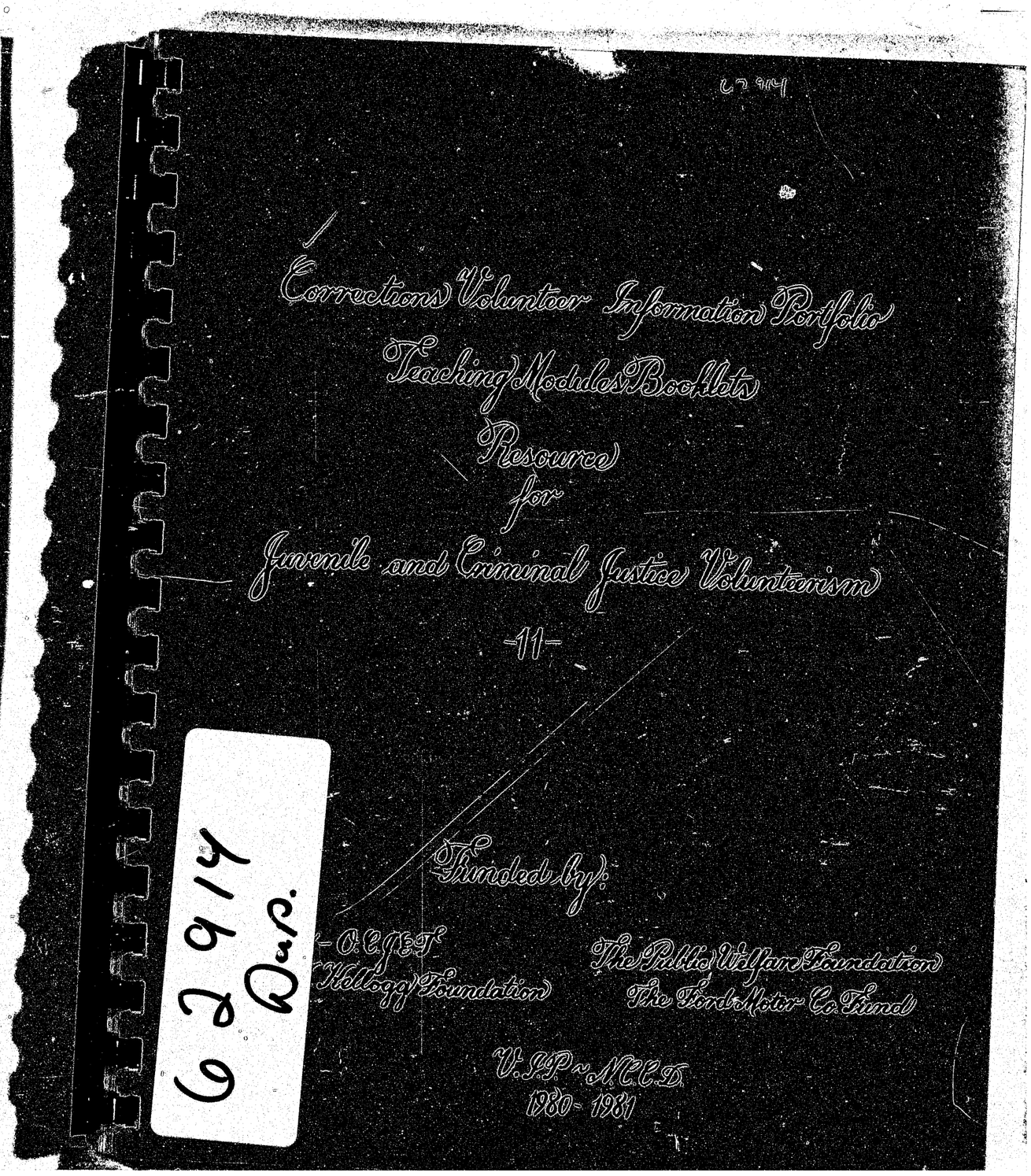


VIP

A DIVISION OF THE
NATIONAL COUNCIL ON CRIME AND DELINQUENCY

NCCD

200 WASHINGTON SQUARE PLAZA • ROYAL OAK, MICHIGAN 48067 • (313) 398-8550

KEITH J. LEENHOUTS, Director
Municipal - District Court Judge, 1959-1969

March, 1981

TO: Professors of Juvenile and Criminal Justice.
Professors of Sociology, Psychology, etc.
teaching juvenile and criminal justice courses.
Professors, Trainers and others conducting training
for juvenile and criminal justice volunteer programs.

FROM: The Curriculum Development Committee: Dr. Vernon Fox, Professor G. LaMarr Howard, Dr. Gordon Misner, Mrs. Marcia Penn, Dr. Ernest L.V. Shelley, Judge Keith J. Leenhouts, Project Coordinator and Ms. Vera I. Snyder, Associate Project Coordinator

During the past decade there has been a proliferation of information about volunteering. For those professionals interested, we are pleased to provide you with curriculum materials to assist you in teaching and developing classes or courses in juvenile and criminal justice volunteerism and juvenile and criminal justice general curriculum.

We have given much time and thought to this project since we are convinced volunteerism is one of the best, if not the best, development in juvenile and criminal justice programs during the last two decades. Volunteers, working under careful and intelligent supervision, reduce recidivism by greatly increasing effective rehabilitative services.

These materials have been prepared, compiled, printed and distributed with funds from a grant from the Law Enforcement Assistance Administration Office of Criminal Justice Education and Training*, The Public Welfare Foundation, the Ford Motor Company Fund and the W. K. Kellogg Foundation. Special gratitude is extended to Dr. J. Price Foster, Davis Haines, Leo J. Brennan, Jr., Dr. Peter R. Ellis and Professor Thomas O. Johnson of Asbury College.

We do suggest broad flexibility in the use of these teaching module booklets. The Teachers Outline, suggested Questions and Answers, Learning Exercises, Bibliographies and Content Pages are to be used by you in any and every way they will be most helpful. Please feel free to be creative, imaginative and utilize the materials in a manner which will best suit you. The same is true of the resource packets, modules numbered eleven and twelve.

We feel volunteerism has a very legitimate and important place in juvenile and criminal justice curriculum. We hope you agree and fine these resources helpful.

Please let us know if we can be of any further assistance. We wish you the best in your classes and courses on this most vital, crucial and critical subject.

*Grant No. #79-DF-AX-0132. The contents do not necessarily reflect the views and policies of LEAA.

CORRECTIONS VOLUNTEER INFORMATION PORTFOLIO

One of twelve teaching module booklets to assist Professors to teach classes and/or courses on juvenile and criminal justice volunteerism.

Written and Compiled by:

Dr. Vernon Fox, Florida State University--Founder of Southern Corrections Conference
Professor G. LaMarr Howard, Georgia State University--Former Director of Volunteers, Fulton County Juvenile Court (Georgia)
Dr. Gordon Misner, University of Illinois at Chicago Circle--Former President of Academy of Criminal Justice Sciences
Mrs. Marcia Penn, PM Consultant--Former Director of the Governor's Office on Volunteerism (Virginia)
Dr. Ernest L.V. Shelley, Olivet College, Michigan--Former Director of Treatment, Michigan Department of Corrections
Judge Keith J. Leenhouts, Project Coordinator--Royal Oak Municipal Judge, 1959-1969, Director of VIP Division* of the National Council on Crime and Delinquency
Ms. Vera I. Snyder, Associate Project Coordinator, Administrative Associate of VIP Division of the National Council on Crime and Delinquency

Complete List of Teaching Module Booklets Available:

1) History of Volunteers in Juvenile and Criminal Justice
2) Value Base of Juvenile and Criminal Justice Volunteerism
3) Volunteer Resource Development
4) Management and Administration of Volunteer Programs in Juvenile and Criminal Justice
5) Dynamics of Individual and Group Counseling by Volunteers
6) Many Uses of Volunteers in Juvenile and Criminal Justice
7) Volunteers in Juvenile Diversion, Probation, Detention, Institutions and Alternatives
8) Volunteers and Adult Misdemeanant Courts
9) Volunteers with the Adult Felon
10) Issues, Trends and Directions for Juvenile and Criminal Justice Volunteerism in the 1980's
11) CORRECTIONS VOLUNTEER INFORMATION PORTFOLIO (Resource Booklet)
12) National Education-Training Program (Resource Booklet for Juvenile and Criminal Justice Volunteerism)

Additional copies of student material (blue pages) may be photocopied or ordered from VIP-NCCD, 200 Washington Square Plaza, Royal Oak, Michigan 48067. Copies ordered from VIP-NCCD will be printed and bound similar to this booklet (at cost). Additional copies of the complete teaching module booklets are available at cost.

*Volunteers in Prevention, Prosecution, Probation, Prison, Parole

CORRECTIONS VOLUNTEER INFORMATION PORTFOLIO

The Corrections Volunteer Information Service

A Project Sponsored by
The National Institute of Corrections (NIC)

Steve Hansen, Library Coordinator, NICOV
Ivan H. Scheier, President, NICOV

National Information Center on Volunteerism (NICOV)
P.O. Box 4179
Boulder, Colorado 80306

April, 1979

TABLE OF CONTENTS

FEEDBACK FORM: INFORMATION PORTFOLIO

Once you and your colleagues have had significant experience with this Information Portfolio, we would appreciate your taking the time to complete this form and return it to us.

TYPE (or title) OF CRIMINAL JUSTICE ORGANIZATION:

_____

NUMBER OF YEARS YOU HAVE WORKED WITH CORRECTIONAL VOLUNTEER PROGRAMS:

_____ (years)

DATE: _____

1. For my colleagues and myself, the portfolio was: (circle one)

   too long too short about right

2. The level of material was: (circle one)

   too basic too advanced about right

3. Main subject areas which were under-emphasized or omitted were:

   _____

   _____

   _____

   _____

4. Subject areas which were most useful to me were:

   _____

   _____

   _____

   _____

5. I have the following suggestions for improving style and organization of the portfolio: (use reverse side for additional comments)

   _____

   _____

   _____

   _____

6. I would suggest the following title(s) or topic area(s) for any additional information portfolios which may be produced:

   _____

   _____

   _____

   _____

7. I would rate the overall usefulness of this portfolio as follows: (circle one number)

1 2 3 4 5 6 7 8

poor.....fair.....good.....excellent

8. Any other comments you would care to add would be appreciated (use reverse side for additional comments)

_____

_____

_____

_____

SIGNATURE (optional) _____

NOTE: For your convenience we have made this form self-mailing. Simply fold the form so that our address shows, affix a stamp, staple the top, and throw it in a mailbox.

THANK YOU FOR YOUR HELP

PL... STAM... HE...

Steve Hansen
National Information Center on Volunteerism
P.O. Box 4179
Boulder, CO 80306

A. INTRODUCTION : PURPOSE AND INTENDED USAGE

In May, 1978, the National Information Center on Volunteerism (NICOV) began a project under a grant from the National Institute of Corrections, to establish and operate an information clearinghouse for volunteer programs in corrections. Our intention under this grant is to answer, without charge, any requests for information from individuals or agencies involved in jails, probation and parole programs, correctional institutions, and community-based corrections facilities which are using or plan to use volunteers. An additional task of the Corrections Volunteer Information Service is to develop information portfolios which include library material and bibliographic data for volunteer programs in jails, probation and parole, institutions, and community-based facilities. These packages are compilations of the best material available in planning, training, managing, and evaluating volunteer programs. Books and other costly published materials will be referenced in these packages, but will have to be purchased separately by requesting agencies.

This is the first information portfolio produced by the Corrections Volunteer Information Service. It aims to present succinctly, under one cover, basic information necessary in planning and conducting a criminal justice volunteer program. While the portfolio may be particularly useful to those first familiarizing themselves with correctional volunteer programs, we believe it will also be useful to those more conversant with this area. For this reason, we have included a broad range of information and resources, and additional more intensive references are suggested throughout.

It is not intended that this portfolio be read consecutively throughout, as a book or pamphlet would be. Rather, we hope that the categories, and mode of accessing them, will be clear enough so that users can select and concentrate on those materials of greatest interest to them.

NICOV gratefully acknowledges the support of the National Institute of Corrections in making this portfolio possible. Also much appreciated are the extensive volunteer contributions of many organizations and individuals, without which this portfolio would have been empty, indeed. We are particularly indebted to the distinguished volunteers who served on our advisory board for this project, and as reviewers of materials included in this portfolio. They are:

Bob Moffitt, Executive Director, PARTNERS, Inc., Denver, Colorado
Robert Fox, Ministry of Correctional Services, Scarborough, Ontario
Margaret Appe, Director of Correctional Volunteer Services, State of New York
Keith Leenhouts, Director, Volunteers in Probation, Division of National Council on Crime and Delinquency, Royal Oak, Michigan
Julia O'Rourke, Information Specialist, National Institute of Corrections Jail Project, Boulder, Colorado

Principal preparers of this portfolio were Steve Hansen, Library Coordinator; Ivan Scheier, Senior Information Consultant; and Nita Kincaid, Administrative Assistant.

Quality information can only be provided with your support and participation. May we therefore urge you to take a little time to fill out and return the feedback form located immediately following this page, or give us your suggestions in any other way convenient to you. This will help us greatly in our continuing efforts to improve the usefulness of Corrections Volunteer Information Service issuances.

B. BASIC CORRECTIONS VOLUNTEER PROGRAM PRINCIPLES

The following is an excerpt from the book Volunteers in Juvenile Justice by Ira M. Schwartz, Donald R. Jensen, and Michael J. Mahoney. The book was published in October, 1977, as part of a project supported by Grant Number 75-NI-99-0093, awarded to the John Howard Association, Chicago, Illinois, by the National Institute of Law Enforcement and Criminal Justice, Law Enforcement Assistance Administration, U.S. Department of Justice. Points of view or opinions stated in the book, or in this excerpt of it, are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

Information on procuring the full Volunteers in Juvenile Justice publication is presented in Part 20 of Section C. of this portfolio.

CHAPTER IV. DEVELOPING A VOLUNTEER PROGRAM

A. The Role of the Administrator

Many factors contribute to a successful volunteer program, but none is more important than administrative leadership and skill. The administrator sets the tone, establishes the priority of the volunteer program within the agency, determines the program's goals, and puts the whole thing into motion. Without active support from the agency administrator, the volunteer program will float aimlessly in a sea of confusion and ambivalence.

Nationally, the "death rate" for criminal justice volunteer programs is approximately 25%.[1] Studies have consistently highlighted common deficiencies which seemingly contribute to these failures and unfulfilled citizen efforts. The deficiencies recurring most frequently were:

- Staff resistance to the use of volunteers.
- Lack of staff training in how to work with volunteers.
- Inadequate program planning.
- Inadequate volunteer training and supervision.[2]

These problems are often indicative of fundamental management problems, such as:

- Lack of understanding by administrators of the potential for citizen involvement and of the principles necessary for its development.
- Inadequate assessment of agency needs and insufficient staff involvement in planning and decisionmaking.
- Lack of overall planning and goal setting.
- Little or no accountability, monitoring, followup, or program evaluation.

Sound Administrative leadership and skill can solve these problems.

Where effective and well-administered citizen involvement efforts exist, usually the following elements are present:

- A high degree of commitment on the part of professional staff at all levels toward achieving agency objectives and improving services.
- An open exchange of ideas, supporting experimentation and encouraging staff to suggest new ideas and methods. Differences of opinion are also encouraged.
- Decisions based on mutual understanding and agreement concerning goals.
- Goals and progress of the organization measured in terms of what "ought to be" rather than "how far we have come."
- Clearly defined objectives (i.e., specific, measurable and time-bound).
- Periodic meetings and sessions to discuss progress toward objectives. Checkpoints are established to assist in measuring progress.

Unfortunately, even in some agencies where sound management principles are applied to general programs, the *volunteer* program is often neglected. In these instances, management of the volunteer program is seen as somehow "different" than that of other general agency programs. Sometimes there is the notion that the volunteer program will "take care of itself" or can be managed with minimal effort. Consequently, it is not uncommon to find an agency director hiring a volunteer coordinator and saying essentially "do your own thing" or "if you have any major problems, let me know."

Such a view is destined to bring about an ineffective volunteer program and, possibly, doom it to failure or oblivion. Volunteers as well as staff are quick to sense the priority given to the volunteer program by administrative and supervisory staff. If the priority appears low, either by virtue of minimal administrative attention and conviction or the menial nature of volunteer program tasks, staff will not use it or support it. Volunteers will quickly lose interest.

To insure the success and productivity of a volunteer program, the agency administrator must accomplish the following:

- Successful integration of the volunteer program into the agency's on-going delivery system.
- Establishment of sound methods and procedures for volunteer recruitment, screening, orientation, and training.
- Setting of innovative but realistic objectives and goals for the program.

- Intensive training of paid staff to enable them to effectively work with and supervise volunteers. (This is particularly important. Nationally, one of the most significant reasons why agencies resist using volunteers for meaningful projects is that staff members lack the ability and knowledge to supervise and manage these volunteers.) Staff training should include: information on job clarification, objective setting, and volunteer performance evaluation; an understanding among volunteers and paid staff of their respective roles and responsibilities; establishment of methods and procedures to match volunteers to juvenile offenders in the most effective and efficient manner; development and implementation of a sophisticated volunteer program assessment system.

Of course, the majority of the responsibilities and tasks outlined above are shared by the agency administrator with the volunteer program administrator, volunteer supervisors, other paid staff members and the volunteers themselves. In fact, some of the tasks fall entirely to agency staff other than the administrator. When administrative and supervisory personnel recognize the important contribution volunteers can make toward improved and increased services, the volunteer program will receive as much time and attention as other components of the agency program.

A cautionary note: If the administrator is unwilling or unable to provide this level of commitment and support, it may be best not to proceed in developing a volunteer program. If the administrator chooses to proceed anyway, he should recognize that the program will, at best, be of limited scope and utility.

B. Administrative Orientation to Volunteer Programming

No administrator can expect to implement a successful program without basic familiarity with the principles of that program. Knowledge of similar program experiences elsewhere is essential in avoiding costly trial and error mistakes. This is also true of volunteer programming. The smart administrator will make a concerted effort to become familiar with the principles of volunteer programming and general experience with these programs elsewhere. Otherwise, he will operate under needless handicaps.

For example, Judge Lucian A. Manzi of the Juvenile Court in Worcester, Massachusetts, attended a training program for juvenile court judges. During that training program he learned about the potential uses of volunteers and the kind of leadership needed to effectively implement a program. This learning experience, along with the subsequent follow-through, contributed greatly to the success and effectiveness of the Worcester program.

Until recently, it was difficult to get sufficient, reliable information on the ingredients for successful volunteer programs. Now, however, basic volunteer program literature is available and includes both general principles and selected examples of proven volunteer programs. Information on resources, available free or at little cost, is included in Appendix A, "Volunteer Program Resources."

C. How to Begin

Sometimes the hardest part of starting is just taking the first step. Yet, the first step may set the pattern for the future, or at least influence it to a great extent. Therefore, the administrator might well start by asking a few pertinent questions, such as:

- What are the agency's most important goals and objectives?
- What services do volunteers currently provide in this agency?
- How many volunteers are involved?
- What additional services could this agency provide if it had more volunteers and/or gave its volunteers different work assignments?
- How could volunteers help me change this agency and community in ways that will help us achieve our important goals?
- What is preventing this agency from having a new or expanded volunteer program?

Hopefully, the answers to these questions will lead the agency administrator to give priority to the development and/or expansion of volunteer services in his agency. At the same time, it is recognized that he must not neglect regular day-to-day tasks. How, then, to begin?

Although the busy agency executive must invest time and effort in the development and maintenance of a volunteer program, much of the work can be delegated just as with other agency programs. The following guide can be used in starting a volunteer program or in modifying an existing one:

Volunteer Program Planning Guide

Step 1— Decide that volunteers can make a new (or increased) contribution to your agency program and that YOU are going to be personally involved in developing this program.

Step 2— Locate a staff member in your agency who shares this conviction. The higher the staff member is in the organizational structure, the better.

Step 3— Locate a community member interested in assisting in the development of your agency's volunteer program, preferably someone experienced in volunteering and community service.

Step 4— Meet with your agency staff member and the community volunteer to affirm your commitment, explore potential volunteer activities, and specify the planning process which will follow.

Step 5— Request that your staff member and the community volunteer jointly draft a simple statement on how they will proceed.

Step 6— Expand the planning "team" to include representatives from other community groups and interested individuals, including youth.

Step 7— Request that the planning team develop and submit to you a plan which includes the general philosophy, policies, and procedures for the program (how it is to be implemented, specific tasks for volunteers and staff), action steps to follow, and a suggested timetable for implementation.

Step 8— Assign the planning team responsibility for overseeing and advising on program implementation and monitoring.

