff, volunteers and probationers. These processes coordinate and monitor all their efforts in order to achieve the objectives and goals of the volunteer program. The basic objectives of the volunteer program is to provide help in the growth and development process for youth in trouble. Similarly, the management system needs to model the help and development process for staff and volunteers in order to achieve their objectives. Each participant from administrator to volunteer is involved in creating an environment which will support a helping relationship with the probationer. It becomes essential to recognize the impact of the management system on the members of the program staff and the volunteer force as a key factor in the effective functioning of the program. Therefore, it is logical that a participatory approach to management is essential in creating a satisfactory experience for all members of the organization.

A. THE PURPOSE AND NATURE OF THE MANAGEMENT SYSTEM

The purpose of a management system is to provide contact and development between the staff, volunteers and probationers. The attitudes of these participants and atmosphere in which their work is performed will be enhanced by a positive environment. The environment for participatory management is characterized by the following:

1. The management system will emphasize teamwork, shared leadership and decentralized decision making.

2. Everyone is involved in confronting and managing the environment. The attitude of each individual is governed by a feeling of "psychological ownership" of the program.

3. The social system of both staff, volunteers and probationers needs to produce trust, cohesiveness, respect, competence, confidence and satisfaction for all. Feelings of affiliation, acceptance and satisfaction should pervade the system.

4. Preparation, planning, organizing and development become priority concerns. There is a sense of creativity, exploration and innovation. Mistakes become an opportunity for learning.

5. The communications system is an open and direct exchange of data which reinforces trust and understanding. A high-risk pattern exists which demands facts, provides feedback and serves to help individual growth and development.

6. Problems are solved through a skillful process emphasizing involvement and results.

7. Skill development and training are a priority in the system.

8. Primary responsibility and accountability for the success of the system exists throughout the organization. Every individual clearly understands the nature of his/her job position and what is expected in the way of job performance.

B. STRUCTURE OF THE MANAGEMENT SYSTEM

The structure of the management system is identified
by ten elements which are designed to provide functional
services and aid the organization in achieving its goals.
These ten elements are as follows:

I.	Stated Philosophy and Purpose	Provides an overall view of the basic beliefs and values of the organization.
II.	Stated Objectives	Quantifies and qualifies the operational objectives consistent with the philosophy and purpose.
III.	Organizational Structure	Specifies the structural model within which the organization and departments function in order to accomplish objectives.
IV.	Supervisory System	Supplies the resources directly responsible for coordination and integration of all efforts to achieve objectives.
V.	Performance Evaluation System	Systematically defines nature of jobs, sets standards of performance and develops action plans for self, department and organizational development.
VI.	Policies and Procedures	Specifies and states guidelines for organizational operation.

VII.	Communication and Information System	Develops networks for exchange of data and feedback utilizing team meetings departmentally and inter-departmentally, in addition to individual contacts, written exchanges and record keeping.
VIII.	Recruitment, Selection and Promotion Systems	Maintains a continual flow of manpower throughout the organization. Develops tracks for self-development.
IX.	Reward System	Provides recognition to members of the organization based on their performance development and contribution.
X.	Training and Development Systems	Ensures organizational management and staff development; enhances human relations skills; updates technical skills.

C. IMPLEMENTATION OF MANAGEMENT SYSTEM

The essential elements of the management system which will be discussed in this section are: the evaluation system and the supervisory system. As previously stated, volunteers and staff must develop a sense of accountability and ownership in the program. It is crucial for volunteers to feel accepted and involved, and to be recognized for their performance in order to ensure continued program success.

The previous chapters describing recruitment, selection, assignment and training, provide the first steps toward accomplishing these goals. It then becomes the responsibility of the administrative staff to provide a clear description of job responsibilities and mutually agreed upon standards of performance for volunteers and staff. These standards should be used to evaluate the individual's success as well as the success of the overall program.

In addition, a relationship must be developed which is consistent with, and responsive to, the problems and experiences of volunteers and staff. This relationship must provide skill development, personal satisfaction, and the contact necessary to support the efforts of each participant. Performance evaluations and supervisory reviews become the mainstay of the management system. A brief outline will explain the implementation and format of these two elements.

Performance Evaluation System

A performance evaluation system is based on the development of a job description. This establishes and describes the responsibilities, objectives and measurable standards for the performance of a job. It is a management tool which defines, in operational terms, the desired actions and results of the individuals and thus, the program. The performance evaluation system is based on the following assumptions:

1. That a system of managing by objectives and standards will provide the volunteer with self-discipline and a greater involvement and motivation towards achieving results.

2. That an evaluation system will strengthen the coordination and management of the program towards an action and results orientation.