The benefits of a "team" approach are two-fold. First, it involves the agency administrator in all stages of planning and implementation but frees him from much of the direct work of administering the program. Secondly, it increases the likelihood that the program will have input from diverse sources and not be dependent on the chance charismatic leadership of a volunteer program coordinator.

Although it was not started in the above manner, the Juvenile Court Volunteer Program in Worcester, Massachusetts, illustrates this process. In this case an independent citizens' committee (the same citizens' committee that was instrumental in establishing the Juvenile Court in Worcester, Massachusetts), cooperated with the Juvenile Court Judge and the Chief Probation Officer in planning the volunteer program. As a result, volunteers were involved in all aspects of the agency's services (e.g., assisting in the preparation of juvenile court social studies as volunteer probation officers). Because all affected parties were involved in planning and implementing the program, the traditional problems of staff resistance and limited use of volunteers were avoided.

D. Agency Volunteer Program Policy

Administration of any program is best done through clear policies and procedures. A clear program policy is essential to a successful volunteer program, but development of such a policy is often neglected. Its absence can inhibit effective program implementation by contributing to confusion and a lack of direction for both staff and volunteers. Also, it is difficult for administrators to exercise leadership an accountability when responsibilities have never been clearly defined. They are best defined, and more clearly transmitted to others, in the form of a written policy statement.

The volunteer program policy statement should highlight the philosophy, purpose, direction, and technical aspects of the program (responsibility for volunteer recruiting, screening, training, and supervision). The statement should include the expectations of both volunteers and professional staff and how they will be trained to work with each other. It should emphasize that volunteer services have high priority and are designed to help achieve agency objectives.

Because of the importance of establishing policy in planning and administering a volunteer program, a *model* operating policy is presented here. This model can serve as a general guide for any juvenile justice agency volunteer program policy statement.

Model Volunteer Program Policy Statement

This agency is committed to providing the best and most appropriate services possible. To realize this goal, the agency shall make every effort to enlist the cooperation of all available resources. The agency is committed to the development of a public-private partnership which includes volunteers as an important and necessary ingredient in the development and delivery of services.

In addition to the above, the agency plans to actively implement a responsibile program of citizen involvement because:

- The agency will never have sufficient resources to meet all service needs. Even if such resources were available (professional staff, finances, facilities, etc.), the agency would still

believe it necessary for the community to become involved in the juvenile justice process.

- It has been demonstrated repeatedly that volunteers can significantly enhance, expand, and upgrade services. With appropriate recruitment, screening, training, and supervision, volunteers can perform almost any task effectively and responsibly.
- The agency feels it necessary to involve the community in the problems we are tryng to alleviate or solve. Efforts to involve the community in agency affairs will help to educate the public about these problems and will create a more enlightened and active citizenry.

To insure effective implementation of citizen involvement efforts within the agency, the following principles shall be followed:

- Volunteers shall be involved in *all* aspects of the agency's service delivery system and at all levels of the organizational structure. The agency believes that community involvement through volunteers is as important as all other professional services and programs.
- An Office of Volunteer and Community Affairs shall be created at the Deputy Director's level.[3] This Office shall be involved in all aspects of the agency's general management and administration, in addition to coordinating volunteer recruitment, screening, orientation, and training.
- Volunteers will be used in both direct and indirect services, and staff at all levels will be encouraged to utilize this valuable resource in planning program activities.
- Professional staff and volunteers shall be involved collectively in the planning and implementation of the volunteer program.
- The agency shall take steps to insure that all professional staff are prepared and actively participate in implementing the volunteer program. Consequently, general orientation sessions for new employees shall include information about the agency's citizen involvement efforts, and all staff shall be trained in working with and supervising volunteers. Such training shall be incorporated into the ongoing agency staff development program.
- All aspects of the volunteer program and its implementation shall be monitored and evaluated on an ongoing basis. The need to develop services that are effective, efficiently delivered and cost-effective makes this a necessity. All staff and volunteers will be expected to participate in this effort.

Volunteers within the agency are not intended to replace existing professional staff. However, when it can be achieved responsibly, staff are encouraged and expected to use volunteers as an alternative to adding paid professional staff positions.

E. Development of Agency Volunteer Program Goals and Objectives

Goals and objectives must be developed for the volunteer program in order to gauge its success and determine its worth. This should be done at an early stage, even though modifications may be required later. The goals and objectives should specify the purpose of volunteer activities as well as their scope. The more clearly purpose and scope are articulated, the greater the chance for program success. Fuzzy expectations generally lead to unfocused efforts. Continuing attention should be given to further clarifying and refining these expectations.

With respect to purpose, it should be clearly established that all volunteer activities will be directed toward achieving basic and priority agency goals. This is the beginning step toward giving the volunteer program meaning. This decision is based upon several important assumptions and has numerous significant implications. For example, it assumes that volunteers will act with the same degree of initiative and responsibility as paid staff. Although the motivation and rewards for volunteers are somewhat different than for paid staff, experience indicates that properly trained and supervised volunteers will act with considerable initiative, take much responsibility and be highly accountable.

Giving volunteers a substantial role in the agency also assumes that agency personnel have the knowledge, skill and personal security to handle challenges to habitual or established ways of viewing problems and providing solutions. Experience demonstrates that staff has or can achieve these qualities.

With respect to volunteer program scope, administrators who appreciate what volunteer manpower can contribute to an agency program, who are committed to meeting service needs, and who wish to have an impact on the community will define volunteer program scope to include all services at all levels provided by the agency. Defining volunteer program scope in this manner at the beginning leads to wiser program development. It enhances service delivery by increasing the number and scope of the agency's direct services and by better informing the community of juvenile justice problems and volunteer programs. This, in turn, can lead to improvements in agency programs and an increase in community resources outside the agency.

If, in the beginning, an agency is not ready to undertake a volunteer program of the magnitude recommended here, it can scale the plan down to more modest proportions by starting with a program segment as the setting for volunteer effort. For example, initial volunteer effort could be focused on obtaining a specific, but limited type of resource, e.g., 10 foster homes, case aides to help three probation officers, or someone to help write the agency's annual report.

These are all legitimate volunteer activities and important in their own right. However, starting this way is not recommended except in extenuating circumstances because, in relation to the total agency program effort, these activities represent minutia—although they are important tasks. In a sense, this would merely postpone what really needs to be done—*an examination of the agency to determine all the places where volunteers can make a contribution and the development of a plan to implement that concept.*

Since the long-range goal of volunteer involvement is to make the broadest contribution, substantial initial effort should be expended to define the nature of this contribution and to develop the program necessary to achieve it.

F. Timetables, Monitoring and Accountability

Volunteer program goals and objectives mean little unless the administrator takes action to insure that they are implemented. *The Volunteer Program Planning Guide,* outlined earlier, highlights some important steps to be taken in the planning process.

In addition, the administrator must insure that planning includes identification of the major activities required to implement the program. This means reducing generalized objectives to *behavioral* objectives, i.e., actual measurable activites that will be carried out. This procedure is necessary (1) to establish realistic time periods for needed activities; (2) to make individual staff and volunteer assignments; (3) to measure achievement of activities; and (4) to evaluate whether a particular activity is essential to the program.

Further volunteer program planning should address itself to:

- Staffing the volunteer program.
- Specifying volunteer program operating policies and procedures.
- Specifying staff-volunteer relationships, including work roles for each, supervision, etc.
- Specialized training of volunteers and staff.

NOTES

[1] Department of Health and Rehabilitative Services, Office of Volunteer Services, *Standards and Guides for the Use of Volunteers in Social Services* (State of Florida: 1975), p. 2.

[2] Following are references for three evaluations which highlight common deficiencies: Robert A. Presson and Timothy F. Fautsko, *A Needs Assessment of the Youth Service Delivery System of the State of Rhode Island Volunteers Program* (Boulder, Colorado: National Information Center on Volunteerism, 1974); Robert J. Berger, *et al. Experiment in a Juvenile Court* (Ann Arbor, Michigan: The University of Michigan, 1975); Ivan Scheier, *et al, Needs Assessment of Florida Division of Youth Services Volunteer Programs* (Boulder, Colorado: The National Information Center on Volunteerism, 1974).

[3] The intent of this provision is to establish administrative responsibility for the volunteer program at a level in the organization equal to professional service responsibility. It should be called "office," "division," or whatever designation is used for the professional service organization unit.

CHAPTER V. INTEGRATING THE VOLUNTEER PROGRAM IN THE AGENCY STRUCTURE

A. Organizational and Service Models for Volunteer Programs

The decision to have a volunteer program automatically raises the question, "How will the volunteer program be operated in relation to the rest of the agency?" *This is the most important decision that will be made concerning the volunteer program.* The nature of this decision will determine how volunteers work within the agency (their tasks, with whom, etc.) and how the program is administered. It signifies the extent of the volunteer program's potential contribution to the total agency effort.

The basic decision can be divided into several levels of consideration, which in turn can be translated into different types of models. The models deal with various aspects of the basic question, "How will the volunteer program operate?" One type of model is the *organizational model* which specifies how the program will be administered. Another is the *service model* which reflects the types of activities in which volunteers will engage and clarifies volunteer-staff relationships.

The notion of models is a helpful way to examine volunteer program operation within an agency and is presented here for that purpose—along with a general assessment of the advantages and disadvantages of both types.

1. *Organizational models.* Volunteer services can be related to the agency program in two principal ways: Model 1—as a separate unit within the agency, and Model 2—as an integral part of the agency program.

Model 1—The Volunteer Program as a Separate Unit.

Under this model, the volunteer program is administered as an almost independent operation, connecting only peripherally with other agency services. The volunteer program administrator is assigned overall management responsibility for the program and its operations including recruitment, screening, training, and assignment, and possibly, the supervision and evaluation of volunteers. These functions are generally carried out independently of other staff members.

The organizational model is shown in Chart 1.

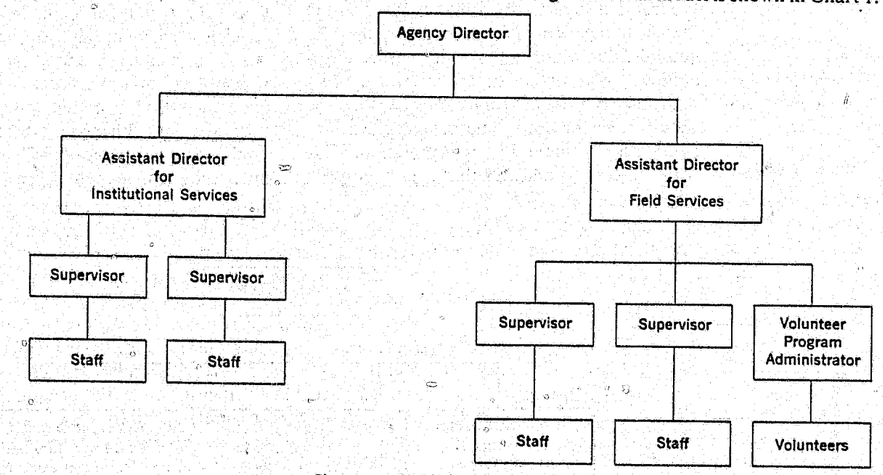


Chart 1.—ORGANIZATIONAL MODEL

This model does provide for some measure of volunteer program development. However, it has too many limitations and liabilities to commend it:

- Being attached to only a segment of the agency program, it restricts the use of volunteers rather than taking advantage of their contributions throughout the agency.
- Being removed from the top administrative level (placed down at the supervisor rather than the assistant director level), the volunteer program administrator is isolated from top level policy formulation and program development. This restricts both input to the volunteer program as well as output from it to administration.

The positioning at the lower level also clearly tells agency staff and community that the volunteer program is "separate and unequal."

- Being one unit in a direct service division of the agency (field services), the scope of volunteer activities would tend to be confined either to direct service or direct service supplementation. This limits the use of volunteers for achieving overall agency goals, such as general resource development, program planning, monitoring and evaluation and system change in the community.
- Being assigned both administrative and supervisory responsibility for the program, the volunteer program administrator has an unrealistic workload, both in terms of the number of people he will have to supervise and in terms of the fact that supervisory demands may conflict in scheduling with time needed for program administration. For example, his needed availability as a volunteer supervisor will conflict with the blocks of uninterrupted time he should have for policy and program development and community interpretation. Experience clearly indicates that it is impossible to assume responsibility for the management of a volunteer program of any size and scope and also provide direct supervision to volunteers. To attempt this will inevitably result in limiting the number of volunteers, poor supervision, or both.
- Placement as a separate unit at the lower level of the organizational chart demonstrates that the program is cut off from "line operations," separated administratively in terms of authority and normal agency communications flow, and results in parallel rather than integrated operation.

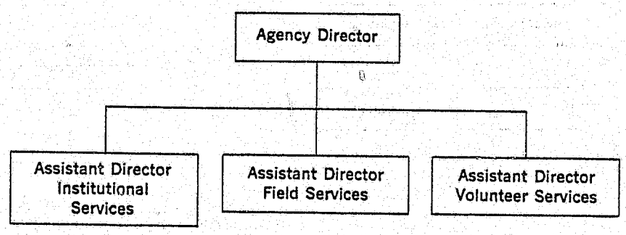
Because of these obvious disadvantages, Model 1, the Volunteer Program as a Separate Unit, is not preferred. If it is chosen, the administrator should be aware of its severe limitations.

Model 2—The Volunteer Program as an Integral Part of Agency Program.

Under this model, basic responsibility for the volunteer program is placed in the regular agency line of operations and is carried out by professional personnel. Responsibility includes identification of needs, volunteer program planning in relation to other agency programs, development of volunteer program policy and procedures; participation in the recruitment, selection training, placement, and supervision of volunteers; and evaluation of the volunteer program.

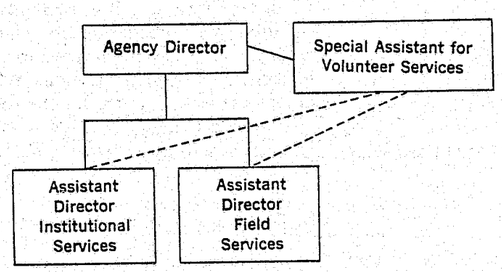
Responsibility for specialized support services for the volunteer program may be centralized and placed in a separate unit for a number of reasons, including efficiency, visibility, and the accessibility of specialized help to all levels and units within the agency. To accomplish this, "staff" services such as recruitment, selection, training, and program evaluation may be placed either as a separate unit at the highest level of agency operations (Chart 2), or as a special unit attached to the agency director's office (Chart 3).

Chart 2. SEPARATE UNIT



Under Model 2, the volunteer program assistant director or special assistant is directly involved in the development of both overall agency policy and ways for volunteers to help professional staff at all levels. Primary responsibility for the volunteer program remains in the regular operational line of the agency. New programs are integrated into existing units or established as additional units within the general structure of the agency.

Chart 3. SPECIAL UNIT



Either of these arrangements provides special emphasis for the volunteer program and centralized support service while placing basic responsibility for the program within regular units of the agency.

The following examples illustrate how this model would actually be used:

a. *Example one.* The agency decides that field services might be improved by having a staff member and volunteer working jointly from the time of case reception instead of calling in a volunteer only after the field staff member has identified a need.

A small, special unit of five staff member-volunteer teams is established with a unit supervisor. The unit will be responsible for a certain group of youth served by the agency.

The unit will be set up *within field services* and the unit supervisor will be responsible to the Assistant Director for Field Services.

b. *Example two.* The agency decides its service demands so far outstrip staff resources that it must increase its budget significantly to do a decent job, in addition to expanding volunteer services.

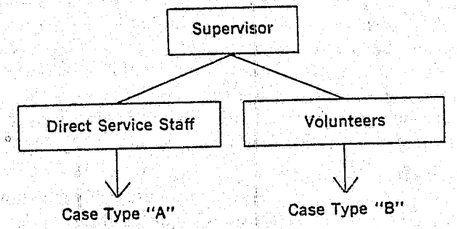
The agency staff decide that special effort is needed beyond that which they have the time, skill or community contacts to provide. The agency creates a special "task force" composed of volunteers and agency staff to more accurately identify and better document needs, to prepare a realistic program plan and sell it to the community. This task force should be attached administratively to the agency executive's office.

In both examples the volunteer program director (or special assistant) provides specialized and supplementary assistance to the volunteer program effort, but the primary responsibility for the program remains with "regular" agency staff, regardless of the volunteer program's level in the organization.

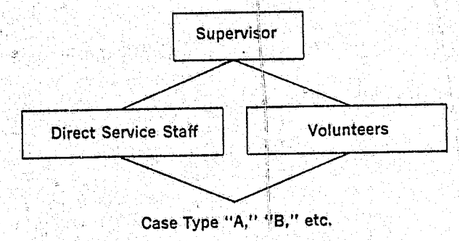
Model 2, The Volunteer Program as an Integral Part of Agency Program, has many advantages over Model 1 because it is administratively integrated. Essentially, it reinforces the concept that volunteer activities can play a significant role in all aspects of the agency's responsibilities. This applies to its direct service possible whenever it places staff responsibility for volunteer activities within the regular administrative structure. This makes possible (but of itself does not insure) a partnership between staff and volunteers that is not likely to occur in Model 1.

2. *Service models.* Organizational Model 2, The Volunteer Program as an Integral Part of the Agency, allows for more options in service delivery methods than Model 1. Where volunteer efforts are integrated with regular staff activities throughout all levels in the organization, the volunteer program can be more versatile and service delivery arrangements more varied. For example, the following models of direct service delivery are then possible:

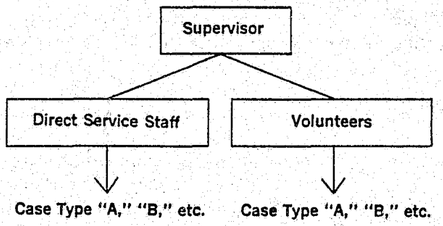
a. Direct service staff and volunteers work on *different types of cases* under supervisor's direction;



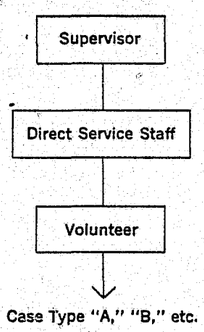
b. Direct service staff and volunteers work collaboratively on same cases, performing different functions, under supervisor's direction;



c. Direct service staff and volunteers work independently on *same type of cases,* under supervisor's direction;



d. Direct service staff supervises volunteers who work on cases;



Agencies adopting Organizational Model 2 are free to use as many of these service delivery models as their program needs indicate and staffing abilities permit. This variety of service delivery models permits a differential use of staff, with important implications for staff upgrading and hiring.

The expanded use of volunteers under these direct service models (on similar types of cases, different types of cases or by functions) can lead to better staff and volunteer deployment. Giving volunteer supervision assignments to agency professional direct service workers could hasten their career advancement and increase worker satisfaction. Also, concepts concerning volunteer utilization can be tested (e.g., Do volunteers better perform an enrichment of supplementary service role or a primary direct service role?).

Multiple staff-volunteer work relationship options are also desirable for activities other than direct service e.g. resource development, program evaluation, advisory boards, task forces, program monitoring, child advocacy, etc.

Certain potential problems are associated with use of these multiple options. For example, agency staff at all levels must be trained adequately to work with volunteers. This includes accepting the value of volunteer efforts as well as the ability to provide consultation and supervision to volunteers. It also requires that the agency be open to questioning of its methods and experimentation. When these conditions are met, there are limitless opportunities for volunteer activities—all with a high payoff for volunteers, staff, agency clients and the community.

B. Staffing Volunteer Programs

Staffing for a volunteer program should be commensurate with the scope, complexity, and importance of the program to the agency. It should also reflect the nature of the agency, its needs, and how the volunteer program is integrated into the general organization of the agency. Many agency personnel will spend part of their time as volunteer program staff members. Others will be full time. Some will work cooperatively with volunteers, some will supervise them, and others will use the results of volunteer activities. In this sense, the "staff" of the volunteer program is as large as the nature of the program defines itself. For this reason, there is no single pattern or model for volunteer program staffing.

In addition to general agency staff who are involved in various aspects of volunteer program planning and implementation, at least one full-time staffer is needed to serve as volunteer program administrator or specialist. The potential return from volunteer activities certainly warrants at least one full-time position plus necessary secretarial support services. In a middle-sized or large agency, more than one position is probably needed to handle program development, staff and volunteers consultation, and specialized support services (training, evaluation etc.).

The volunteer program administrator (or specialist) should be located at the highest policy formulation and program planning level within the agency. Therefore, this person should either be attached to the agency executive's office or given top division

level status as suggested in the Organizational Model 2 chart presented earlier. In either event, the appointee should be included in all "cabinet" meetings and be in the regular line of communications throughout the agency structure. Without "cabinet level" representation much opportunity will be lost for mutual interchange and influence between the agency and volunteer program. The volunteer program is, in effect, disenfranchised; both the program and the agency are losers.

1. *Alternatives to a full-time volunteer program administrator.* As indicated earlier, any agency can easily justify a full-time, paid volunteer program administrator on the basis of increased and more effective services provided. However, if this is not possible, there are alternative ways to staff the volunteer program on a beginning or interim basis:

- Part-time, paid volunteer program administrator.
- Using an existing staff member part-time.
- Creating a new, part-time paid position.
- A volunteer (non-paid) volunteer program administrator.

A drawback to the part-time volunteer program administrator approach is that the staff member's time devoted to this important function, will conflict with other job demands or outside interests. Also, designating this position "part-time," whether paid or unpaid, imparts a sense of lesser importance about the volunteer program to other staff members. In most instances where part-time administrators have been used, volunteers were involved primarily in program enrichment or supplementary activities with scant participation in planning, policy-making, and system modification. Under this arrangement, community education is a chance by-product of direct service activity and not a conscious, planned effort.

The volunteer (non-paid) program administrator method has been used with varying degrees of success. Its effectiveness depends upon recruiting a volunteer with the skills necessary to develop and administrate a quality volunteer program. This person must also have enough time to devote to these tasks and be able to make a commitment of sufficient length to insure familiarity with agency program methods and staff, and to allow development of an effective volunteer plan. This approach is most successful when the person selected has extensive experience in community, civic and volunteer activities.

One good potential source for a qualified volunteer (non-paid) program administrator is private industry. Many corporations have loaned executives to worthwhile community-oriented agencies with a demonstrated record of accomplishment and high degree of commitment. Also, civic and public service organizations such as the League of Women Voters, the National Council of Jewish Women, the Junior League, RSVP, Rotary, Kiwanis, Lions and Chamber of Commerce are fertile recruitment sources for locating a volunteer (non-paid) program administrator. Organizations should be canvassed that have shown an interest in the service area represented by the agency looking for a volunteer administrator. For example, if the juvenile court is looking for a volunteer program administrator (non-paid), an organization that is or has been studying juvenile delinquency problems and programs would be a good source.

However, a note of caution: A non-paid staffer in an organization of paid positions, in our society, generally accrues low status unless factors dictate otherwise. Countervailing influence, such as the person's prestige in the community or techniques applied by the agency (proper job title, placement upwards in the organization chart, clear directives from the chief executive) can ameliorate this problem. Also, the agency seeking a non-paid volunteer program administrator should recognize that it is placing heavy demands on a person without the usual remuneration. Other rewards or reinforcements are necessary to provide continuing motivation.

These alternative methods of staffing the volunteer program administrator's position should be used only when a full-time, paid position is impossible. Even then, this interim arrangement should not be seen as the ultimate solution. However, the interim staffing arrangement might be incorporated (on a paid or non-paid basis) into the long range plan by making that person a permanent part of the volunteer program staff.

C. Skills Required of a Volunteer Program Administrator

Traditionally, staff members responsible for the management of volunteer programs have been referred to as "volunteer coordinators." Historically, and in most instances today, duties performed by most volunteer coordinators are essentially within the realm of program enrichment. As such, volunteer coordinator positions are usually found several layers below the top planning and administrative levels in agencies and are not considered an integral part of the delivery system.

An agency wishing to establish an effective volun-

teer program must be prepared to make the same level of commitment to the volunteer program as it makes to the general professional services provided by the organization. This means that the volunteer program must be administered by a volunteer program administrator who should be considered part of the agency management team.

As outlined in the Model 2 Organization Chart, the position should be located at the top policy and planning level within the organization and should be filled by an individual skilled in the area of management and administration. The volunteer program director must be involved in top level staff planning meetings and participate in developing agency goals and objectives. He must be informed of service needs and gaps and general agency problems, and he must be expected to contribute to their resolution.

Specifically, the kinds of skill and knowledge needed by volunteer program directors are:

- General management and administrative skills, including the ability to conceptualize problems, organize materials, speak and write effectively, make decisions.
- Knowledge of problems, practices, and "culture" of the system within which the program operates, i.e., juvenile justice.
- The ability to work with different people effectively in a variety of settings.
- Knowledge of community resources and a commitment to the use of volunteers in providing services for the agency's clientele.
- Commitment to the concept of community change for both prevention and treatment of social problems.
- The ability to think creatively and the psychological security and maturing to take *reasonable* risks.
- Knowledge of technical aspects in administering a volunteer program (e.g., recruitment, selection, training, etc.).
- Appreciation of and commitment to program monitoring, evaluation, and changes based on data.

The volunteer program director selected on the basis of these criteria should be able to provide adequate leadership in the development and operation of a successful volunteer program—assuming, of course, reasonable cooperation from the agency. Much of this cooperation will depend upon his skill. Where volunteer programs already exist, the directors of these programs should be trained in the areas outlined above.

D. Staff Orientation to Volunteers

An orientation of regular staff to the value of volunteers and to the variety and differential uses of volunteers is an essential part of preparing an agency for a new volunteer program. This should take the form of a required in-service training session prior to implementation of the new program. Many volunteer programs have failed to meet their full potential partially due to staff resistance. This problem is most early overcome by training staff in the use of volunteers before they come, thereby heading off staff resistance before it begins.

However, if staff resistance does persist, the administrator's first task is to identify its nature and source. It may be attributed to a lack of staff skills for supervising volunteers; an uncertainty about the capabilities of volunteers or the respective roles and responsibilities of volunteers and staff or staff insecurity about their own jobs. In all these cases the resistance is best met by facing it openly with ongoing inservice and orientation training specifically geared to the source of the resistance.

The content of this training will vary, but wherever possible it should be integrated into the agency's regular ongoing inservice training. Wherever possible, techniques of group discussions, role playing, seminars, audio/visual aids, etc., should be utilized to make the training more interesting and attractive. To enhance creditability, experienced staff and volunteers may conduct these programs.

In addition, training in the uses and supervision of volunteers should be incorporated into the orientation of all new agency staff. The National Advisory Commission on Criminal Justice Standards and Goals recommended that all corrections agencies take immediate steps to plan and implement orientation programs for staff.[2] This recommendation has been strongly supported by the findings and recommendations of various Presidential Commissions and national standard setting organizations in the juvenile justice field. All new employees (professional, secretarial, food service, maintenance, medical, educational, business management, etc.) should be required to attend the orientation sessions. An important part of the orientation program should be directed toward acquainting new staff members with the volunteer program.

It is important that sound planning go into deciding which aspects of the volunteer program to presented in orientation. A well-planned and executed orientation program can have a significant impact on the development of constructive employee attitudes.

Introducing the volunteer program during orientation will help insure that all new agency staff have the same basic information and understanding about the program, its purposes and implementation. It will convey to new staff members management's commitment to the volunteer program. Also, it will assist in enlisting the support of new employees for the program.

Regardless of the agency's size or complexity, the orientation of new employees to the volunteer program should include, but not be limited to, the following:

- The agency's philosophy pertaining to the use of volunteers.
- Explaining the goals and objectives of the volunteer program.
- Highlighting the relationship between the volunteer program and the goals, objectives and services of the agency.
- Highlighting the technical aspects of the volunteer program and the responsibilities of staff. This should include explanations of volunteer recruiting, screening, orientation, job assignment, training, supervision, and program evaluation.
- Identifying some of ". . . the common misconceptions or 'myths' about volunteers;"' as follows:

1. *Volunteers are not dependable.* A plethora of existing volunteer programs demonstrate the reliability and dependability of properly trained and supervised volunteers. The volunteer programs of the Florida Division of Youth Services, the Hennepin County Department of Court Services (Minneapolis, Minnesota), the Marcopa County Juvenile Court (Phoenix, Arizona), and many other demonstrate that volunteers can be recruited and trained to perform any task in an efficient and effective manner.

While it is true that volunteers are not paid and that they may work on a more limited time basis than professional staff, experience has shown that agencies can expect the same kind of performance of volunteers as they do of paid staff. For example, the Hennepin County Department of Court Services implemented a special project designed to:

- ". . . recruit, select, and train 30 volunteers to conduct predisposition reports and present them to the juvenile court."
- ". . . recruit, select, and train volunteers to assist in the improvement and delivery of juvenile intake services."[4]

Volunteers recruited for the project were required to make ". . . a three-year commitment. . . ." of time to the agency, were expected to participate in an intensive five-month training program and ". . . to conduct one pre-deposition hearing (report) at a time.[5] Only four volunteers dropped out during the first 17 months of the project; the turnover rate was less than that of paid staff. [6] Also, the volunteers produced predisposition reports that met all requirements of the Juvenile Court and the Department of Court Services.

In essence:

> ". . . volunteers (can be) held accountable in essentially the same way as professional staff, through ongoing critique and supervision. Like professional staffs volunteers can be hired and fired. They perform their tasks well because they are motivated to do the best job possible, not because of economic reward. If volunteers do not perform the tasks assigned, it is usually because they have not had the proper supervision, training or both, or a meaningful task commensurate with their ability."[7]

2. *Volunteers are not needed.* The criminal and juvenile justice systems will never have enough professional staff, facilities and economic support to meet the demands placed on them. Volunteers are needed on that basis alone. In addition, as volunteers become involved, they become knowledgeable about the problems of the juvenile justice system and the needs of its clients. Their experiences can often be translated into effective citizen action designed to improve inequities in the system and to upgrade services.

3. *Volunteers will eliminate professional positions.* According to recognized experts in the field, there is no indication that volunteers have eliminated *existing* professional positions. It is quite possible, from time to time, that volunteers may well eliminate the necessity to hire *additional* full-time paid staff. Administrators should take advantage of these opportunities where possible. This is sound management and indicates concern for cost effectiveness. Over the long run, the cost-benefit ratio will be high even though the initial efforts of implementation may be costly for the agency and may require a substantial investment of resources.

4. *Volunteers cannot be trusted to handle confidential information.* There is no evidence to suggest that volunteers are any less reliable than staff in handling confidential information. In the Hennepin County Department of Court Services Project, volunteers were trained to prepare juvenile court social studies and to conduct intake interviews. Sim-

ilarly, in Worcester, Massachusetts, volunteers were trained to prepare court social studies. These, and other responsible volunteer programs elsewhere clearly document the fact that volunteers treat confidential information responsibly.

Wherever possible, orientation materials for new staff members concerning the volunteer program should be reduced to writing, integrated into the general agency operating manual given to all new employees at the orientation sessions. These orientation sessions should be conducted by the volunteer program director and his staff. However, it is equally important that the administrator or director of the agency, along with other top level administrative staff, participate in the orientation sessions. This will communicate to new employees the importance of the volunteer program.

E. Designating Responsibilities

If volunteers are to engage in a variety of activities within an organization of any size or complexity, the question, "Who is responsible for what?" emerges frequently. If volunteers are to engage in activities at various levels within the agency, the question becomes even more complex and frustrating to all concerned. One way to examine this question and determine responsibility in some logical fashion is to plot areas of *volunteer activity* and areas of *staff* responsibility in a grid similar to that pictured in Table 2.

- Make certain that the objective to be achieved is clearly understood by all parties and is reduced to writing.
- Determine the section of the agency in which the activity will occur and which staff member will have the final decisionmaking responsibility for it.
- All Staff who will be affected by the program should have a voice in its planning and implementation.
- The staff who will be working directly with volunteers should be responsible for their supervision.
- *Decision making* with respect to any aspect of volunteer program planning and implementation activities should be located at the *lowest* possible organizational level within the agency (i.e. supervision of volunteers in direct service activities should rest with line professional staff).

Two examples are shown in Table 3. In each instance the underlining denotes the staff person primarily responsible for the activity.

Table 2.—AREAS OF STAFF RESPONSIBILITY AND VOLUNTEER ACTIVITY. [1]

Volunteer Activity

Staff Responsibility for Volunteers	Direct Services	Program Evaluation	Program Planning	Resource Development	Community Interpretation
Volunteer Program Planning					
Recruit and Select Volunteers					
Assign Volunteers					
Orient and Train Volunteers					
Consultation to Volunteers					
Supervision of Volunteers					
Evaluation of Volunteer Program					

[1] When a volunteer project or activity is contemplated or implemented, this grid can be used to determine which individuals in the agency should be involved and who should be given primary responsibility for specific staff functions. The following guidelines can be used to identify those staff who should be involved in the various volunteer planning activities.

Table 3.—STAFF RESPONSIBILITY FOR VOLUNTEER PROGRAM ACTIVITIES

Example 1: The agency has decided to use a group of community volunteers as counselors for youth on probation. (Direct service)
Example 2: The agency wants the community to establish two group homes for delinquent youth. (Resource development)

Volunteer Activity

Staff Responsibility for Volunteers	*Example 1* Direct Services	*Example 2* Resource Development
Volunteer Program Planning	*Assistant Director, Field Services,* Director of Volunteer Program, Supervisor-Field, Line Worker-Field and Volunteer.	*Assistant Director, Institutional Services,* Director of Volunteer Programs, Agency Executive, Volunteers, Supervisor-Institution, and Line Worker-Institution.
Recruit and Select Volunteers	*Volunteer Program Director,* Assistant Director-Field, Supervisor-Field, Line Worker-Field, and Volunteers.	*Volunteer Program Director,* Assistant Director-Institution, Agency Executive, Supervisor-Institution, and Line Volunteer.
Assign Volunteers	*Supervisor-Field,* with help from Volunteer Program Director and Line Probation Staff.	*Assistant Director-Institution,* with help from the Volunteer Program Director.
Orient and Train Volunteers	*Director of Volunteer Program,* Training Director, Assistant Director-Field Services, Supervisor-Field, and Line Worker-Field.	*Agency Executive,* Director of Volunteer Program, Assistant Director-Institution, Supervisor-Institution, and Line Worker-Institution.
Consultation to Volunteers	*Line Workers,* Supervisor-Field	*Supervisor-Institutions* and others..
Supervision of Volunteers	*Line Workers,* Supervisor-Field.	*Supervisor-Institutions.*
Evaluation of Volunteer Program	*Research Director,* Assistant Director-Field Service and all other agency staff.	*Research Director,* Assistant Director, Institution Director and all other agency staff.

F. Volunteer Supervision

As noted in Table 3, responsibility for supervising volunteers is delegated and assigned to staff members who will be working directly with them. Supervision of volunteers should *not* be the function of the volunteer program director. (See Paragraph A, "Organization and Service Models for Volunteer Programs").

One of the most significant problems in volunteer programs is that staff lack skills in supervision. This issue has received considerable attention in recent years and has been a concern of many national organizations dealing with volunteerism. The results of a study of the Hennepin County Department of Court Services (Minneapolis, Minnesota) illustrate this problem and what can be done to correct it.

"The Hennepin County Study, after compiling information from volunteers and probation officers (on a number of questions concerning the adequacy of supervision) drew the following conclusions.

"Conclusion 1.—A relatively large percentage of the probation staff involved in the study feel they are inadequately prepared to supervise volunteers. (1) 80% felt that they did not completely understand their role expectations as supervisors. (2) 70% felt that they needed ad-

ditional training to adequately supervise volunteers. (3) 68% felt they didn't totally understand how to fill out volunteer request forms, and (4) 73% felt they could use some training in giving volunteers information on community resources.

"Conclusion II.—A relatively large percentage of the probation staff involved in the study are not adequately carrying out their role working with volunteers. The following questionnaire findings support this conclusion: (1) 75% had no direct contact with volunteers during the last month. (2) Only 11% participated in goal setting with each volunteer concerning the probationer. (3) Only 33% had discussed volunteer's function as a "team" member. (4) None of the probation staff had strongly encouraged their volunteers to participate in in-service training during the past month . . . (5) 48% felt that problems concerning client or supervisor were not discussed candidly. (6) 495 felt they had not received adequate feedback concerning their performance. (7) 75% felt that the supervisor did not adequately participate in joint goal setting. (8) 78% felt their supervisor had never discussed their function as a "team" member.[4]

Based on the above findings, it is apparent that any serious volunteer program should have a staff training commitment equal to its volunteer training commitment.

> "The problems of staff resistance, high volunteer drop-out rates, and volunteer discouragement are directly related to the type and quality of supervision the volunteer receives. Many professionals working in a direct service capacity do not understand or have skills in the area of supervision. Particularly, professionals are deficient in assuming the role of a supervisor, acting as a teacher and consultant, and in movng the volunteer through the process of job clarification and objective-setting and in being able candidly to evaluate the volunteers' performance.[9]

Before volunteers are introduced into an agency, steps should be taken to insure that staff are equipped with the skills to work with and/or supervise them (depending on what the staff-volunteer relationships will be). Staff should be trained to provide volunteers with guidance direction, training and evaluation. It cannot be assumed as the Hennepin County study on supervision shows, that professional staff will automatically be able to work with and supervise volunteers. Good direct service workers *do not* necessarily make good supervisors. This should not be surprising given the numerou examples of good direct" service workers (probatio officers, child care workers, intake staff, parole agents, group counselors, etc.) who have assume supervisory positions without having the require skills. This situation resulted in poor performance in their new positions. Where volunteer programs are already in existence but no supervision training ha been provided to staff, such instruction should be a priority.

It is important to note that volunteers need an want guidance in doing their work. They want t grow and improve their skills and performance. Just as paid staff, volunteers need reassurance an positive reinforcement. They want to have their pe formance evaluated and to be assisted in areas where improvement may be necessary.

To provide these services to volunteers it is recom mended that, at a minimum, supervision training for staff should include the following:

- Job clarification and objective-setting. I struction in these procedures will help insu that both the supervising staff member and volunteer clearly understand the job to be pe formed and how to do it. This process w minimize potential problem areas by clarifying:
- The volunteers specific duties, responsibilitie and authority in performing their tasks.
- The responsibility of volunteers to attend in-service training sessions staff meetings, speci training sessions, etc.
- How often the volunteer and his supervisor should meet and what is to be discussed.
- The responsibiilty of volunteers to comple necessary report forms and data gathering instruments.
- How to evaluate performance.
- How to serve as a consultant and teacher and assist in upgrading the skills of volunteers.

One significant aspect of volunteer-worker-supe visor relationships often overlooked is the volu teer's contribution to the job being done by the paid worker or supervisor. The receptive worker or supe visor can learn much from volunteers. Often volu teers discover information or have insights and skills that can be useful to workers and supervisors— volunteers are encouraged to share these cont butions and if the worker or supervisor is capable of handling them. Volunteers may—on the basis of different perspectives, past experiences, or differen exposure to the agency program—see quite differe

ways that workers or supervisors might do their own jobs. To make this possible, the agency climate should be such that volunteer suggestions are not threatening to staff.

NOTES

[1] Direct service staff refers to the agency worker who has direct contact with the client, i.e., depending upon the agency or unit within an agency, it would be the probation officer, child care worker, parole officer, etc.

[2] National Advisory Commission on Criminal Justice Standards and Goals, *Corrections* (Washington, D.C.: Government Printing Office, 1973), p. 494.

[3] Health and Rehabilitative Services, *Standards and Guides*, p. 13.

[4] Department of Hennepin County Court Service, *A Team Approach* (Minneapolis, Minnesota: Hennepin County, 1972), p. 3.

[5] *Ibid.*, p. 35.

[6] *Ibid.*, p. 55.

[7] *Ibid.*, p. 37.

[8] Ira M. Schwartz, *Department of Court Services; Volunteer Program Survey* (unpublished survey, Hennepin County, Minnesota, 1972) cited by Ivan H. Scheier and Judith Lake Berry, *Guidelines and Standards for the Use of Volunteers in Correctional Programs* (Washington, D.C.: Government Printing Office, 1972), pp. 56-57.

[9] *Ibid.*, p. 57.

C. "HOW-TO-DO-IT" INFORMATION SUMMARIES

Introduction

These information summaries are intended to provide only a few first principles for a given subject area, plus references for the reader who wishes to pursue the subject further.

Information summaries especially designed for criminal justice usage are designated by an asterisk in the subject index below. The other information summaries are nevertheless readily adaptable for criminal justice volunteer program planning and operation.

Subject Index to Information Summaries

Each information summary contains general principles in the subject area, plus a selected list of references for further study. Since each information summary is meant to stand on its own, some of the references will appear in more than one subject area. Many of the books and manuals are noted as available through the Volunteer Readership Catalog, enclosed as Part 21. This nonprofit publication distribution service is, to our knowledge, the only single source for all types of books dealing with the subject of volunteering, and hence our inclusion of the catalog in this portfolio.

You have full permission to duplicate any or all of these information summaries. If your copy machine has difficulty copying from colored paper, white copies of information summaries are available upon request from:

National Information Center on Volunteerism (NICOV)
P.O. Box 4179
Boulder, CO 80306

Steve Hansen, Library Coordinator

Volunteer Program Systems

1. Planning a Volunteer Program

Your plan should answer five questions, much like the ones you would deal with in planning any trip.