3. That each person performs two basic functions which can be expressed in specific objectives. These functions are the job responsibilities and the goals of the "helping relationship."

The evaluation system will foster open communication and will focus attention on viewing all program efforts critically. To be more specific, the objectives of the performance evaluation system are:

1. To establish in measurable terms the performance and helping relationship objectives for all volunteers and staff members.

2. To establish the capability within each staff member and volunteer to skillfully evaluate and develop his own performance and to help others to achieve the same.

3. To establish a workable system for recognition and rewards based on effective performance and the achievement of results.

The first step toward achieving these objectives is to develop the performance evaluation system in order to ensure ongoing communication, objectivity, consistency, and commitment among the participants. The plan should define the process for objective setting, reporting relationships, data collection, program responsibilities, as well as a timetable for implementation of the system.

A suggested outline for operationalizing a performance evaluation system for volunteers and staff is as follows:

Step One

A training seminar should be presented which will familiarize program staff and volunteers with the performance evaluation system. Participants in the seminar should receive copies of all forms necessary for objective setting, collection of data, and evaluation of results. Exercises should be designed to develop skill in writing job responsibilities and standards of performance.

Step Two

After the training seminar, each participant should be requested to write a job description. This job description should include specific duties and responsibilities of the individual's job and the goals of the helping relationship. Specific and measurable standards of performance should be written for each responsibility.

Step Three

Each individual should then request a meeting between himself and his supervisor to negotiate mutually-agreed upon objectives for the forthcoming period to be reviewed. A finalized job description will then serve as the basis for measuring performance and results.

Step Four

The program should specify a period of time over which each individual will be evaluated. A quarterly review is recommended. Approximately one week before the end of the quarter, each individual should present to the person supervising him/her all completed review forms. A meeting should then be scheduled to discuss the individual's progress toward meeting his/her stated objectives and to make recommendations for improvement or modification.

Step Five

At the end of the evaluation process, some form of recognition and reward for volunteers and staff achievement should be provided.

D. SUPERVISORY SYSTEM

The performance evaluation system provides specific and measurable objectives which emphasize the action and results orientation of the management system. The supervisory system accentuates the same goal but provides a quality control to the performance of the job. The two

systems integrate objectives and complement each other.

Supervision should be a continuous and on-going process responsive to the needs and experience of volunteers and staff. The time interval will depend on the level of skill development and the time available. Supervisory sessions should be held on a weekly, bi-monthly or monthly basis for not less than one hour.

The objectives of a supervisory system should reflect the characteristics of a participatory approach and the creation of an effective management environment.

The specific objectives of this system are:

1. To role model the technique and skills of a helping relationship.

2. To provide skill development to improve job performance.

3. To create help environment which fosters a problem-solving orientation.

4. To maintain a close relationship with all participants which will assist the development of a sense of involvement and cohesion.

The format for a supervisory session should cover certain guidelines and steps. Listed below are basic steps which provide the foundation for a quality supervisory system:

Step One. Preparation

The volunteer or staff member should present to his

supervisor all reports and data needed for the session
in advance. Volunteers who do not write well should
be provided with dictating machines or an individual
to assist him/her.

Step Two - Update and Progress Report

The volunteer should begin with a verbal report which
updates the supervisor on all activities. A progress
report on the probationer should emphasize objectives
and strategies for meeting the needs of the helping
relationship.

Step Three - Problem Identification

The volunteer or staff member should be asked to identify
current and potential areas of difficulty. A problem-
solving technique should be utilized which will assist
the growth of the individual as well as seek resolution.

Step Four - Assessment of Skill Development

Both parties will be able to discuss the level of skill
development and focus on the strengths of the individual
in performing his/her job. The supervisor can provide
accurate feedback based on the information presented in
the session.

Step Five - Developmental Needs

A critical review of the preceding information should
assist both parties in the identification of areas for
development. A determination of training and super-
visory needs will support the continuous and develop-
mental nature of the program.

Step Six - Action Planning

The results-orientation requires that an action plan
be developed at the conclusion of the supervisory
session. Specific activities and actions are noted
and a priority is assigned. Dates and deadlines
are projected, but should be flexible and realistic.
The review of the action plan becomes the initial
presentation at the next supervisory session. A date
for the following session should be the last item
agreed upon at the meeting.

When conducting a supervisory session, you should keep
in mind the following points. The supervisory session should
take place in a "help" enviornment. It should be a way for the
administrator, staff and volunteers to get to know each other
better and develop mutual understanding of their relationship
to the program's objectives. The setting for the meeting
should be comfortable and the supervisor should attempt to
be as objective, realistic, fair and consistent as possible.
All participants should be prepared in advance and have com-
pleted all required reports and forms. The tone should leave
the individual with a positive sense and a feeling of satis-
faction in his/her ability to perform and develop.