Where are we now? This is the baseline assessment. It should include the number and nature of volunteers you may have now, receptivity of agency and staff to volunteers, current client needs unfilled, etc.

Where do we want to go? This is the destination question. The answer should specify goals and, where numerical targets can be added, objectives. These should be based on justified real needs currently unfilled (need assessments), and a further justification that volunteers can fill these needs effectively.

How do we get there? Here you need to consider additional resources available and needed, including additional staff and volunteers for program development. Then you need to develop clear budget information, a plan for procuring additional needed resources, and at least a preliminary layout of proposed strategies for addressing major volunteer program functions such as orienting staff to volunteers; record keeping; and evaluation. (See other information summaries in this section.)

How long will it take? Set for yourself time targets for achieving program goals and objectives via the proposed methods and strategies. These can be modified on the basis of experience as you go along, but they are valuable as milestones in gauging progress.

How will we know when we arrive? This is evaluation. A design for evaluation, and the record keeping which supports it, should be built into your original plan (see Section 5).

Don't plan for other people; plan with them. Your planning committee should include a good sample of people who will participate in the program and/or be impacted by it.

A thorough volunteer program planning process can easily take three to six months. Don't rush it. On the other hand, if you're still planning two years later, something is probably wrong with the agency's motivation for volunteers or in the decision-making process.

REFERENCES FOR PLANNING A VOLUNTEER PROGRAM

The following books include sections relevant to planning volunteer programs.

Volunteers in Juvenile Justice: Prescriptive Package, Ira M. Schwartz. Single copies available free of charge from: National Criminal Justice Reference Service, P.O. Box 6000, Rockville, MD 20850. 1977.

Effective Management of Volunteer Programs, Marlene Wilson. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1976. $5.75.

How To Do It "Kit"--Aids for Volunteer Administrators, National Center for Voluntary Action. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1976, $12.50.

How to Manage a Nonprofit Organization, John Fisher. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. This text is a resource for those starting or already involved in a nonprofit organization. It treats planning and evaluation, resource development, management and administration, volunteers, personnel, communication, and governmental relations. 1978, $16.50.

Volunteer Administration: Readings for the Practitioner, ed. by Larry F. Moore and John C. Anderson. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1977, $6.25.

MBO for Nonprofit Organizations, Dale McConkey. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. The author shows how the MBO (Management by Objectives) system can be applied to nonprofit organizations and managers. Actual case studies involving representative organizations in the nonprofit sector are included to help demonstrate how MBO can and does improve organizational and managerial effectiveness. 1975, $13.50.

Bootstrap Fundraising for Human Service Programs: An Adult Education Course and Basic Primer, edited by Bobette W. Reigel, Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1977, $5.00.

2. Boards of Directors

Working with a board is easy, if all you want is tokenism. If you want the full benefit of policy board volunteer contributions, you have a difficult demanding, sensitive task before you. Our "first few principles" will be only a beginning. Study of some excellent available references is highly recommended. You should also consider engaging a volunteer or paid consultant on boards.

Think about the five C's: Clarity, Constituency, Capability, Clout, and Consistency of support.

1. CLARITY: What is the mission and purpose of the host agency or organization? If you can't be clear about that, how can you expect to be clear about the role of the board within the organization?

   What is the mission and purpose of the Board within the organization? What part of the overall mission is it the Board's task to fulfill? Is it advisory or policy; fundraising in emphasis, or otherwise; etc.?

   With the answers to these questions you can come up with a "job description" of sorts for your Board. Then be sure the Board members know their responsibilities, before they are recruited, if at all possible.

Next, select or re-select your board volunteers with these three C's of selection in mind (items 2-4 following).

2. CONSTITUENCY: Represent on your board groups who have a stake in what you are doing, and uniquely valuable life experience to contribute. The constituency selection might be oriented geographically, by age, sex, ethnic group, etc., or by some combination of these. You should also try to represent the clients you serve on your board.

3. CAPABILITY: The consideration here is the skills you will need, based on your board "job description"; for example, fundraising, public relations, legal skills, special areas of expertise, etc.

4. CLOUT: Go for at least a few "door-openers:" the people who can get through to the other people it is important for you to reach.

One person usually can represent more than one of the above three C's of board selection. The final characteristic to bear in mind is

5. CONSISTENCY OF SUPPORT: Almost always, board members are volunteers and require all the Tender-Loving-Care service volunteers do, and maybe even more. Recognition, training, enabling funds, (perhaps) regular staff support will be exceedingly important. Perhaps most crucial of all is the message only staff can give them: "Your work and recommendations are being taken seriously, and followed through on."

REFERENCES FOR BOARDS OF DIRECTORS

How to Manage a Nonprofit Organization, John Fisher. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. This text explains how to improve the day-to-day effectiveness of nonprofit community organizations. It includes a valuable section on establishing and maintaining an effective board of directors. It is a good resource for those new to organizational management, and it offers some excellent tools and new ideas for the experienced administrator or board member. 1978, $16.50.

The Effective Voluntary Board of Directors, William Conrad and William Glenn. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. The authors not only succeed in clarifying what constitutes board membership and responsibility, but they also put the inter-relationship of board and staff necessary for achieving organizational goals into clear, functional perspective. The authors assist the reader by creating a hypothetical organization as a base for examples, and simply translate board functions into comprehensible activity. The text assigns four fundamental roles to board members: policy determination, resource development, sanction, and maintaining the staff chief executive. The authors discuss ways in which these roles are demonstrated, how boards organize themselves to fulfill these roles, and where staff members ought to become involved. 1976, $7.25.

The Board Member: Decision Maker for the Non-Profit Corporation, Pauline Hanson and Carolyn Marmaduke. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. Utilizing a freestyle checklist approach, the authors explore four major areas necessary for topnotch board participation. Sections examining the local community, along with policy making, and an overall background on the many functions boards perform are completely presented. Sensitive leadership for the goal-centered board is the final area covered in this current training guide written especially for the individual board member. Board members may individualize their copies by using the checklists and making personal notations. 1972, $3.75.

Taking Your Meetings Out of the Doldrums, Eva Schindler-Rainman and Ronald Lippitt. University Associates, Inc., 7596 Eads Avenue, La Jolla, CA 92037. The emphasis is away from rigid control by authority figures, formal rules, regulations, procedures, and standardized rituals. Instead, the process leans heavily on human interaction more congruent with democratic ideals. This model holds respect for personality, group participation in decision making, freedom of expression, and mutuality of responsibility, as high ideals. Included in this improvement strategy is a discussion of resources for program planning, traps in planning and conducting meetings, a checklist for planning meetings, and a tool kit to help with meetings. 1975, $7.00.

Making Meetings Work: A Guide for Leaders and Group Members, Leland Bradford. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. Written for people who lead groups, conduct meetings, and plan and lead conferences, this guidebook illustrates a completely different approach to leadership that takes into account the needs and actions of individuals, the complexities of group behavior, and the problems inherent in reaching solutions and decisions. The text shows that knowledge of the complexities of group interaction and appreciation of the dynamics of leadership behavior can do much to improve productivity in group meetings, to ease the strain on leaders, and to lead to greater personal satisfaction and growth. 1976, $7.50.

A Handbook for Citizen Boards and Councils--For Administrators, Margot C. Lindsay. Institute for Governmental Services, University of Massachusetts, Middlesex House, Amherst, MA 01003. This handbook provides comprehensive information valuable to any person working with boards or councils. The book is divided into three parts. Part I identifies those areas best suited to citizen involvement and what is needed to make that involvement effective; Part II suggests approaches to the various tasks faced by boards, such as how to deal with the budget or with suggested policy changes; and Part III is devoted to procedures which simplify the administrator's life, and those which will meet the requirements of the new open government laws. 1977, $2.40.

Basic Feedback System: A Self-Assessment Process for Volunteer Programs (revised), Bobette W. Reigel. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. This practical manual presents a step-by-step system for volunteer program assessment. A particularly valuable aspect of this system is the development of national comparative norms; new updated norms are included in this revised version. The following ready-to-use self-assessment forms, no longer available separately, appear in this manual: Volunteer Coordinator Scorecard, Volunteer Feedback, One-to-One Client, Voluntary Action Center Checklist, Staff Reactions, Top Management Checklist, and Checklist for Board Members. The manual provides instructions on how to use the Basic Feedback System on an on-going basis; scoring instructions; national norms; and profile designs. 1977, $4.50.

3. Fundraising

A grievous problem for many of us--the solution begins long before you ask for dollars.

First, know exactly how much you need, and *why*. Then ask yourself is there any way of substituting equivalent contributions for some or all of the money? This could be volunteer assistance, skilled or unskilled, donations of materials, equipment, facilities, etc. The more of this you can get, the less money you have to ask for. An additional benefit is the strengthening of your support request by showing you've succeeded in raising significant in-kind contributions on the merits of the program. Note that the dollar value of volunteer time is increasingly accepted as in-kind match for funding application (see The Value of Volunteer Services in the U.S., Wolozin, in "References for Fundraising").

Fundraising and program planning are interdependent. A good plan will describe resources needed to implement the program, including money, and if that money is not available, give some thought to how it may be obtained. A good plan will also include rationale and justification for a program, and this is a crucial part of any fundraising effort.

Three major types of funding sources, or any combination of these, are possible and should be considered.

(1) Community Fundraising. Such activities as awards dinners, car washes, garage sales, and other special events can, in addition to raising money for the organization, give it valuable public awareness benefits.

(2) Grants Applications. The range of funding sources is so vast--including all levels of government, foundations, corporations, and trade associations--that the lion's share of the work here is in identifying the funding sources most applicable to the project being considered. Many of the references cited later in this section deal with the subject of grantsmanship fundraising.

(3) Self-sufficiency. If the clientele or other interested community groups or individuals can afford it, you might consider fees for your services, or membership dues which would entitle subscribers to a newsletter or voting rights in agency decision-making. The "if" should be considered carefully so as not to rule out constituents who need your services or representation but cannot afford to support you financially.

A common mistake in setting funding targets for volunteer programs is to provide only for the Volunteer Coordinator's salary. This omits other crucial items which may not be available in-kind. Among these other items are professional development for the Volunteer Coordinator (workshop attendance, professional fees, etc.); purchase of volunteer recruiting, recognition, and training materials; work-related reimbursement or "enabling" funds for volunteers

who need this; purchase of adequate insurance coverage for volunteers; printing, mailing, and equipment costs. Sometimes when a government agency budget does not cover these "frills," program leadership has found it possible also to establish a parallel non-profit corporation for raising and receiving supplemental funds.

Another problem area is justification of funding or re-funding through promised achievement of unrealistic growth targets in the number of volunteers. One section of the Bootstrap Fundraising reference deals with this problem. Failure to deal with it threatens program quality and undue disappointment for funding sponsors.

The references describe a formidable array of tested techniques for fundraising. But sophisticated technique is of little use unless your own deep belief in your volunteer program shines through in oral and written presentation. This belief must also be based on the solid evidence of good record-keeping and program evaluation (see Part 5).

REFERENCES FOR FUNDRAISING

Bootstrap Fundraising for Human Service Programs: An Adult Education Course and Basic Primer, edited by Bobette W. Reigel, Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. This non-technical guide can be used as a discussion tool for a course for volunteer coordinators, or as a basic idea starter for local volunteer program fundraising. It is designed primarily for smaller programs which do not have the funds to employ a grantsperson. 1977, $5.00.

Checklist for Proposal Review, Linda Hartman and Jerry Mundel, TANDEM Training Associates, Inc., 8915 Sawyer Street, Los Angeles, CA 90035. A valuable checklist designed to assist those writing or reviewing proposals. Discusses 17 points to be addressed in most proposals, and stresses the concerns of funding sources. $1.50.

Foundation Directory, Columbia University Press, 136 South Broadway, Irvington-on-Hudson, NY 10533. Edition #5 (1975) contains information on 2200 foundations, with items such as assets, names of trustees, addresses, grants activities of the foundation, etc. The current edition is limited to foundations with assets of $1,000,000 or more, or who have given at least $500,000 in grants. $70.00. (Also available in many local libraries.)

The Grants Planner: A Systems Approach to Grantsmanship, Daniel Lynn Conrad and the Research and Development Staff of the Institute for Fund Raising. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. A unique combination of background information, "how-to" instruction, and workable tools for people or agencies who are seeking grant support. It contains a series of forms, worksheets and checklists, and vital grants data. It puts the actual written submission of a fundable project into a total funding context. 1977, $39.95.

The Grass Roots Fundraising Book: How to Raise Money in Your Community, Joan Flanagan. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. This book shows how concerned citizens can use their talents and knowledge to put together successful and easy-to-plan fundraising activities. It is a "how-to-do-it" guide with current, tested advice on: how to choose the right fundraising method for your group, how to make the most money in the least amount of time, how to organize fundraising events, how to use fundraising to strengthen your organization and recruit and train volunteers. 1977, $5.25.

Getting Involved: Your Guide to General Revenue Sharing, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (price information available from Government Printing Office).

How To Do It "Kit"--Aids for Volunteer Administrators, National Center for Voluntary Action, Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. This collection of 14 useful publications is designed especially for leaders and directors of community-based volunteer programs. It contains booklets, articles, brochures, and reference listings that address fundamental concerns of volunteer administration and programming. Among these are booklets on Local Fund Development and Ideas for Local Publicity. 1976, $12.50

The Grantsmanship Center News, The Grantsmanship Center, 1301 South Grand, Los Angeles, CA 90015. Published 10 times a year, the News offers articles on all aspects of grantsmanship, including proposal writing and planning guides, bibliographies, and formats. The News provides reviews of publications and research services, information on federal grant-making, revenue-sharing, etc. $15.00/year, $27.00/2 years.

Stalking the Large Green Grant: A Fund Raising Manual for Youth Serving Agencies, Ingrid Utech. National Youth Alternatives Project, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036. This manual recognizes the "...sad lack of adequately financed comprehensive youth development services and lets youth workers know both where funds exist and how to raise them. It also tells agencies how to organize to raise funds cooperatively where programs are not now being funded at sufficiently high levels." The manual tells where to obtain funds and how to obtain funds to operate these programs as well as many other program types. 1976, (price information available from above address).

How to Manage a Nonprofit Organization, John Fisher, Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. This text explains how to improve the day-to-day effectiveness of nonprofit community organizations. It contains a very complete section on diverse fundraising tactics with practical, how-to-go-about-it information in each area. 1978, $16.50.

Budgeting Fundamentals for Nonfinancial Executives, Allan Sweeny and John Wisner, Jr. AMACOM, 135 West 50th Street, New York, NY 10020. This book is for people in business or industry who are responsible for the planning and the operation of a specific part of their organization, where this responsibility is outlined and confirmed by the existence of a budget. It is designed to explain what budgets are, how they work, and how to go about preparing, presenting, and defending them. 1975, $12.95.

The Value of Volunteer Services in the United States, Harold Wolozin, ACTION, 806 Connecticut Ave., N.W., Washington, D.C. 20025. This study presents estimates of the annual value of volunteer services in the United States for the period from 1965 to 1974, based upon the results of a national survey of volunteer services sponsored by ACTION and conducted during the week of April 7-13 as part of the Current Population Survey of the Census Bureau in 1974. The principal findings of the ACTION survey and their analyses are presented in the ACTION publication, "Americans Volunteer 1974." A limited number of copies of the Wolozin study are available on a loan basis from NICOV, P.O. Box 4179, Boulder, CO 80306.

4. Public Relations

Mike Casella, author of *Public Relations Publicity: A Handbook for Volunteer Projects*, defines public relations as "the process by which the goals and activities of your organization are interpreted to your community."

The major elements of any ongoing public relations program are: 1) Publicity; 2) Personal Contact; and 3) Advertisement. Since volunteer programs usually have limited resources for advertising campaigns, focus and attention should be directed to publicity and personal contact.

Two fundamental keys to a successful public relations effort are imagination and planning. Dare to be different by making your public relations efforts fun, conversational, and catchy. Planning cannot be stressed enough. Without sufficient forethought and careful planning a public relations campaign may prove ineffective, and could even be counterproductive.

In preparing the story you have to tell, remember that volunteerism and volunteers are a reaffirmation of the basic values in a free society. While "good news" doesn't always make "good copy," remember that volunteer roles form a fundamental part of community life. Your challenge is to tell that story--effectively, clearly, and concisely. We recommend a five-point criteria checklist in preparing your story:

1. IMPACT ON THE COMMUNITY: What is the special significance of the volunteers or the program for the local community? What difference does it make in people's lives?

2. TIMELINESS: Is your story newsworthy? Is it "today" material--personal, dramatic, different?

3. PUBLIC INTEREST: Is there broad community appeal, or is it the kind of thing which will appeal only to a few specialized interests?

4. PURPOSE CLEARLY STATED: Do you articulate well what your program is trying to do?

5. DESIRED RESPONSE: Will your story produce the reaction you are seeking? Do you even know what reaction you are hoping for?

Public relations can be exciting and creative. However, beware of over-enthusiasm which paints a fictional picture of what is actually happening.

REFERENCES FOR PUBLIC RELATIONS

Handbook of Special Events for NonProfit Organizations: Tested Ideas for Fundraising and Public Relations, Edwin R. Leibert and Bernice E. Sheldon. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. This practical guidebook will help volunteers learn the necessary steps and strategies to organize a successful event; aid staff members in using volunteer work to its fullest potential; and enhance the public relations, communication, and advertising expert's ability to stage a special event. As a practical working guide, this volume includes stimulating ideas, checklists, case studies, and sample materials for the successful organization of staff and volunteers. 1972, $13.00.

Public Relations-Publicity: A Handbook for Volunteer Projects, Mike Casella, ACTION. The Handbook is a complilation of techniques, facts, and ideas that have been helpful to many in the field of public affairs and communications. It is a compilation in that the materials have been gathered from many sources, including personal experience. Not meant to be an exhaustive treatise on the subject, it is a reference manual meant to be used as a guide in the everyday public relations/publicity activities of a volunteer project manager or staff person. 1976. A limited number of copies are available for loan at NICOV, P.O. Box 4179, Boulder, CO 80306.

ABC's of Publicity, ACTION, 806 Connecticut Avenue, NW, Washington DC 20525. This handbook is intended as a guide to project directors of ACTION programs. It was written primarily for guidance of persons unfamiliar with the media or those who have had limited public relations/communications experience or access to communications personnel. 1976. (The book is distributed free of charge.)

Communication by Objective: How Non-Profit Organizations Can Build Better Internal and Public Relations, L. Robert Oaks. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. This book relates proper communications process to the goals and objectives of the nonprofit organization through Management by Objectives (MBO). The result is a reduction of the vagueness often associated with much of public relations, making it a more effective support for management. 1977, $10.95.

A Primer: A Layman's Guide to Public Relations and Publicity Techniques, David Ramacitti. DNR Publications, Box 1231, Rock Island, IL 61201. A guide to publicity strategies, the mass media, press releases, brochures, open houses, tours and other public relations techniques for civic organizations, clubs, and agencies. 1972. (Price information available from address listed.)

How to Manage a Nonprofit Organization, John Fisher. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. This text explains how to improve the day-to-day effectiveness of nonprofit community organizations. It contains a large section on external and internal communications, general public relations, use of media to promote organizational goals and methods of keeping staff and volunteers informed of the activities of the organization as a whole. 1978, $16.50.

Note: For interpersonal communication, see:

Alive and Aware: Improving Communication in Relationships, Sherod Miller, Elam W. Nunnally, and Daniel B. Wackman. Interpersonal Communication Programs, Inc., 300 Clifton Avenue at the Carriage House, Minneapolis, MN 55403. This book presents a new and practical approach to facilitating interpersonal communication. Sections emphasize self-awareness, awareness of others, developmental issues experienced in relationships, styles of communicating, patterns of relating, and building esteem for oneself and others. The authors use Gestalt approaches as well as systems theory and suggest specific approaches to tackle everyday situations. A blend of theory and practice, the book is a good resource for trainers and group facilitators who teach communication theory and skills. 1975, $8.95.

5. Record-Keeping and Evaluation

A good text on volunteer leadership will have a section on record-keeping, usually including sample forms. Remember that any evaluation will depend on records established at the very beginning of the volunteer program linked to the program's objectives. If the records do not exist, important information is lost and is usually very difficult to retrieve.

A 1975 AAVS survey by Sarah Jane Rehnborg indicated an increasing interest in evaluation and/or need assessment among volunteer program leadership. This is as it should be. We need evaluation not only to justify our programs to funding sponsors and administrators; we need it just as much for ourselves, to improve our program, as a tool for realistic growth planning, and because staff, volunteers, and clients have a right to know what is really happening with the program.

There are many myths about evaluation, among them that it is always negative and solely statistical. In fact, evaluation should confirm the good parts of a program; it may even uncover some surprises--productive things you never realized you were doing. Moreover, a good evaluation includes what significantly involved people <u>say</u> and <u>feel</u> about the program; it is far more than a collection of numbers.

Because of these myths, the word "evaluation" has a sour connotation for some people. Try using other words, such as "operations analysis," "feedback," or "need assessment." But no matter what descriptive term you use, remember that in order to understand where your program is, and where you plan to go with it, you must have good records on what has taken place in the past. All programs should consider having a thorough evaluation conducted within their first year in order to understand the program as a whole and plan for future growth.

To provide some idea of what a volunteer program assessment checklist might look like, a volunteer program SCORECARD is attached. This and similar checklists are described further in the <u>Basic Feedback System</u> reference which follows.

NATIONAL INFORMATION CENTER ON VOLUNTEERISM P.O. Box 4179 Boulder CO 80306 303/447-0492

VOLUNTEER PROGRAM

SCORECARD

Want to see how you're doing? Below are some representative questions to help you take the temperature of your program. Of course, not all questions are equally relevant to all agencies, and you might even want to make up some of your own scorecard questions.

Place *two* checks on each line if you're *sure* it's true for you . . . . . ✓✓
Place *one* check on each line if you're *uncertain* or if it's only partly true . . . . . ✓
Leave the line blank if it's not true for your program . . . . . ____
Please be sure to look at all questions.

PLANNING

1. Spent at least three months planning our program, before it started, carefully consulting all relevant people . . . . . ____
2. During this time we looked into at least three national publications on the subject . . . . . ____

RECRUITMENT AND SCREENING

3. We have *written* volunteer job descriptions, at least two paragraphs long . . ____
4. Deliberately go out after the kind of people who can fill our volunteer jobs . . . . . ____
5. At least half of our volunteers are personally and consistently involved working directly with clients. . . . . ____
6. Definite plans or efforts to involve new types of people as volunteers: minority, younger, older, poor, etc. . . . . ____
7. Before accepting volunteers we use and study a volunteer background registration form . . . . . ____
8. Each volunteer is interviewed at least once before acceptance. . . . . ____
9. Each volunteer is interviewed at least *twice* by different people . . . . . ____
10. At least half of the clients we think could benefit from volunteers have them . . . . . ____

ORIENTATION AND TRAINING

11. Require at least five hours volunteer orientation before assignment . . . . . ____
12. Top management and/or regular staff are closely involved in volunteer orientation. . . . . ____
13. We have in-service training meetings monthly or more often . . . . . ____
14. Films and/or tapes, and/or slide shows, and/or role plays used for at least 25% of the total training time . . . . . ____
15. Each new volunteer receives and keeps a written orientation manual . . . . . ____
16. Systematic effort to orient *staff* to working with volunteers . . . . . ____

ASSIGNMENT, WORK ROLES

17. We have *at least two* main alternative work roles for volunteers . . . . . ____
18. We deliberately seek maximum compatibility of volunteer and client by asking and assessing *both* volunteer and client. . . . . ____
19. In addition to intuition, we employ specific compatibility criteria such as home location, interests, sex, age, etc. . . . . ____
20. Volunteers sign or explicitly assent to a work contract of specific time commitment over a maximum period of at least eight months . . . . . ____
21. At least 90% of our volunteers are assigned and on the job no more than four weeks after the end of pre-service training. . . . . ____

THE VOLUNTEER COORDINATOR

22. We have a regular position of Volunteer Coordinator or Director . . . . . ____
23. He or she feels he has enough time to do the job adequately . . . . . ____
24. Volunteer Coordinator is suitably paid. . . . . ____
25. Our Volunteer Coordinator has attended at least three days of training institute-conferences, also has read at least 150 pages in this specific area, in the past year. . . . . ____
26. Our Volunteer Coordinator has an office near other staff and is regularly invited to attend staff meetings at the supervisory level . . . . . ____
27. Not more than 40 volunteers for each direct supervisor of volunteers. . . . ____

MOTIVATION - INCENTIVE

28. Each volunteer has an I.D. card or lapel pin or other suitable agency identification . . . . . ____
29. Certificates and/or volunteer recognition meeting at least once a year. . . ____
30. Regular or supervisory staff are also recognized for their leadership role in volunteer programs. . . . . ____
31. Volunteers have a desk or other designated place to roost at agency . . . . ____
32. Provision for good experienced volunteers to move up in responsibility and status *as volunteers*, e.g. head volunteer, volunteer advisory board, etc. . . . . ____
33. At least one of our ex-volunteers is now on regular paid staff. . . . . ____
34. Of volunteers who complete training, at least two-thirds are with us at the end of a year (or their assigned hitch) . . . . . ____
35. At least a third of our new volunteers are brought in by present volunteers ____

RECORD-KEEPING, EVALUATION

36. Within five minutes, we can tell you (a) exactly how many volunteers we have, and *also*(b) for any individual volunteer, current address, job and assigned client, if any . . . . . ____
37. Volunteers are required to report at least once a month by phone or by report form and we enforce this . . . . . ____
38. At least twice a year we systematically ask regular staff what they think of volunteer programs . . . . . ____
39. Ditto, both volunteers and clients, what *they* think . . . . . ____
40. Generally, volunteers are actively involved (e.g. advisory board) in decisions regarding their own volunteer program . . . . . ____
41. We have a regular statistical-evaluative component supervised by a professional in the area . . . . . ____

BUDGET, FINANCE

42. We prepare a regular, carefully considered budget for the volunteer program ____
43. We keep good account books and formal records on the program. . . . . ____
44. At least one-half of our volunteer program funding is from *local* sources (including below) . . . . . ____
45. At least one-half volunteer program funding is incorporated in regular state or local agency budget. . . . . ____

PUBLIC RELATIONS

46. We have a newsletter for our volunteers, monthly or bi-monthly. . . . . ____
47. Main (or only) local newspaper has at least three favorable articles or editorials on volunteer program, each year. . . . . ____
48. At least one of those is *not* deliberately requested by us . . . . . ____
49. Regular staff *invited* to talk on our program in town at least 10 times a year. . . . . ____
50. Agencies or organizations in similar service areas have expressed approval of our volunteer program. . . . . ____

SCORING YOURSELF: JUST COUNT THE CHECKS. Total Volunteer Program Score = ____

NAME _____ DATE _____ ORGANIZATION _____

Your comments are welcome.

REFERENCES FOR RECORD-KEEPING AND EVALUATION

Basic Feedback System: A Self-Assessment Process for Volunteer Programs (revised), Bobette W. Reigel. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. The manual provides instructions on how to use the simple check-lists of the Basic Feedback System in an ongoing manner; scoring instructions; national norms; and profile designs. Individuals responsible for volunteer program management will find the easy-to-follow manual very useful. 1977, $4.50.

Community Program Evaluation, J. Barton Cunningham with the assistance of Charles McInnes. Communications Division, Ministry of the Solicitor General of Canada, Ottawa, Ontario K1A 0P8, catalogue number JS 32-1/6. This monograph of program evaluation is designed to give the administrator information about his or her program's ability to respond to the needs of various groups in the community. It illustrates a particular form of program evaluation, function and goal evaluation, specifically suited to aggregating objective opinions and beliefs from key audiences. 1978.

The Effectiveness of Volunteer Programs in Courts and Corrections: An Evaluation of Policy-Related Research, Thomas J. Cook and Frank P. Scioli. Available through University of Illinois at Chicago Circle, Department of Political Science, Box 4348, Chicago, IL 60680. The purpose of this project was to evaluate research on the effectiveness of volunteer programs in the area of courts and corrections. 1975. (Free of charge. Send a stamped, self-addressed envelope to the above address.)

Evaluative Research on Corrections: A Practical Guide, Stuart Adams, Ph.D. Available through Superintendant of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (stock number 2700-0027). This publication covers both traditional and contemporary approaches to evaluation--from surveys and controlled experiments to operations research and simulation. Within this range are techniques that any agency--regardless of size or research sophistication--should find useful.

The Process of Program Evaluation, John Van Maanen. The Grantsmanship Center, 1015 West Olympic Boulevard, Los Angeles, CA 90015. This is an in-depth discussion of the evaluation process, showing that, when meticulously practiced, evaluation may result in a significant contribution to improved decision making. This reprint from the January/February, 1979 issue of The Grantsmanship Center News is $2.45.

Virtually every good general text on leadership of volunteers has a significant section on record-keeping and evaluation.

6. Insurance and Liability for Volunteers

This is one of the "early, anxious" questions administrators and staff ask about volunteers, before they're really accustomed to the idea.

You can readily reassure them on this point: the issue can be dealt with. As of today, there are several reputable insurance organizations in the field and they have established a good track record.

Adequate insurance coverage for volunteers ordinarily costs no more than a few dollars per year per volunteer if coverage is purchased on a group basis.

An issue here sometimes is: who should pay for it? By far the most reasonable answer is the sponsoring agency or organization, as part of the investment in a quality volunteer program. Asking volunteers to pay for it is generally considered a desperation measure. It smacks of unfairness, and discriminates against good potential volunteers who can't really afford it.

You should also consult with experts on the possibility of a low or zero-cost model, either because coverage is unnecessary, or because volunteers might be given the status of employees-without-pay, thus receiving the coverage benefits of paid employees.

Your first-stop expert consultants are:

1. A volunteer, Board member or community person, who is a professional insurance person. This should be a consultation-without-fee, of course.

2. Your local or state volunteer bureau or resource center. They will know the situation on employees-without-pay, and have feedback on other local volunteer program experience with various insurance plans. Remember, too: regulations concerning insurance and liability can vary somewhat between states, and certainly do so between the United States and Canada.

The following groups specialize in providing insurance coverage for volunteers:

1. Volunteer Workers Blanket Accident Policy. Coverage: Accidental death and dismemberment for volunteers on the job, only. No personal liability protection. Service: marketed through Denver Service Center, St. Paul Fire and Marine Insurance Company. Insurer: St. Paul Fire and Marine Insurance Company, 2425 S. Colorado Boulevard, Denver, CO 80222, tel.: (303)758-1709.

2. VIS Insurance Plan. Coverage: Accidental death and dismemberment; personal liability in excess of any other valid and collectible insurance. Service: Central Agency, Volunteer Service Association, Division of Corporate Insurance Management, 5513 Connecticut Avenue, N.W., Washington, D.C. 20015. Membership required. Phone (202)244-5678.

No collect calls. Administrator: Zelda Lawrence. Insurer: Insurance Company of North America and Life Insurance Company of North America.

Rates and offerings change quite regularly. Therefore, a telephone call is in order, or at least a written request for the latest free brochure.

As notes, usually this is a matter which can be handled relatively routinely. However, there are at least two exceptions to this:

1. For certain relatively hazardous volunteer positions, insurance may be more difficult to obtain, or obtainable only via special policies and higher rates. An example would be volunteer fire department people.

2. A very few programs are beginning to show some concern about malpractice coverage for volunteers with a significant professional-type treatment role. While we know of no malpractice suits against volunteers, you might want to check this out. One organization which may be willing to share its explorations here is:

   Social Advocates for Youth
   Jack Harrington, Director
   975 North Point
   San Francisco, CA 94109
   (415)928-3222

REFERENCES FOR INSURANCE AND LIABILITY FOR VOLUNTEERS

Current brochures from the two insurance groups identified previously are your best written resource.

Insurance Coverage for Court Volunteers. More and more programs want to know what's available for insuring volunteers. This overview gives a sampling of plans and suggestions on adaptation to program needs as of 1973. Details have altered considerably since then, but some basic principles remain relevant. Single copies available from NICOV, P.O. Box 4179, Boulder, CO 80306, free of charge for corrections volunteer leadership, under the National Institute of Corrections grant.

Liability in Correctional Volunteer Programs: Planning for Potential Problems, Peter J. Gurfein and Trisha Streff. This work presents the basic information which state agencies and volunteer organizations need to understand the legal implications of their participation in the correctional system. By using the text as a basis, readers can turn to charts in the appendices to locate their respective state's laws and legal doctrines. 1975 (available from NICOV, P.O. Box 4179, Boulder, CO 80306; no charge--limited quantity available; or from The National Volunteer Parole Aide Program, The American Bar Association, Commission on Correctional Facilities and Services, NW, Washington, D.C. 20036).

Please note: The above references are somewhat outdated and should not be relied on for current information of practical value. Their only value might be for research on principles and issues in the insurance/liability area.

Two current study projects in the insurance/liability area, are:

1. Jerry Lynes (California Volunteer Network)
   Executive Director
   Volunteer Bureau-VAC Division of United Way
   7510 Clairemont Mesa Blvd.
   San Diego, CA 92111

2. Harriet Naylor
   Director of Voluntary Services
   Department of HEW
   200 Independence Ave., SE
   Washington, D.C. 20203

7. Workshop and Conference Planning

A recent AAVS-NICOV planning study estimated that every year in North America, there are approximately 1,500 workshops and conferences significantly or totally devoted to volunteerism. These occur at local, state, regional, and national levels.

Let us suppose the average cost of producing a volunteer leadership conference or workshop is about $500, with an additional 500 hours of volunteer time invested. This would mean the volunteer sector invests between a half-million and a million dollars annually in volunteer-related workshops and conferences, and the same amount of volunteer time in planning and operating the workshops. Add to this the time and money attendees invest in coming to the workshop, and these figures become awesome--literally millions of dollars and millions of hours.

The volunteer sector does not have that kind of money or time to waste. Therefore, let's make the best possible use of this precious time and money. When planning a workshop:

A. Consult your local Volunteer Bureau, Voluntary Action Center, or State Office on Volunteerism. They are experienced in this area.

B. Look into these references if you haven't done so already.

1. Workshop Planner, Gwen Winterberger. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. This A to Z manual is designed as a guide reference for the novice individual, program, or agency involved in the workshop planning process. Sample charts and forms included within the text may be adapted to a planner's particular situation. A practical, systematic evaluation process is visualized as a measurement tool to be used in future planning. Even the experienced workshop planner will enjoy this handy reference tool. 1976, $3.00.

2. Conference Planning (second edition), edited by W. Warner Burke and Richard Beckhard. University Associates, 7596 Eads Avenue, La Jolla, CA 92037. This valuable book presents a thorough overview of the basic principles of conference planning. Sixteen articles are categorized according to different aspects of designing and conducting a conference. The first section includes readings on conference planning for the seventies, building the conference community, program development, multiple roles of the meeting planner, and conference arrangements. Other sections focus on conference technology, special conferences, and the training of group discussion leaders. 1976. (Price information available from address listed.)

3. Planning, Conducting, and Evaluating Workshops, Larry N. Davis and Earl McCallon. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. The authors draw from learning theory and practice to develop an orderly but flexible system for designing adult learning activities and achieving predictable results. The book's theory, methods, and procedures provide a systematic guide to successful small or large group learning activities, including workshops, conferences, staff development programs, in-service training sessions, and high school and college classes. 1974, $10.50.

4. Making Meetings Work: A Guide for Leaders and Group Members, Leland P. Bradford. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. Written for people who lead groups, conduct meetings, and plan and lead conferences, this guidebook illustrates a different approach to leadership that takes into account the needs and actions of individuals, the complexities of group behavior, and the problems inherent in reaching solutions and decisions. 1976, $7.50.

C. Get the best possible resource people you can.

1. NCVA and NICOV jointly offer a National Leadership Development Program providing training and workshops for directors of volunteer programs and others concerned with the citizen participation movement. NICOV/NCVA National Leadership Development Program, P.O. Box 4179, Boulder, CO 80306.
2. The following three organizations have or are developing skillsbanks based on their professional memberships:

   a. The Association for Administration of Volunteer Services, P.O. Box 4584, Boulder, CO 80306.

   b. The Association of Voluntary Action Scholars, Henderson Human Development Bldg., S-211, Pennsylvania State University, University Park, PA 16802.

   c. The Association of Volunteer Bureaus, P.O. Box 1798, Boulder, CO 80306.

D. After all your effort planning a workshop or conference, it's tragic later to discover a time conflict with another workshop. Do your best to determine early if this is the case. (Sometimes this can be turned to advatage as a collaborative effort.) No national or state office really has the resources to do an adequate job on a workshop registry. NICOV/NCVA tries, but all we can promise is our best attempt. Also, carefully check any listing in local, state, or national newsletters and journals.

E. Always get an attendee evaluation for your workshop or conference. Attenders deserve the opportunity to express their perceptions; you deserve the opportunity to use these comments for improving your next workshop or conference.

8. Recruiting Volunteers

The first step in recruitment is determining why you want to involve volunteers and what you want them to do. Examine the needs of your agency and clients. Consult with staff, volunteers and clients for possible volunteer positions. Need Overlap Analysis in the Helping Process (NOAH) is one good way of defining possible volunteer positions.* This results in a specific job description, which should include a definition of duties, who the volunteer will be responsible to, job qualifications and time commitments.

The written job description will define the kind of person or group you need and will direct your recruitment effort. Selective recruitment actively reaches out to seek volunteers to do specific jobs. A more generalized recruiting is used when your program needs a large number of individuals for jobs that require either unspecialized qualities or a wide variety of skills. The appeal is usually to the general public, through mass media such as radio and television, or distribution of brochures or posters.

But remember, when all the sophisticated recruiting techniques have been tried, the best recruiting lure is a quality volunteer program; the word will get around on that. Also worth remembering is that your very best recruiters will be the satisfied volunteers you have with you now.

Recruiting volunteers cannot be separated from other program management functions. Thus, it does little good to recruit many fine volunteers if your support for them is poor and turnover or dropout is high (see Sections 11 and 13). This revolving door situation simply wastes recruiting efforts and is unfair to volunteers.

Remember the FISH principles:

Focus : Know what kind of jobs you want done and therefore what kinds of people you want.

Initiative: Find out where these kinds of people are likely to be and go out after them. Don't wait passively for just anyone to walk in.

Shape : Shape the job to the person whenever possible, rather than vice versa. When you do this, more of the people you initially attract will complete the process and become actual recruits.

Have : Have a good volunteer program all the way through: training, recognition, good staff relations, etc. People will hear about it and your recruiting job will be that much easier.

Good FISHing!

REFERENCES FOR RECRUITING

Effective Public Relations for Successful Recruitment of Prospective Volunteers in Probation, paper compiled by Carolyn Evans, Coordinator of Volunteers, Administrative Office of the Courts, 447 Bellevue Avenue, Trenton, NJ 08618. The paper includes sources of volunteers, public relations, procedures, and suggested readings and contacts. (Price information available from the above address.)

How To Do It "Kit"--Aids for Volunteer Administrators, National Center for Voluntary Action, Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. This collection of 14 useful publications is designed especially for leaders and directors of community-based volunteer programs. It contains booklets, articles, brochures, and reference listings that address fundamental concerns of volunteer administration and programming. This set of basic tools includes the booklet "Recruiting Volunteers" as well as many others. Also included is a summary of "Responsibilities and Rights in Volunteer Relationships," a guide for staff who work with volunteers, an article outlining a successful campaign to recruit male volunteers, and the NCVA-6 Step Approach to Problem-Solving. 1976, $12.50.

People Approach: Nine New Strategies for Citizen Involvement, Ivan H. Scheier. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. This publication describes models in helping and volunteering developed by NICOV. Its position is that volunteer recruiting and retention will be invigorated by specific strategies for designing volunteer work which more closely resembles people's natural styles in helping. 1977, $5.55.

Recruiting, Training, and Motivating Volunteer Workers, Arthur R. Pell. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. The purpose of this short but comprehensive text is to guide professional staffs and volunteer leaders in the best techniques for the selection and utilization of this vast source of man/womanpower. The book covers techniques of behavioral science suitable for adaptation to the volunteer situation. 1972, $3.25.

Women, Work, and Volunteering, Herta Loeser. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. In recent years feminists have argued that volunteer activities perpetuate the subservience of women. Herta Loeser challenges that viewpoint and lists the unique rewards women receive as volunteers that are not possible as housewives or paid employees. In addition, she offers practical guidelines for compiling a portfolio, drawing up a resume, and approaching volunteer agencies for employment. Loeser sees volunteer positions as a possible training ground for a career and a necessary method for concerned citizens to effect social change that would otherwise not be feasible. 1974, $4.95.

Volunteers: How to Find Them... How to Keep Them, Mike Haines. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. A "how-to" workbook that can be used in a workshop setting dealing with the creation of a volunteer program, interviewing, orientation, training, and ongoing support. This handbook is a springboard for exciting new ways to involve people in the volunteer world. It offers many ideas that will help link human service with human servicers. 1977, $4.50.

Note: Viturally all general texts on leadership of volunteers include chapters or sections on recruiting.