In addition to this kind of supervisory session, many
other experiences can be designed which will provide the
contact and developmental opportunites between the staff
volunteers and probationers which is inherent in the nature of

this management system. Several examples are listed:- A staff meeting between staff and the administration can be scheduled periodically to review total program issues. Staff members can work with volunteers in small groups which will provide opportunities to share experiences and problems, to develop additional training services and needs, and to identify needs and concerns. These group meetings will also maintain the feeling of cohesion and create a sense of belonging for the volunteer which goes beyond the relationship with the probationer. Actual field experiences can also be arranged in which the staff of the program works directly with a volunteer and a probationer. A brainstorming session with staff and volunteers can generate more suggestions and activities which will increase the effectiveness of the supervisory system.

The efforts of all those involved in the program to support and maintain the evaluation system and the supervisory system will provide effective and modern management. The direction, coordination and supervision of the management system is essential to the functioning of the program. Therefore, these systems will monitor the direction and quality necessary for success.

SECTION FIVE

PUBLIC AND COMMUNITY RELATIONS

Maintaining good public and community relations is an on-going and continuous process throughout the life of the volunteer program. Establishing and sustaining a relationship with the general public and ancillary agencies is a challenge which directly affects the program's success. The volunteer program, by its nature, is a joint venture between the community and the probation department. It is important that program staff think in terms of a systematic flow between the court system, the volunteer program and the community. The program needs to develop an openness and trust in order to foster the involvement of all towards the primary program objective--helping youth in trouble. The efforts of public relations plans and activities need to be directed towards linking these support systems of the volunteer program. Obviously, without the cooperation of the probation officer, caseworkers, the courts and the community volunteers, there can be no program.

The objectives of the public and community relations are:

1. To create an awareness of the volunteer program's existence;

2. To motivate and generate enough interest to stimulate inquiries;

3. To provide basic information which includes: who you are, the program's purpose, its philosophy, and how contact can be made.

The area of public and community relations needs to be managed in the same manner as outlined in other sections of this report. In building good public relations, a plan of action must be developed. It should identify the objectives of your campaign, delegate responsibilities, collect the information needed to proceed, and establish a specific schedule of events.

A primary objective of your public relations program is to make your existence known. Some suggested means of doing this are as follows:

Letters:

A letter which states the purpose of your project and briefly describes its operation can be sent to all local businesses and community organizations. This can provide a source of donations as well as new volunteers. Be sure to include in your letter the necessity of your program and illustrations of the type of support which could be helpful. (An example is included in the appendix.)

Brochures and Posters:

A brochure which includes the same basic information as the letter mentioned above can be developed and distributed to the public. A list of locations and organizations which can assist distribution should be compiled. A plan and schedule for distribution should be developed and periodically reviewed for effectiveness. Be sure to check with local authorities to ascertain whether a permit is required

if hand outs are distributed personally at business locations.
Posters which indicate the basic purpose of your program can
also be displayed at these locations.

Newsletter:

After your program is underway, a monthly newsletter
can be a valuable vehicle for bringing attention to your
project. The newsletter should present highlights of your
program's activities during the month and note special suc-
cesses which you have achieved. A good item to include in
the newsletter is a list of contributors with an expression
of appreciation.

Funding Agency Reports:

If your program is funded by an agency such as the
Governor's Justice Commission, an annual progress report
will be required. Your report to these agencies will
determine whether your program will receive continued fund-
ing. In addition to this, this report may be distributed
to other government and social service agencies throughout
the State. This report can be instrumental in apprising
other key organizations of the value of the program. (The
content of this report will be covered in the section on
Evaluation of Results.)

Thank-you Letters:

These letters should be sent to all contributors,
funding agencies and volunteers. Volunteers who are screened
out should be thanked for their interest when they are

notified of your decision. Accepted volunteers should be
thanked when they are notified of their acceptance as well
as when their sponsorship is terminated. Thank-you letters
should express appreciation and inform the contributor as
to how his donation will be of service to the program.

Speeches and Other Presentations:

Program staff members can take advantage of every
opportunity to address public meetings. These meetings are
a good source of potential volunteers as well as contributors.
The presentation's purpose is to not only acquaint the public
with the purpose of your program, and help them become aware
of the need for the program in your community, but to estab-
lish personal contact. These presentations provide an
opportunity to establish a personal relationship with many
service organizations which can assist the program.