9. Screening, Interviewing, and Placing Volunteers

You can't screen volunteers intelligently unless you know what you're screening for, and the same applies to interviewing and placing volunteers. So start with a volunteer job description or, better yet, a set of them, varying over a range of qualifications needed. Because the volunteer job description is so important in this process, an outline of a volunteer job description is attached here.

The basic goal of volunteer screening is to determine what the person has in relation to what he/she needs to do the job. Be very careful screening doesn't become a kind of ritual, in which you're more rigorous about it than you need to be. You can "go easy" on screening insofar as the job itself is relatively less demanding of unusual skills or qualifications already. (The established dentist who volunteers his/her professional skills, doesn't have to be re-certified by us as a dentist!).

Nor do the candidate's qualifications always have to come all the way up to the job requirements; only close enough so that training, experience on the job, and supervision, can bring him/her the rest of the way.

Finally, we should always try to capitalize on the unique advantages of screening for volunteer work, as distinct from paid work. If the person does not fit the job, we can fit the job to the person. At the very least, if we have to screen the person <u>out</u> of one job, we can screen him/her <u>in</u> for another.

Two watchwords then are: don't <u>overscreen</u>, and, whenever possible, screen <u>in</u> rather than screen <u>out</u>.

As for interviewing, there is so much to learn here that the art cannot really be captured in a phrase or two. But if we had to say only a little about interviewing volunteers, we would say something like:

<u>Listen</u> a lot.

<u>Avoid being structured</u> (you can get that from your written volunteer registration form).

Remember, <u>the volunteer</u> should be interviewing you as much as vice versa.

Volunteer Program Functions

ELEMENTS OF JOB DESCRIPTIONS

Job Title:

Job Responsibilities:

Objectives of Program:

Minimum Qualifications:

Time Required:

Length of Commitment:

Training Provided:

Responsible To:

Benefits:

REFERENCES FOR SCREENING, INTERVIEWING, AND PLACING VOLUNTEERS

Volunteers: How to Find Them...How to Keep Them! Mike Haines, Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. A "how to" workbook that can be used in a workshop setting, dealing with the creation of a volunteer program, interviewing, orientation, training and ongoing support. This handbook is a springboard for exciting new ways to involve people in the volunteer world. It offers many ideas that will help link human service with human servicers. 1977, $4.50.

Effective Management of Volunteer Programs, Marlene Wilson. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. The author discusses commonly held management theories--about leadership, motivation, organizational climate, planning and evaluation, delegation, and then applies them to the tasks that most commonly confront the volunteer coordinator. The result is a most helpful understanding of how a good manager would approach such things as job design, volunteer staff training, interoffice communication, etc. The text is particularly helpful in the area of interviewing volunteers. 1976, $5.75.

Note: Virtually all general textbooks on volunteering have chapters or sections on screening, interviewing, and placing volunteers.

10. Orientation and Training of Volunteers

Once a volunteer has been recruited, interviewed, and screened, he/she is ready for initial contact with the job and its setting. Getting off on the right foot, through well-planned orientation and training techniques, is crucial. This is an all-important early impression and, increasingly today, good training is a primary motivator of volunteers, not just a way to share information.

The clear and concise job description, developed prior to recruitment and adapted with the volunteer in the interviewing process, is invaluable at this stage. Thus, the essentials of training are to: 1) let the volunteer know what the job is--the details and procedures of what needs to be done; 2) acquaint the volunteer with the system he/she is to be operating in--how it works and his/her place in it; 3) expose the volunteer to the kinds of clients to be served in order to understand their needs and behavior; and 4) orient the volunteer to resources available to him/her in the work that is to be done.

A few keys to successful training are:

1. Make it realistic, as close to the real work situation as possible; don't flatter the job or undersell it.

2. Make it informative, with the key data needed, and a minimum of fluff.

3. Make it interesting, fast-paced, with lively training aids; avoid the academic and purely theoretical.

4. Make it participatory; encourage the volunteer's questions and input; avoid long lectures and build in lots of exercises and situations.

The average pre-service volunteer training today is estimated at approximately six to twelve hours. Don't be guided too much by this; within wide limits it depends on your assessment of learning needs.

Persons involved as trainers are volunteer directors, staff, veteran volunteers, and clients, plus specialty experts as needed from the local community or college. (Be sure the latter understand what the program is all about.)

Don't forget that in-service training is at least as important as pre-service training. After all, you can't give people the answers before they know what the questions are.

REFERENCES FOR ORIENTATION AND TRAINING OF VOLUNTEERS

The following two references concentrate on orientation and training of volunteers.

Volunteer Training for Courts and Corrections, James Jorgensen and Ivan H. Scheier. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. This book provides a practical "how to" reference in preparing the volunteer for helping roles with the offender. Jorgensen and Scheier have personally trained over ten thousand volunteers and volunteer coordinators in criminal justice, prevention, youth service, welfare, mental health, and other fields. Though this book is oriented specifically to criminal justice, the concepts and procedures are readily translatable to virtually every other volunteer service program area. The book covers training from top to bottom: pre-service and in-service, formal and informal, with practical tips on role playing, lectures, observational learning experiences, and evaluation of training. 1973, $8.00.

Volunteer Training and Development, Anne Stenzel and Helen Feeney. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. The authors address the challenges involved in the expansion of volunteer service in the courts, correctional institutions, mental health agencies, drug rehabilitation centers, and health care clinics, by recognizing the training needs of traditional volunteers as well as the "new" volunteers such as youth, the elderly, ethnic, and other minorities. 1976, $12.95.

The following books have chapters or sections on orientation and training of volunteers.

How To Do It "Kit"--Aids for Volunteer Administrators, National Center for Voluntary Action. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1976, $12.50.

Recruiting, Training and Motivating Volunteer Workers, Arthur Pell. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1972, $3.25.

Training Volunteer Leaders: A Handbook to Train Volunteers and Other Leaders of Program Groups, National Council of YMCA's. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1974, $8.50.

The Volunteer Community: Creative Use of Human Resources (second edition), Eva Schindler-Rainman and Ronald Lippitt. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1975, $7.95.

Volunteers: How to Find Them...How to Keep Them, Mike Haines. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1973, $5.55.

Volunteers Today: Finding, Training, and Working with Them, Harriet Naylor. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1973, $5.55.

Volunteers in Juvenile Justice: Prescriptive Package, Ira M. Schwartz, Donald R. Jensen, Michael J. Mahoney. National Criminal Justice Reference Service, P.O. Box 6000, Rockville, MD 20850. 1977, single copies free of charge through NCJRS.

11. Motivation, Incentive, and Support for Volunteers

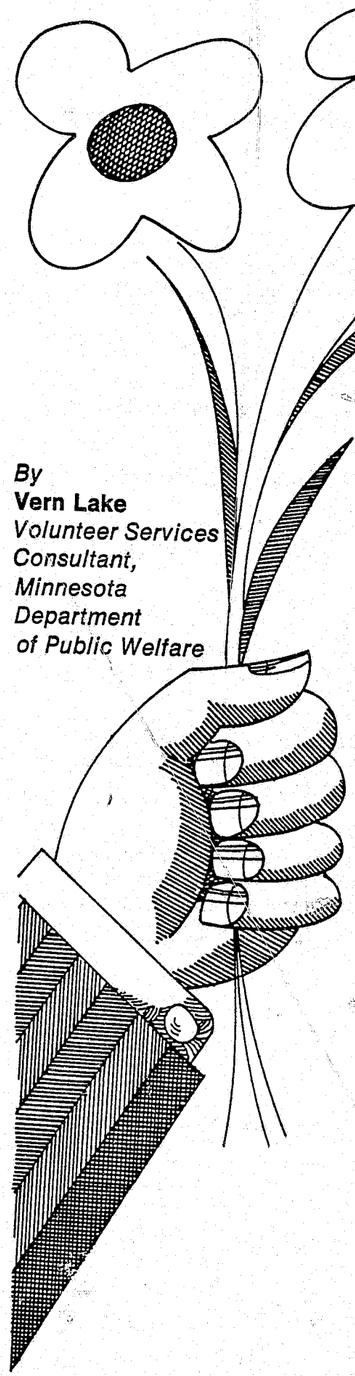
The great danger is that we will consider motivating volunteers as a separate compartment, which can be dealt with in isolation from the rest of the volunteer program. In fact, good volunteer motivation depends most of all on everything else you do in your program. Among these things are:

- Development of meaningful, motivation jobs for volunteers.
- Screening, interviewing, and matching which fit the right person to the right job (see Section 9).
- Orienting staff to volunteers, and other strategies which ensure staff support of volunteers (see Section 12).
- Evaluation which gives volunteers good feedback on what they're doing (see Section 5).

Motivating volunteers is not the icing on the cake; it is the whole cake. All the recognition certificates in the world won't paper over the gaps in a poorly planned and operated volunteer program, though they certainly add to a fundamentally sound program.

Nor can a formal recognition program really substitute for the informal things: the smile as you pass in the hall, remembering a name or a birthday, and all the little daily things that show respect for your volunteers and give them a sense of inclusion.

Nevertheless, there are a number of deliberate things you can do to increase the "motivational paycheck" of your volunteers. On the following pages are a few of them, reprinted with permission from the National Center for Voluntary Action.



101 WAYS TO GIVE RECOGNITION TO VOLUNTEERS

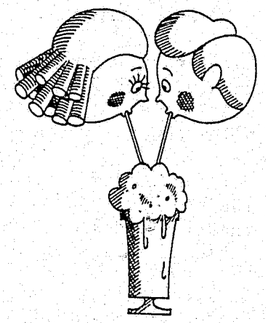
By
Vern Lake
Volunteer Services Consultant, Minnesota Department of Public Welfare

Continuously, but always inconclusively, the subject of recognition is discussed by directors and coordinators of volunteer programs. There is great agreement as to its importance but great diversity in its implementation.

Listed below are 101 possibilities gathered from hither and yon. The duplication at 1 and 101 is for emphasis. The blank at 102 is for the beginning of your own list.

I think is it important to remember that recognition is not so much something you do as it is something you are. It is a sensitivity to others as persons, not a strategy for discharging obligations.

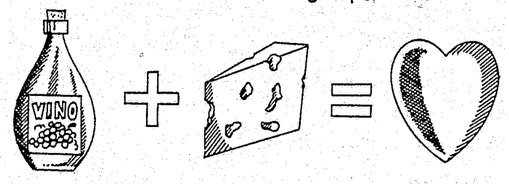
1. Smile.
2. Put up a volunteer suggestion box.
3. Treat to a soda.
4. Reimburse assignment-related expenses.
5. Ask for a report.
6. Send a birthday card.
7. Arrange for discounts.
8. Give service stripes.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to staff meeting.
12. Recognize personal needs and problems.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in an emergency situation.
16. Provide a baby sitter.
17. Post Honor Roll in reception area.
18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.



21. Send a Thanksgiving Day card to the volunteer's family.
22. Provide a nursery.
23. Say "Good Morning."
24. Greet by name.
25. Provide good pre-service training.
26. Help develop self-confidence.

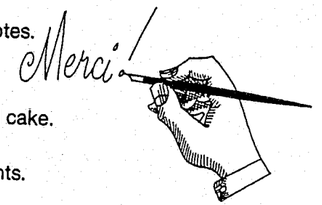
27. Award plaques to sponsoring group.
28. Take time to explain fully.
29. Be verbal.
30. Motivate agency VIP's to converse with them.
31. Hold rap sessions.

32. Give additional responsibility.
33. Afford participation in team planning.
34. Respect sensitivities.
35. Enable to grow on the job.
36. Enable to grow out of the job.
37. Send newsworthy information to the media.
38. Have wine and cheese tasting parties.

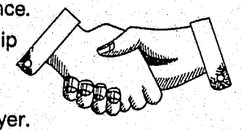


39. Ask client-patient to evaluate their work-service.
40. Say "Good Afternoon."
41. Honor their preferences.
42. Create pleasant surroundings.
43. Welcome to staff coffee breaks.
44. Enlist to train other volunteers.
45. Have a public reception.
46. Take time to talk.
47. Defend against hostile or negative staff.
48. Make good plans
49. Commend to supervisory staff.
50. Send a valentine.
51. Make thorough pre-arrangements.
52. Persuade "personnel" to equate volunteer experience with work experience.
53. Admit to partnership with paid staff.
54. Recommend to prospective employer.
55. Provide scholarships to volunteer conferences or workshops.
56. Offer advocacy roles.
57. Utilize as consultants.

58. Write them thank you notes.
59. Invite participation in policy formulation.
60. Surprise with coffee and cake.
61. Celebrate outstanding projects and achievements.
62. Nominate for volunteer awards.
63. Have a "Presidents Day" for new presidents of sponsoring groups.

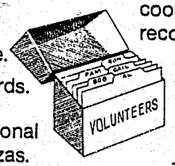


64. Carefully match volunteer with job.
65. Praise them to their friends.
66. Provide substantive in-service training.
67. Provide useful tools in good working condition.
68. Say "Good Night."
69. Plan staff and volunteer social events.
70. Be a *real* person.
71. Rent billboard space for public laudation.
72. Accept their individuality.
73. Provide opportunities for conferences and evaluation.
74. Identify age groups.
75. Maintain meaningful file.
76. Send impromptu fun cards.



77. Plan occasional extravaganzas.
78. Instigate client planned surprises.
79. Utilize purchased newspaper space.
80. Promote a "Volunteer-of-the-Month" program.
81. Send letter of appreciation to employer.

82. Plan a "Recognition Edition" of the agency newsletter.
83. Color code name tags to indicate particular achievements (hours, years, unit, etc.).
84. Send commendatory letters to prominent public figures.
85. Say "we missed you."
86. Praise the sponsoring group or club.
87. Promote staff smiles.
88. Facilitate personal maturation.
89. Distinguish between groups and individuals in the group.
90. Maintain safe working conditions.
91. Adequately orientate.
92. Award special citations for extraordinary achievements.
93. Fully indoctrinate regarding the agency.
94. Send Christmas cards.
95. Be familiar with the details of assignments.
96. Conduct community-wide, cooperative, inter-agency recognition events.



97. Plan a theater party.
98. Attend a sports event.
99. Have a picnic.
100. Say "Thank You."
101. Smile

102.

REFERENCES FOR MOTIVATION, INCENTIVE, AND SUPPORT FOR VOLUNTEERS

Volunteers Today: Finding, Training and Working With Them, Harriet Naylor. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1973, $5.55.

Effective Management of Volunteer Programs, Marlene Wilson. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1976, $5.75.

The Volunteer Community: Creative Use of Human Resources (second edition), Eva Schindler-Rainman and Ronald Lippit. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1975, $7.95.

People Approach: Nine New Strategies for Citizen Involvement, Ivan H. Scheier. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1977, $5.55.

Women, Work, and Volunteering, Herta Loeser. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. In recent years feminists have argued that volunteer activities perpetuate the subservience of women. Herta Loeser challenges that viewpoint and lists the unique rewards women receive as volunteers that are not possible as housewives or paid employees. In addition, she offers practical guidelines for compiling a portfolio, drawing up a resume and approaching volunteer agencies for employment. Loeser sees volunteer positions as a possible training ground for a career and a necessary method for concerned citizens to effect social changes that otherwise would not be feasible. 1974, $4.95.

Leadership for Volunteering, Harriet Naylor. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1977, $5.55.

Volunteer Training and Development, Anne Stenzel and Helen Feeney. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1976, $12.95.

Recruiting, Training, and Motivating Volunteer Workers, Arthur R. Pell. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1972, $3.25.

Note: Mainly, these references refer to chapters or sections within a larger scope of book coverage.

12. Volunteer-Staff Relations

Staff nonsupport of agency volunteer programs has been listed as a number one problem for many years, and it is still with us. Remember, staff resistance is usually not expressed as active hostility; ordinarily we will find passive resistance or apathy--not so much what staff does, but what it fails to do to support volunteers. Consider these basic principles:

Individual diagnosis of staff receptivity to volunteers. It is far better to identify and work with a few receptive staff people at first. Their peers can get sold on it later by watching the successes. When diagnosing, be careful to distinguish those who "say the right thing" (almost everyone can) from those who have the potential to do the right things with volunteers.

Flexibility. There is no such thing as a staff person who dislikes *all* volunteers. They just dislike some kinds of volunteers, or rather some stereotypes of volunteers. Try some creative volunteer ideas and jobs.

Participation. Staff needs to feel it's *their* volunteer program, not yours or someone else's. Try for maximum staff participation in volunteer job design, and continuing participation in volunteer recruiting, screening, and training to fill staff needs.

Rewards. We ask staff to invest extra time, effort, and intelligence in involving volunteers. Volunteers and staff should be a team; therefore, reward each team member equally. The agency personnel system should also build in recognition and "promotion points" for staff who work effectively with volunteers.

Orientation and training of staff to volunteers should precede volunteer training. The latter may be wasted without the former. Inservice training for staff and volunteers *together* is also a very helpful measure.

Always work at such things as building in receptivity to volunteers as part of the staff selection and promotion process; opening channels for successful volunteers to apply for paid positions if they are interested; and recognition of volunteers and staff for working together.

REFERENCES FOR VOLUNTEER-STAFF RELATIONS

Basic Feedback System: A Self-Assessment Process for Volunteer Programs (revised edition), Bobette W. Reigel. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. This practical manual presents a step-by-step system for volunteer program assessment. A particularly valuable aspect of this system is the development of national comparative norms; and of special interest are the forms for diagnosing line staff and management support of volunteers. 1977, $4.50.

Winning With Staff: A New Look at Staff Support (revised edition), Ivan H. Scheier. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. Survey research consistently shows that a lack of staff support or actual resistance is the number one problem for volunteer programs today. This publication provides background, insights, and practical strategies for turning staff resistance into acceptance. 1978, $5.75.

Note: Most general texts on volunteer program development will have a section on volunteer-staff relations.

Video cassette: The Voluntary Difference - staff resistance to volunteers. Available for rent or purchase from South Carolina Office of Volunteer Services, 1321 Lady Street, Room 312, Owen Blvd., Columbia, SC 29201.

13. Volunteer Turnover Rate

There is considerable interest in the turnover rate as an index of a volunteer program's health. It is ordinarily a useful indicator for this. Nevertheless, there are some cautions. We must first of all be clear what we mean by turnover rate. We then must calculate it properly. Finally, we must qualify it appropriately so as not to be led either to discouragement or to a false sense of security.

A. CALCULATION OF TURNOVER RATE

1. List and count your current active volunteers at the beginning of a time period.
2. Choose an appropriate time period over which to measure turnover. This period will depend on your expectations of how long volunteers should serve in your program--six months, a year, etc.
3. Count the number of volunteers from the list in step 1 who are still actively involved in your program at the end of the time period chosen in step 2.
4. Subtract the total from step 3 from the total of step 1. This is the number of volunteers which have been lost to your program during the time period.
5. Divide the number obtained in step 4 by the number in step 1. This is your turnover rate; the percentage of volunteers lost to the program over the time period.

   Example: If you listed 50 active volunteers at the beginning of the time period, and 35 remained after one year, your turnover rate would be 15/50 or 30% over the one-year period.

B. CAUTIONS IN INTERPRETATION OF TURNOVER RATE

The volunteer turnover rate is affected by at least two kinds of factors which do not necessarily reflect the well-being of your program.

1. The length of time period chosen over which to measure the rate. Obviously, if you choose ten years, the rate will be very high; if you choose one week, it will be very low. Choose a time period which is reasonable in terms of your expectations of volunteer tenure. And always, when you present your volunteer turnover rate in a report or for planning discussions:

   a. Give the time period. For example: "volunteer turnover rate is 45% over a 10-month period."

   b. Justify why you chose that particular period.

2. "Legitimate Turnover." This refers to reasons volunteers leave your program which are real and important, but do not reflect on the adequacy of your program. Among these are:

   a. The volunteer or his/her family moves to another community. If your program is located in a high-mobility community, your turnover rate will be higher for this reason, and there is little or nothing you can do about it.

   b. Illness or other crisis for the volunteer or their family.

   c. The volunteer needs to seek paid work.

   d. The volunteer is a volunteer, with the unique prerogative of choosing other volunteer work if he/she wishes.

After you calculate your turnover rate (Part A) you should scan or analyze it for special factors (Part B) before interpreting it in the light of your volunteer program's effectiveness.

C. WHAT IS AN ACCEPTABLE VOLUNTEER TURNOVER RATE?

1. In 1971 an extensive national survey of criminal justice volunteer programs was conducted by NICOV for the Law Enforcement Assistance Administration (LEAA). Among the trends determined by this survey was an approximately fifty percent average turnover rate for criminal justice volunteer programs at that time, over a one year period. That is, at the end of a one-year period, the average volunteer program retained only about half of the active individual volunteers with which it began the year.

2. We recommend you set your own standards at a somewhat more challenging level than 50%, perhaps in the 20% to 35% range. The main reasons for this are:

   a. 1971 was much nearer the beginning of the modern resurgence in criminal justice volunteerism. We should expect more sophistication and expertise than that today.

   b. In any case, we assume you want your program to be more than "just average." Exemplary volunteer programs were indeed achieving volunteer yearly turnover rates as low as 15% to 20% as early as 1971, always conditional on the choice of an appropriate time period over which to measure the rate.

   Once again, we recommend shooting for a rate as low as 20% to 35% over a six to twelve month period, somewhat lower if the time period is shorter, while accepting a somewhat higher rate if the time period is longer than one year.

D. INTERPRETATION OF A VOLUNTEER TURNOVER RATE WHICH IS TOO HIGH

If your volunteer turnover rate is too high, the principal areas you should look

at diagnostically are as follows:

1. You have not designed sufficiently meaningful jobs for volunteers.
2. Volunteer supervision and support is inadequate and/or you have a staff resistance or non-support problem. (See Section 12.)
3. Your volunteer incentive and motivation efforts need to be beefed up. (See Section 11.)
4. Your program is trying to grow too fast; you are attempting to achieve unrealistic goals for increase in the number of volunteers.
5. Your initial screening of volunteers is admitting inappropriate people who for various reasons will not last in your program. (See Section 9.)

REFERENCES FOR VOLUNTEER TURNOVER RATE

1. See any general text or reference referred to in Section 20 or 21, particularly those parts, which deal with volunteer job design, motivation and incentive, screening, and program planning (especially realistic growth targets and staff resistance).

2. People Approach: Nine New Strategies for Citizen Volunteer Involvement, Ivan H. Scheier. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. (See especially Need Overlap Analysis.) 1977, $5.55.

3. Winning With Staff: A New Look At Staff Support for Volunteers, Ivan H. Scheier. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. 1978, $5.75.

14. Fact Sheet on Volunteerism

Dollar Value of Volunteer Services

GNVP (Gross National Volunteer Product):

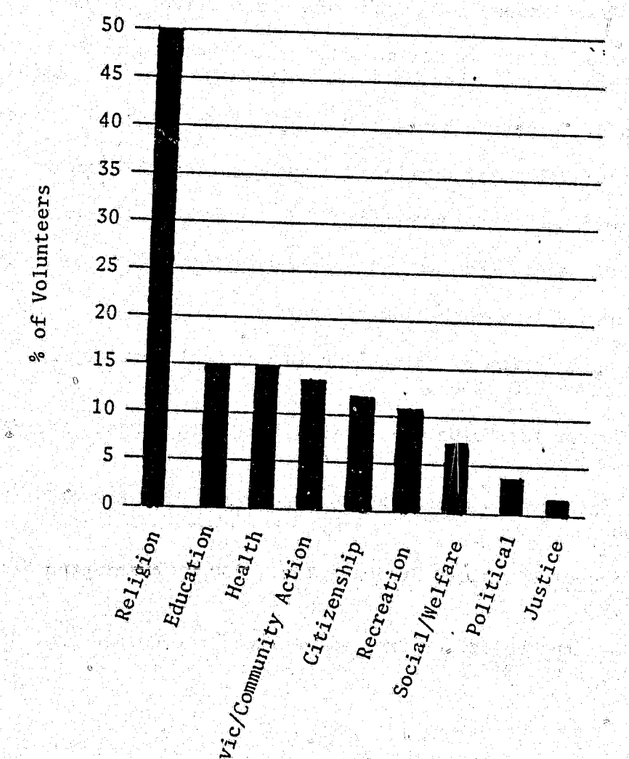
1974 - approximately 30 billion dollars in services.
1977 - approximately 40 billion dollars in services.

Number of Volunteers in the United States

1974 - 37 million people over the age of 13 volunteered at least once a year. (The average volunteer puts in 5 hours of work per week.)

24 percent of the population in the U.S. does some form of volunteer service.
53 percent of the volunteers are female.
47 percent of the volunteers are male.
1977 - A Gallup Poll generally confirms the above figures.

General Areas of Volunteer Work and Percentage of Volunteers by Organization Types (April 7-13, 1974)



Volunteer Leadership

Estimated total number of volunteer directors: 60,000 in 1975.
Average salary range (as of 1975): $9,000-$12,000 per year.

Structure (See also Section D, Resource Organizations)

Number of Statewide Offices on Volunteerism: 30
Number of Voluntary Action Center/Volunteer Bureaus: 350-400
Number of National Volunteer Resource organizations: about 15-20

Some Common Initials

AAVS - Association for Administration of Volunteer Services, P.O. Box 4584, Boulder, CO 80306

AFV - Alliance for Volunteerism, 1214 - 16th Street, NW, 4th floor, Washington, D.C. 20036

ASDVS - American Society for Directors of Volunteer Services of the American Hospital Association, 840 North Lake Shore Drive, Chicago, IL 60611

AVAS - Association of Voluntary Action Scholars, Pennsylvania State University, College of Human Development, University Park, PA 16802

AVB - Association of Volunteer Bureaus, P.O. Box 1798, Boulder, CO 80306

DOVIA - Directors of Volunteer Services in Agencies (local associations)

GOVS - Governors Offices on Volunteerism (33 states have them).

HEW - U.S. Dept. of Health, Education, & Welfare, Washington, D.C. 20036

LEAA - Law Enforcement Assistance Administration

NAVCJ - National Association of Volunteers in Criminal Justice, Inc., 1260 West Bayaud, Denver, CO 20036

NCVA - National Center for Voluntary Action, 1214 16th Street, NW, Washington, D.C. 20036

NICOV - National Information Center on Volunteerism, P.O. Box 4179, Boulder, CO 80306

NSVP - National School Volunteer Program, Inc., 300 N. Washington St., Alexandria, VA 22314

NSVP - National Student Volunteer Program, ACTION, 806 Connecticut Ave., NW, Washington, D.C. 20525

Special Information/Issues

NIC - National Institute of Corrections, 320 First Street, NW, Washington, D.C. 20534

OVCP - Office of Volunteer Citizen Participation, 806 Connecticut Ave., NW, Room #907, Washington, D.C. 20525

RFP - Request for proposal

RSVP - Retired Senior Volunteer Program

VA - Veterans Administration, Washington, D.C. 20420

VAC - Voluntary Action Center

VB - Volunteer Bureau

VISTA - Volunteers in Service to America, ACTION, 806 Connecticut Ave., NW, Washington, D.C. 20525

VIP - Volunteers in Probation, National Center on Crime and Delinquency, 200 Washington Square Plaza, Royal Oak, MI 48067

We are deeply indebted to ACTION for much of the information contained in this section--from Americans Volunteer--1974.

15. Status, Issues, and Trends in Volunteering

We know of no single reference comprehensively covering this entire area. This is hardly surprising. Status and issues are implicit in any discussion of any aspect of volunteering. Even an apparently routine treatment of recruiting techniques can raise issues. For example, do the recommended techniques tend to exclude certain kinds of people as volunteers and, if so, on what basis?

Moreover, any single discussion of issues is likely to reflect the perspective of the author, and we need to consider different perspectives on a given issue.

Finally, status and issues steadily change. Five years or even less can render a publication obsolete on some issues.

Your resources should therefore be as current as possible: check with your local Voluntary Action Center or State Office on Volunteerism, attend significant workshops and conferences, discuss the issues with your peers, and study newsletters and especially journals.

The principal journals which might contain articles on general status and issues are:

Voluntary Action Leadership--Available from VAL, P.O. Box 4179, Boulder, CO 80306.

Volunteer Administration--P.O. Box 1798, Boulder, CO 80306.

The Synergist--NSVP, ACTION, 806 Connecticut Ave., N.W., Washington, D.C. 20525.

Interaction--ACTION, 806 Connecticut Ave., N.W., Washington, D.C. 20525.

The Journal of Voluntary Action Research--Association of Voluntary Action Scholars, Henderson Human Development Bldg., S-211, Pennsylvania State University, University Park, PA 16802.

The national affairs division of the National Center for Voluntary Action is very knowledgeable, particularly concerning legislation-related issues. Much of their information is summarized in current editions of Voluntary Action Leadership and/or disseminated through local Voluntary Action Centers.

As for trends in volunteering, the general consensus is that the percentage of Americans identifying themselves as volunteers is on the increase. This increase is particularly noticeable for youth, senior citizens, clients, and perhaps men.

CONTINUED

1 OF 2

At the same time, the diversity in types of volunteer involvement is also on the increase. This is expressed in the variety of volunteer service positions, and also in the progressive recognition that monitoring, advocacy, and policy roles are also largely volunteer. Another recent recognition is the large numbers of volunteers who come from a primarily religiously oriented base.

REFERENCES FOR STATUS, ISSUES, AND TRENDS IN VOLUNTEERING

By the People, Susan J. Ellis and Katherine H. Noyes. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. This lively and authoritative work is a milestone for the field of volunteerism. It is the first comprehensive documentation of the achievements of countless citizens who, as volunteers, had significant impact on American history from the colonial days to the present. The book presents a thought-provoking perspective on such critical issues as the definition of "volunteer," the feminist argument against unpaid labor, the increasing "professionalism" of the field, and the changing make-up of today's volunteer resources. 1978, cloth-$8.95/paper-$5.75.

Americans Volunteer--1974, ACTION, 806 Connecticut Ave., NW, Washington, D.C. 20036. Results of a statistical study of volunteering in the United States conducted during one week in April, 1974. Findings indicated that one of every four persons in the United States volunteers at least once a year, with time equivalence of three and one-half million people working full time for one year. Available free of charge.

Leadership for Volunteering, Harriet Naylor. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. The author presents a series of keynote speeches and seminar presentations which span such diverse topics as the Volunteer as Advocate, Administration for Services to Older Volunteers, The Consultant in Voluntary Action, and Myths: Barrier Beliefs About Volunteering. The book is an appeal for order, not a chaotic development of the volunteer potential. The call for strong administrative support is evident, and methods for implementing alternative types of support are outlined. 1977, $5.55.

Voluntarism at the Crossroads, Gordon Manser and Rosemary Cass. Family Service Association of America, 44 East 23rd Street, New York, NY 10010. The authors present a thoughtful, detailed history of the volunteer movement in the United States, including the political, philosophical, and social forces which have shaped it into its current state of widespread, but unfocused power. Dr. Cass, an attorney and national volunteer leader, is an expert on federal legislation affecting the private voluntary sector. Manser, a highly respected and effective professional manager of national voluntary organizations, brings his comprehensive experience to bear on the questions facing management of private voluntary organizations. The authors make specific recommendations, analyze and raise questions about three major trends in voluntarism, centered in the phenomenon of tremendous expansion of volunteer services and expectations resulting from the focus of the 1960's on humanitarian causes. 1976, $13.95.

People Power: An Alternative to 1984, Morgan J. Doughton. Media America, Inc., 12 East Market St., Bethlehem, PA 18018. Morgan Doughton, recently Associate Director for Evaluation, Office of Economic Opportunity, has criss-crossed the nation in the past decade, creating and energizing community capacities. He writes of actual examples where people starting from small, modest beginnings in an alternative direction accomplished solutions to their everyday community problems. In these examples are implications and directions for other people addressing similar problems. 1976, cloth-$13.95/paper-$8.95.

"Do We Really Need Volunteers?" by Margaret Mead, an article appearing in the September, 1975 issue of Redbook Magazine, pages 60-63.

16. State of the Art in Criminal Justice Volunteering

A. HISTORY

There have been volunteers as long as there have been offenders. Documentable instances of criminal justice volunteering go back well over a millenium to fifth-century England.

Moreover, volunteers founded the criminal justice system in the United States. Quaker volunteers were instrumental in founding the first penitentiaries in the late 1700's. The first probation officer was a volunteer, John Augustus, in 1841. The first juvenile court, in Chicago, was founded by a group of volunteers, in the very early twentieth century.

It is generally agreed that criminal justice volunteering went into some decline in the period 1920-1950, as paid professionals took over. Nonetheless, articles exist on criminal justice volunteering during the 1930's and 1940's. Volunteerism was far from completely moribund during that period; "hibernating" might be a better word.

In the middle and late fifties, things began to pick up again with the work of Jewell Goddard and Gerry Jacobson in Oregon, Ernie Shelley in Michigan, Gordon Barker in Colorado, the Red Cross in New York City, and others. Beginning soon after that, the work of people like Judges Keith Leenhouts and Horace Holmes sparked a major resurgence which continues to today.

Currently, Judge Keith Lennhouts of Volunteers in Probation, is embarking on the creation of a hall of fame or historical museum for criminal justice volunteering.

B. NUMBER OF CRIMINAL JUSTICE VOLUNTEERS

Much depends on how strictly you define a volunteer. On a relatively strict definition, prescribing regular individual involvement, NICOV has estimated the current number independently from several different sources, the principal one being the 1974 Census Bureau/ACTION national survey of volunteers.

All these sources tend to converge on an average estimate of 300,000 criminal justice volunteer in the United States today.

NICOV's comparative estimates further suggest that this number has not substantially increased since 1972.

Judge Keith Lennhouts of Volunteers in Probation/National Council on Crime and Delinquency feels a higher estimate is appropriate, at about 700,000-750,000 volunteers, and is currently conducting a national survey. A survey card is attached.

C. CAREERISTS IN CRIMINAL JUSTICE VOLUNTEERING

NICOV has estimated from several different sources the number of volunteer coordinators working in criminal justice today. These estimates converge on a figure of approximately 2,500. There are, of course, many other leadership people who function in roles other than volunteer coordinator.

D. WHAT VOLUNTEERS ARE DOING

1. NICOV's late 1960's analysis of criminal justice volunteer job descriptions, "National Register of Volunteer Jobs in Court Settings," indicated at least 19 distinct major categories of work, and a total of 188 distinct job descriptions in the volunteer service area.

2. We have no reason to believe the field is any less diversified today. However, then and now, a heavy proportion of service volunteer job descriptions are in the general area of one-to-one work with offenders, either in supervising, counseling, visitation, companionship, or teaching/tutoring.

3. The above refers to the area of service volunteering. The middle and later 1970's have seen, in addition, a probably significant rise in the number of criminal justice volunteers engaged in monitoring and advocacy activities. An excellent resource person in this area is Ira Schwartz, Washington State Council on Crime and Delinquency, 1008 Lowman Bldg., 107 Cherry Street, Seattle, WA 98104.

4. Another trend is the probable rise in the number of volunteers involved in community crime prevention and in victim assistance activities. The National Center for Voluntary Action, 1214 16th St., NW, Washington, D.C. 20036, currently has a major technical assistance project in neighborhood crime prevention and control.

5. Volunteers with victims, another recent trend, is covered in Section 19 of this portfolio.

VIP-NCCD NATIONAL SURVEY OF VOLUNTEERS IN CRIMINAL JUSTICE

As mentioned earlier, Judge Keith Leenhouts of Volunteers in Probation, Division of the National Council on Crime and Delinquency, is conducting a national survey of the number of volunteers in criminal justice. We have reproduced Judge Leenhouts' survey form below. Please take a few minutes to fill out the self-mailing form and return it to:

VIP
A Division of the National Council on Crime and Delinquency
200 Washington Square Plaza
Royal Oak, MI 48067

Organization Name _____

Address _____

City/State/Zip _____

Name/Director of Volunteers _____

Approximate Number of Active Volunteers _____

Use of Volunteers:

One-To-One: Yes ____ No ____ Professional: Yes ____ No ____
Administrative: Yes ____ No ____ Supportive: Yes ____ No ____
Other--Specify: _____

_____

The following is an excerpt from an unpublished paper entitled, "The Volunteer Worker Within a Juvenile Court," by John M. Baron, University of Cincinnati, 1974.

CHAPTER 1

History

The use of people as volunteers within the field of corrections can be traced to about 550 A.D., when St. Leonard gave up a life of wealth to work as a volunteer finding and helping discharged prisoners locate jobs.

In 1841, John Augustus, a Boston shoemaker started the probation system that is still in existence today. He felt that people who were convicted of lesser crimes should be offered an alternative to prison. Probation, he felt, would give the offender an honest opportunity toward rehabilitation.[3]

Volunteerism, as a science and movement, didn't gain the strong support and momentum as it is appreciated today, until about 1960, but this is not to say that there weren't volunteer movements before this date. The first Juvenile Courts to appear in this country were established in Chicago and Denver around 1899, and were composed almost entirely of volunteer workers.[4]

The Chicago Juvenile Court was started after a Miss Nellie Flood was hired by the Cook County Woman's Club to be a teacher for the hundreds of children that were being held in jail. Miss Flood was appalled at the conditions to which these youngsters were subjected. She recalled an instance in which she was trying to teach a class in a room next door to where a man was being prepared for execution. From her reports, the ladies of the Woman's Club became concerned to the extent that they insisted that something be done, and after two years of negotiations at the state level, Chicago had a juvenile system of justice.[5]

The following chart shows a brief look at the volunteer movement up to the 1960's.

THE HISTORY OF THE VOLUNTEER MOVEMENT PRIOR TO 1960

About 550 A.D.	St. Leonard gives up a life of luxury to work as a volunteer giving and getting jobs for discharged prisoners.
1600's	Margaret Fell Fox and the Quakers try to make life more comfortable for prisoners, as volunteers.
1700's	Again, Quaker volunteers work for prison reform in America.
About 1780	Japanese volunteers begin working in prisons.
1841-1859	John Augustus, a Boston shoemaker, the first probation officer in the U.S. and a volunteer, works with 2,000 probationers over this period.
1899	The first juvenile courts in the U.S. are established in Chicago and Denver, using volunteers almost exclusively.
1900	The Rotary Club begins providing volunteers to the juvenile court in Butler, Pennsylvania. This volunteer program has been in continuous existence for over 50 years to the present day.
About 1925	Volunteers in Chicago and Denver (1899) replaced by paid staff.
1936	About 60% of larger probation departments in the U.S. use volunteers according to a survey by the National Probation Association.
1948	Attempt at a court volunteer program in Altadena, California fails after a short time, probably because of professional staff resistance.
1948	"Hogoshi" Volunteer Probation Officer program of Japan begins, continuous till today, some 50,000 strong.
1950	Bureau of Rehabilitation of the National Capitol area begins using volunteer sponsors in institutions for delinquents; continuous existence to today.
1955	American Red Cross volunteers begin work in children's court of New York City, continuing through today, with 2,400 volunteer hours per year.
1956	About 25% of currently existing juvenile institution programs began in 1956 or earlier (two of them in 1902).
1956	Probate Court in Lawrence, Kansas begins using law student volunteers, continuous through today.
About 1957	Loren Randon, Jewel Goddard, and Gerry Jacobson begin using volunteers in the Lane County Juvenile Department, Eugene, Oregon.
1958	Ernie Shelley begins using lay group counselor volunteers in the prison system of Michigan.
1958	Gordon Barker begins using college student volunteer-interns in institutions and courts of Colorado. Continuous to today, with about eight modes of involvement.

[3] James D. Jorgensen, John Augustus Revisited: The Volunteer Probation Counselor in a Misdemeanant Court, (Boulder, Colorado, 1968), p.1.

[4] "The Lost Years Found Again: 11-Towards the Truth About Our Past," Volunteer Courts Newsletter, Vol. 6, #1, February 1973, p.2.

[5] Ibid.

1959 A municipal judge in Royal Oak, Michigan, Keith Leenhouts, begins using residents from his community to volunteer to work with juvenile offenders. This concept sparked a new recognition of the volunteer as a fundamental part of the court system. Within a year, modifications of Judge Leenhouts' idea had been proposed in several courts throughout the country.[6]

The state of Colorado was quick in following the concept that was reborn in Michigan. Both Denver and Boulder now have programs which are designed to fully utilize volunteers within their court structures. In 1962, Judge Horace B. Holmes of the Boulder Juvenile Court began experimenting with the use of unpaid local volunteers to work on a one-to-one basis with juvenile offenders within his court's jurisdiction. As of two years ago, citizens of Boulder donated about twelve-hundred hours a month to the juvenile court.[7]

A few years after Boulder started its program, Judge William Burnett, the presiding judge of the Denver County Court, wondered if the concept of court volunteers could be applied on a more massive scale in a larger court. In the spring of 1966, Judge Burnett sent a proposal to the Office of Law Enforcement, Department of Justice, which included the combined use of professional staff and volunteers. The two main concepts that he submitted were that a diagnostic clinic would be provided for rapid diagnosis of defendants and for the authority to use volunteers to provide supervisory probation services for specially selected persons on probation. The Office of Law Enforcement, Department of Justice, granted the Denver County Court a two year demonstration grant to test the utilization of the above ideas. When the grant expired in 1968, the program was deemed successful in the application of both these concepts.[8]

Prior to 1956, there were only eleven juvenile courts reporting the use of volunteers. By 1970, the total number of juvenile courts in the United States that used volunteer workers had increased to 187. At the present time, it is estimated that there are between 600 and 700 juvenile courts using volunteers in some capacity.[9]

[6] "Towards a Truer Picture of Our Past: I," Volunteer Courts Newsletter, Vol. 5, #9, November 1972, p.5.