Media Activities:

Local newspapers, radio and television stations will
frequently contribute space and time to publicize the
activities of community organizations. A concise and direct
message can generate interest and awareness to a large seg-
ment of your community. Its objective is to provide enough
information to motivate further inquiry.

Another objective of your public relations projects is
to supplement efforts for obtaining needed resources. The
following list includes some of the resources which are
usually available:

1. Facilities for housing the program, fund-raising

events, and other social activities.

2. Newspaper space, radio and television time.

3. Equipment for offices, sporting equipment, etc.

4. Tickets to theaters, sporting events, etc., for clients and sponsors.

5. Professional services such as counselling. There are many organizations in most communities which will provide free service for drug and alcohol rehabilitation, location of foster parents, medical assistance, psychotherapy, etc.

6. Part or full-time jobs for clients.

7. Academic tutoring.

Every contact with the public becomes a part of your public relations program. An important component is your system for handling telephone inquiries. The initial contact that a person has with your program is often over the telephone. The first impression you make is frequently a lasting impression whether it is in person or over the phone. The initial conversation should be informative and seek to establish a rapport with the caller. However, the follow-up to the phone call is the key to developing effective community relations. A system should be devised which ensures maximum attention to all requests for information.

Every effort should be made to focus on personal contact with the public. As previously mentioned, presentations at community meetings and speaking engagements are the most

common source of contact. However, creative alternatives need to be developed. Invitations can be extended to important community individuals to attend planning meetings, training sessions or evaluation meetings in order to demonstrate the expertise of your program. Any success and achievement should be brought to the attention of related agencies as your most valuable public relations asset. Staff should be encouraged to informally keep interested parties informed of current activities and needs of the program. Opportunities can be brainstormed for involving all members of the program in a public relations project. An example of this would be volunteers and probationers publicizing a clean-up campaign or car wash to raise funds. Innovation and creativity become the basics for an effective public and community relations project.

It may sometimes be assumed that public relations is directed only towards the community. However, as previously mentioned, the court system and your own probation department is a vital link to your program's success. The issue goes beyond just the need for program support. A relationship needs to be established which will monitor the commitment of the court system and probation officers. Since referrals will directly depend on these two, this relationship should include an educating and reporting process. Probation officers will find it helpful for program staff to provide criteria for referring probationers to the

volunteer program. The court system will increase its sense
of confidence and trust in the program when successes,
activities and planning are periodically reported to them.
Participation and involvement by the court system in all
areas of the program from planning to achieving results
will support the goals of the helping relationship.

Lastly, the relationship between volunteer programs
throughout the state becomes a vital resource for generating
and improving the impact of your public relations efforts.
The success of one program in the state contributes to the
success of others. Developing a relationship with other
programs will provide opportunities to disseminate informa-
tion and experiences so as to share and ensure the program's
success statewide.

APPENDIX V

Dear Mr. Businessman/Professional:

If we asked you to prevent crime by locking your doors or supporting your local police force, you'd comply. Now we're asking you to prevent crime and, at the same time, help a juvenile make a new life for him/herself.

_____, a recently instituted volunteer/sponsor project, is doing this by assisting adjudicated delinquent juveniles in making a pro-social adjustment. Programs such as ours have already been proven successful in helping juveniles become involved in rewarding projects and jobs and preventing them from returning to crime and, thus, correctional institutions. This not only helps the juvenile, but helps you also by lowering the crime rate in our community.

Our program works, but we need your support. We're only partially funded and we need equipment, supplies and expense money. We need more professionals to provide counseling services to our clients. We need full and part-time jobs for these youngsters. And most of all, we need your skills and time as a volunteer.

Your reward will be the satisfaction gained from knowing that you have helped to make our community safer and freer from crime, that you have helped a young person to make a better life for himself, and that your contribution has helped to make our program successful.

These kids don't want to return to crime as much as you don't want them to. _____can help them. But only with your help. Call us at _____ or write: _____. Any services you can provide will be of value.

                              Sincerely,

SECTION SIX

PROGRAM EVALUATION

Program evaluation provides a means of learning from experience and, thereby, improving the program's effectiveness. Essentially, volunteer programs are usually evaluated through the use of three different methods:

1. The funding agency evaluation;

2. The internal management system;

3. Special surveys and analyses.

A. THE FUNDING AGENCY EVALUATION

The funding agency will usually appoint an external evaluator whose purpose is to report on the status of program activities. This report should assess activities in relation to stated objectives and the progress toward achieving results. The function of the program in this evaluation is simply to supply requested information and data in a cooperative fashion to the evaluator. This data compiled by the outside evaluator can be useful to the program as objective feedback on its functioning and can assist the program in its decision-making and problem-solving efforts.

B. THE INTERNAL MANAGEMENT SYSTEM

The management system, which has previously been described (see Section Four), is essentially the first direct line of evaluation for the program. Evaluation is inherent in the management system due to the nature of the performance evaluation and supervisory systems. The activities of the program staff and of the volunteers are determined by their

objectives . These are set as part of the supervisory
reviews. How well each individual performs his job and
fulfills his responsibilities will, therefore, bear a direct
relation to how successful the program is in achieving its
desired results. A review of each individual's progress
toward meeting his own job objectives will give adminis-
trators an overview of the total program's success in
achieving its overall objectives.

C.   SPECIAL SURVEYS AND ANALYSES

In addition to these evaluations, long-term surveys and
analyses can be conducted to provide more detailed informa-
tion on specific areas of results. Some of these surveys may
be conducted by the funding agency evaluator, and the program
may want to conduct others for its own use. Some sources of
information for this type of evaluation are: project staff,
volunteers, clients, referring agencies and contributing
agencies. These sources can provide information regarding
their relationship with the program and provide suggestions·
for improvement or modification.

Surveys of this kind can be of two types. Evaluations
of special projects or functions can be conducted upon
completion of the project. Evaluations or surveys of ongoing
program functions can be continuously collected and compiled
for periodic review. Collection of data concerning ongoing
functions will ensure its availability when it is needed as
resource information to improve your program's functioning.

Surveys and analyses can be either qualitative or quantitative. Suggestions for areas to be covered in a qualitative evaluation by different levels of the organization are:

1. Program Staff Evaluate:

    a. The effectiveness of their supervision,

    b. Their overall opinion of program operation,

    c. The effectiveness and quality of specific training programs,

    d. The quality of each contact with an outside agency.

2. Volunteers Evaluate:

    a. Their overall impression of the recruitment and selection process, of the orientation process, and of training received,

    b. The effectiveness and quality of their relationship with their client;
    Upon termination, their overall impression of the program and their reasons for termination,

3. Clients Evaluate:

    a. The quality and benefit of their relationship with the volunteers and with the program.

4. Referring Agencies Evaluate:

    a. The quality and effectiveness of their relationship with the program,

    b. Feedback from and about clients as to the benefit they have received from the program.

5. Contributing Agencies Evaluate:

   a. Their overall impression of their relationship with the program,

   b. Their perception of the use of resources which they have contributed,

   c. Their perception of the value of program activities.

The information above will provide valuable feedback on how your program is being seen by those who are affected by its functioning. Collecting this information on a continual basis will enable you to improve the quality of your service to your clients, ensure that your activities are contributing to program objectives, and enhance your public relations efforts.

Quantitative Evaluation

A quantitative evaluation of the program's results as compared to stated objectives is also needed. The following list is an example of some data which you may wish to collect and the information which may be gained through that data:

A. How effective is your public relations effort?:

   Conduct a survey asking (for example):

   1. Have you ever heard of _____ program?

   2. What do you think its purpose is?

   3. Have you ever considered being a volunteer/ sponsor for this program? Why or why not.

B. How effective is your recruitment and selection process?:

Collect data on:

1. Number of persons contacting the program as potential volunteers.

2. Number of these persons attending preliminary orientation.

3. Number of persons then completing application.

4. Number of persons accepted as sponsors, number rejected as unsuitable, and number voluntarily dropping out of program.

5. For those volunteers voluntarily terminating after acceptance, their reasons for terminating.

C. How effective is your program in helping clients?:

1. Number of juveniles referred to the program.

2. Number not wishing to become involved (and their reasons.)

3. Number matched with volunteer sponsors.

4. Number of juveniles terminating relationship after match, but before expiration of commitment.

5. Number of juveniles successfully completing assigned sponsorships.

6. Number of juveniles arrested less than

3 months; 3 - 6 months; 6 - 12 months

after matching.

    7.   Number of matched juveniles institutionalized.

D.   How effective is your supervisory system?

    1.   Percentage of participants completing per-

formance objectives as required.

    2.   Percentage of participants achieving

objectives.

    3.   Percentage of participants not achieving

objectives.

    4.   Percentage of staff voluntarily terminating

employment.

    5.   Percentage of volunteers voluntarily

terminating their relationship before

expiration of assignment and an analysis

of their reasons for termination.

Answers to questions such as these will provide you with an objective analysis of your program's results and will provide information which may be requested by your funding agencies. This information can be collected bi-monthly or at some other convenient interval so that changes in the project effectiveness become immediately evident. Only through qualitatively and quantitatively evaluating your program can you hope to continually increase its effectiveness and achieve the results for which your program was established.

END