[7] "The National Information Center on Volunteers in Courts," (Boulder, Colorado, 1970), p.1.

[8] "John Augustus Revisited: The Volunteer Probation Counselor in a Misdemeanant Court," (Denver, Colorado, 1968), p.2.

[9] Morrison, p.8.

REFERENCES FOR STATE OF THE ART IN CRIMINAL JUSTICE VOLUNTEERING

On History

By the People: A History of Americans as Volunteers, Susan J. Ellis and Katherine H. Noyes. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. This is the first comprehensive documentation of the achievements of countless citizens who, as volunteers, had significant impact on American history from colonial days to the present. 1978, colth-$8.95/paper-$5.75.

Included in this section is an excerpt from an unpublished paper entitled, "The Volunteer Worker Within A Juvenile Court," by John M. Baron, University of Cincinnati, 1974.

On Census

Americans Volunteer 1974: A Statistical Study of Volunteers in the United States, ACTION, 806 Connecticut Avenue, NW, Washington, D.C. 20525. This is the report of a survey conducted by the ACTION Agency in April, 1974. Included are sections on "Who Volunteers," "What Volunteers Do," "Frequency and Length of Service," "Reasons for Volunteering," and "Past and Future Volunteers." There is also historical comparison to a parallel 1965 survey.

Guidelines and Standards for the Use of Volunteers in Correctional Programs, Ivan Scheier, Ph.D. and Judith Berry. The first Section of this publication reports the results of a 1971 national survey of correctional volunteer programs and needs. A limited number of loan copies are available from NICOV, P.O. Box 4179, Boulder, CO 80306. 1972.

17. Minority Involvement

SITUATIONAL ANALYSIS

Current figures are inadequate. Nevertheless, the probability is that traditional criminal justice programs do not succeed in involving a proportionate share of the skills, insights, and experiences of minorities. There are shining exceptions we can all learn from, but most of us feel we have to do better on this.

A first step is to be careful we perceive the issue clearly, without preconception, misconception, and prejudice aforethought.

1. Probably a primary factor is not race or ethnic origin per se, but lower income and educational levels, from which some unadvataged minority groups suffer. For example, what evidence we have suggests that agency-program volunteering is at least as frequent among middle-class minorities as it is among whites. Moreover, a 1974 ACTION agency census sample of American volunteers showed that lower income and education were major factors deterring traditional volunteers. In this sense, we must recognize we are dealing with factors which affect low-income, less-educated whites as well as minorities, and not largely with a primarily ethnic or racial issue.

2. We must further recognize that low-income people, minority or not, do volunteer, at least as frequently a; higher-income people do. It is just that they do it their style, and their way, which is less likely to be the traditional structured volunteer program style.

   A 1977 Gallup Poll on volunteers is instructive in this respect, because instead of asking people if they were volunteers in the traditional sense, it asked this open-ended but meaningful question, "Do you yourself happen to be involved in any charity or social-service activities, such as helping the poor, the sick or the elderly?"

   The number of whites answering yes was 26%; the number of nonwhites was 32%, significantly higher.

   Minority people do volunteer. Our failure to recognize this is our problem. We must therefore try to turn our thinking around, speak less about involving minorities with us, and more about how we can involve ourselves with them, meeting them at least halfway.

SOME APPROACHES

1. Involve minority people significantly if not primarily in the design of the volunteer work, its purpose, style of accomplishment, etc. Note that the style is more likely to include advocacy as well as service.

2. Involve minority leadership prominently in the program.

3. Insofar as minority people may also be low-income people, recognize that crucial fact, and adapt your program to it. Examples would be:

   (a) Work-related reimbursement or enabling funds.

   (B) Build in features of volunteer work which permit and encourage its use as an eventual transition to paid employment.

Please note: to the extent that program or agency policy is unreceptive to implementing the above approaches, it is effectively unreceptive to minority involvement.

4. Have your minority clients or their families suggest several people whom they would like to have work with them, and think would help them. These will probably tend to be minority people. Among the several suggested, you may then choose the one person you think most appropriate. This person (probably also a minority person) is more likely to volunteer because of the personal request of the client/offender, than because of some relatively abstract general program recruiting incentive.

5. Client or offender volunteering, or alternative service programs, have grown considerably in the past few years. In our view, they are generally promising, and should be considered a type of volunteer program. To the extent that, unfortunately, a substantial proportion of offenders are low-income or minority people, these programs are a viable way of involving minority volunteers.

REFERENCES FOR MINORITY INVOLVEMENT

Recruiting Minority Group and Low Income People as Court Volunteers: A Selection of Topical Readings, NICOV, 1971, 11 pages. Available from NICOV, P.O. Box 4179, Boulder, CO 80306. Single copies will be provided free of charge to corrections volunteer programs and individuals under the National Institute of Corrections grant; copying charges of $.10/page will be charged to others. Though relatively old, we feel these are still relevant discussions of the subject, and so have made them available again on a limited request basis.

Note: Most good general texts on volunteer leadership (see Section 20) will have chapters on recruiting and sections on minority recruiting within these chapters.

18. Religion and Volunteering

Recent times have seen an awakening interest in the interface between religion and volunteers. The 1974 Census Bureau/ACTION survey indicated that as many as half of American volunteers have a significant religious base for their volunteering.

The church and synagogue have always been volunteer communitites. Yet, somehow, sometime in the present century, a "secular" volunteerism emerged and diverged to the point where, until very recently, there was virtually no communication between the religiously oriented and secular volunteer sectors.

NICOV believes this bridge must be built again. This does not mean those in the secular sector must begin working from a formal religious base, beyond what their conscience may already prompt. Nor does it mean religiously oriented people need accept all of the technological and methodological developments of secular volunteerism.

It simply means there is much we can learn from one another; therefore we must talk together. The secular sector needs to be in deeper touch with basic values; the religious sector may profit from increased awareness of concepts and strategies articulated in the secular volunteer world.

One group currently at work in the area is:

The Religiously Oriented Volunteer Group, working out of Boulder, Colorado. Contacts here are:

Nancy Root, ROVG
c/o NICOV
P.O. Box 4179
Boulder, CO 80306

Marlene Wilson
Volunteer Management Association
279 S. Cedar Brook Road
Boulder, CO 80302

Principal exploratory thrusts of this group at present are:

1. Education of clergy and lay religious leadership, to concepts in modern volunteer leadership.

2. Development of resources for religiously oriented volunteer groups: bibliography, consultant networks, conferences, etc.

Areas under consideration for the future include:

3. Adaptation of a high school course on volunteerism, for use in religious education.

4. Preparation of a workshop package on religiously oriented volunteerism, for use at "secular" workshops.

Judge Keith Leenhouts of Volunteers in Probation (Division of the National Council on Crime and Delinquency, 200 Washington Square Plaza, Royal Oak, MI 48067) also has contributed much to the field of religion and volunteering in criminal justice.

VIP has recently completed a video tape/16mm film (available in either form) entitled Christians and the Challenge of Crime.

INVOLVING CHURCHES IN COMMUNITY VOLUNTEER PROGRAMS

by Nancy Root

Many community agencies are asking, "How can I involve churches in volunteering in our community programs?"

One of the most encouraging new trends within churches is the increasing use of paid or non-paid staff as volunteer coordinators who know the membership well and can work with volunteer leadership in community agencies to match church members' skills with agency needs.

Some of the necessary ingredients for a successful working relationship between the volunteer coordinator of a community agency and the volunteer coordinator of a church are:

A. Agency Responsibilities

1. The agency should convey information about its programs and goals to the church coordinator, at least until he/she has a good understanding of the agency's services and climate.

2. The agency should write and file with the church coordinator, precise job descriptions of its volunteer needs.

B. Church Coordinator's Responsibilities

1. The church membership should be surveyed for skills and interests. Data should be compiled in easily retrievable form.

2. Working from agency job descriptions or requests for volunteers, appropriate church members are selected. A description of the agency need is presented to the applicant. Attempts should be made to recruit for the specific jobs.

3. Advertise agency needs regularly through church newsletters, bulletin boards, etc.

A systematic and informed approach to organizing church members to become volunteers both inside a church and outside in the wider community should result in more placements and a continuing relationship between church and community agencies.

Agencies can encourage training for clergy and laity through local workshops in how to manage a volunteer program in a religious setting, including the value of using paid or non-paid staff to function primarily as a volunteer coordinator within the church. The assistance of a local Voluntary Action Center or Volunteer Bureau in training volunteer coordinators for church settings might be helpful.

REFERENCES FOR RELIGION AND VOLUNTEERING

Religion and Volunteering: A First Portfolio, ed. by the National Information Center on Volunteerism. Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. With the help of the Religiously Oriented Volunteer Group of Boulder-Denver, NICOV has selected readings that cover five major areas: setting and background; religious leadership development for volunteering; volunteering within the church or synagogue; volunteering from the church or synagogue to the community; and resource readings, people, and organizations. 1978, $11.95. The following listing of individual articles in this portfolio indicates the range of topics covered.

1. GENERAL BACKGROUND ON RELIGION AND VOLUNTEERING

"Introduction: Building a Bridge" by Ivan Scheier, National Information Center on Volunteerism

"One in Four Works as a Volunteer" by Gallup Poll, August 1977

2. RELIGIOUS VOLUNTEER LEADERSHIP DEVELOPMENT

"The Excitement of Leadership" by Marlene Wilson

"The Servant as Leader" by Robert K. Greenleaf

"The Clergy As Enablers of Human Resources: A Report on the Illiff School of Theology 1977 Summer Seminar" by Nancy A. Root

3. VOLUNTEERING WITHIN THE CONGREGATION

"How Do You Develop Leaders?" by Lyle E. Schaller

"The Selection, Care, and Feeding of Volunteers" by Lyle E. Schaller

"The Search for Volunteers: Volunteer Recruitment To Meet Changing Times" by Lawrence I. Kramer, Jr.

"Let's Measure Up: A Guide for Volunteer Involvement Within Churches or Fellowships" by Puget Sound Unitarian Council and the United Way Volunteer Bureau-Voluntary Action Center of Greater Seattle

"Volunteers: Their Care and Nurture" by Maxine Marshall, Christian Educator's Fellowship, United Methodist Church

4. VOLUNTEERING FROM CHURCH OR SYNAGOGUE TO THE COMMUNITY

"Volunteering by Religious Groups: The Half-Awake Giants" by Alice Leppert

B'Nai B'rith Community Volunteer Services Handbook by B'Nai B'rith Commission on Community Volunteer Services

"More Church Members Should Go to Prison" by Dr. Ernie Shelley

"The Interface Between Campus Ministry and Volunteer Service" by Theresa MacIntyre, SSJ

"Involving Churches in Community Volunteer Programs: A Few First Thoughts" by Nancy Root, The Religiously-Oriented Volunteer Group

5. FURTHER RESOURCES AND DIRECTIONS

"Other Readings and Events: Now and Future" by Ivan Scheier, National Information Center on Volunteerism

OTHER REFERENCES

Christianity and Real Life, William E. Diehl. Fortress Press, Philadelphia, PA. Explores the contrasts between the role of the Christian layperson, as seen by the church, and what is actually done by the church to support that role; the "gap between Sunday faith and weekday world." Most books on "the ministry of the laity" are written by clergy--but this book is written by a layperson of uncommon insight, one who has struggled to develop his own style of the ministry. His book shows how a theory can be transformed into reality. 1976, $2.80.

Everyone a Minister, A Guide to Chruchmanship for Laity and Clergy, Oscar E. Feucht. Concordia Publishing House, St. Louis, MO 63118. This book is the result of Mr. Feucht's 25 years of service in a mission church and as a denominational secretary of adult education. It aims for practical application of the Biblical teaching of the priesthood of all Christians. Included are chapters on "Enlisting God's Pastoral Stewardship of Manpower," and "Multiplying the Workers: We Are All In This Together." 1975, $1.25.

19. Volunteers with Victims of Crime

A. INTRODUCTION

The Latin root is "victima" meaning "beast for sacrifice" and later a human sacrifice. Today "victim" means principally any person (or group) who suffers from a destructive or injurious action or agency beyond his or her control.

We are all victims at one time or another, in some sense or other, for a range of possible causes: natural disasters; ethnic, racial, or religious discrimination; unfair consumer practices; inadequate income or education; physical handicap; or other conditions beyond our control.

This summary concentrates on victims of crime: child abuse and neglect, including sexual abuse; rape; assault; larceny, theft, burglary, vandalism, and other crimes against property; harassment and molestation; desertion; willful negligence; and, for the surviving family and friends, homicide. In all of this, the injured person is considered a victim whether or not the perpetrator of the offense can be identified and successfully prosecuted.

Millions of Americans are victims in this sense every year, especially when one considers the spread of adverse effects on families, friends, employers, etc. All types of people are affected, though for most offenses, the risk of victimization is somewhat higher for low-income people, minorities, the young, and women. There is also a real sense in which many current offenders come from a background in which they were themselves victims.

Until quite recently victims of crime were a woefully neglected part of the criminal justice system. In addition to suffering the direct effects of the criminal act, they might actually have found themselves with fewer rights than offenders; less awareness of resources and remedies; and virtually no assistance in coping with bureaucratic procedures. The system asked much of them in the way of cooperation and information-giving; it gave almost nothing in return. Thankfully, both compassion and common sense have recently dictated far more attention to this area, by both paid staff and volunteers.

In developing a "Volunteers With Victims" program, a number of guidelines should be considered, including the following:

1. Be aware of precedent, written materials, and resource organizations in your area of program interest. Section B of this summary provides some beginning points for this search.

2. Follow proven guidelines for volunteer program planning, organization, and operation. These are essentially similar for all kinds of volunteer programs, and are covered by the information summaries elsewhere in this portfolio.

3. Carefully consider the type of victim with whom the program will work; for example, women or men, children or seniors, low-income or middle class, etc.

4. Where are the "contact points" for a position to identify these victims early on, and assist you in persuading them to accept your services? Their cooperation is essential to your program's effectiveness. Good contact points include police, prosecuting attorneys, judges, hospitals, welfare agencies, school teachers, and neighborhood leadership organizations.

5. What are the principal needs of the victims you are concerned about? These can include:

   a. Material compensation, restitution.

   b. Other material and service assistance during the crisis period; for example, food, clothing, transportation, child care, etc.

   c. Identification and connection with agencies or organizations capable of or mandated to provide needed services and material support. This may include brokering and advocacy functions on the part of volunteers or staff.

   d. Counseling and emotional support.

   e. Advocacy, for example, with a bank to extend credit payments, with the insurance claims people, or with an employer on permission for some absence with pay. In some cases, volunteers also engage in system change advocacy; for example, for improved legislation and procedure in support of victims.

   f. Possibly reconciliation counseling with the offender.

   g. Public education.

6. Which of the needed services are best performed or supplemented through the use of volunteers? (Refer to 1 and 2 above.)

7. How are these volunteers best recruited? For example, good volunteer recruits might sometimes be found among people who have suffered the crime, or whose friends have, or people who for any reason feel a special affinity for the kinds of people who characteristically suffer the effects of this crime. An example would be women volunteers for a Rape Crisis Center program.

8. How is the program to be sponsored and funded?

B. SOME RESOURCES

1. Resource Organizations

   a. The National Organization of Victim Assistance, Inc. (NOVA), John P. Dussich, Executive Director, is located at Southern Station, Box 9227, Hattiesburg, MS 39401, telephone (601)226-4100. The purposes of this membership fee organization include unification of professionals who are committed to the humanization of the criminal justice system through victim advocacy. Services include information clearinghouse and directory, technical assistance on victim service programs, and legal research on litigation concerning victims. NOVA places strong but not exclusive emphasis on citizen participation and volunteering for victim assistance.

   b. The ACTION Agency, 806 Connecticut Avenue, N.W., Washington, D.C. 20525. In the past, ACTION has involved VISTA volunteers in direct services to victims and mobilization of community volunteer services.

   c. The National Criminal Justice Reference Service (NCJRS), P.O. Box 24036, S.W. Post Office, Washington, D.C. 20024.

   d. The Corrections Volunteer Information Center, sponsored by the National Institute of Corrections, at the National Information Center on Volunteerism, P.O. Box 4179, Boulder, CO 80306, telephone (303)447-0492. While NIC grant support continues, information searches in the volunteers with victims area can be conducted without charge.

2. Some Audio-Visuals

   Note: Latest information on availability is uncertain at the present time.

   a. Women of Valor, one-half hour in length, volunteers working with battering parents. League of Knights Library, 3911 Normal Street, San Diego, CA 92130. At last report, rental fee was $25.00.

   b. Victims, produced by Chicago Educational TV Station WMAQ, describing a Minnesota restitution program. For this and written material, inquire of the Minnesota Restitutions Center, 30 South Ninth Street, Minneapolis, MN 55402.

3. Other Resources

   a. Probation Department of Fresno County, P.O. Box 2265, Room 700, Courthouse, Fresno, CA 93720. Victim Advocacy and Victim Services Project.

   b. The Volunteers of America, 1865 Larimer Street, Denver, CO 80202, Battered Women, The Columbine Center.

   c. Aid to Victims of Crime, Inc., Arcade Bldg., Suite 1082, 812 Olive Street, St. Louis, MO 63101. Emergency supportive services to victims and their families, provided mainly by volunteers in victim's neighborhood.

   d. Child Abuse Listening and Mediation (CALM), P.O. Box 718, Santa Barbara, CA 93102. Hotline for potentially abusing parents.

   e. A Community Response to Rape, Polk County Rape/Sexual Assault Care Center, Des Moines, IA. For written material, inquire of NCJRS, P.O. Box 24036, S.W. Post Office, Washington, D.C. 20024.

Special Resources

20. Mini-Library of Corrections Volunteering Resources

The purpose of this section is to provide a listing of available and current publications relevant to the criminal justice citizen participation field. It should be noted that this is a preliminary list and, while we have reviewed the publications and periodicals listed, there are other publications we have not had an opportunity to include.

A sensible follow-up for additional references would be to contact the organizations listed in Section D of this portfolio. Many of these organizations have high quality newsletters and/or some good in-house publications.

We would also suggest looking into some of the material pertinent to the general field of volunteerism. Our belief is that criminal justice volunteering can benefit from the experience and knowledge of volunteerism in the non-criminal justice areas, just as other forms of volunteerism have learned from criminal justice. Therefore Section 21 describes volunteer leadership references in the human service field at large.

BOOKS AND PAMPHLETS

The American Bar Association Standards Relating to the Administration of Criminal Justice, ABA Section of Criminal Justice, American Bar Association, 1800 M Street, N.W., 2nd Floor, Washington, D.C. 20036. In seventeen volumes a synthesis of the best available practices in every stage of a criminal proceeding. Volume eighteen of the standards is a compilation of all the "black letter" standards including a comprehensive index to the individual standards but not including the commentary and supporting data for each of the standards. While the Standards are for sale, twenty-six companion publications on how to implement the Standards are free. These include such titles as "How to Measure the Quality of Criminal Justice," "How to Diagnose What's Wrong with the Criminal Justice System in Your State and What to Do About It," and "How to Implement Criminal Justice Standards for Pre-Trial Release."

Breaking into Prison: A Guide to Volunteer Action, Marie Buckley. Available through VOLUNTEER READERSHIP, P.O. Box 1807, Boulder, CO 80306. The purpose of this book is to provide an overview of what the volunteer can expect to find inside a prison, with practical advice of initiating direct action improvements in prison life. Specific, applicable instructions are given on how to start useful volunteer programs in prisons. $8.35.

Children in Trouble: A National Scandal, Howard James. Available through the Christian Science Publishing Society, One Norway Street, Boston, MA 02115. This publication grew out of James' desire to examine further the maltreatment of juveniles he recorded during research for his investigations. Before the last article of "Children" appeared in the Christian Science Monitor, seven states were already taking action to correct situations uncovered by James. $1.50.

Children Without Justice, National Council of Jewish Women, Inc., 15 East 26th Street, New York, NY 10010. A description of the results of a national survey by the National Council of Jewish Women of the juvenile justice system in local communities. Write NCJW for information on how to obtain the book.

Concerned Citizens and a City Criminal Court, Keith J. Leenhouts. For information on availability, contact Project Misdemeanant Foundation, Inc., 200 Washington Square Plaza, Royal Oak, MI 48067. Report of Project Misdemeanant and the development of the Royal Oak Municipal Court volunteer probation program.

Diversion from the Juvenile Justice System: A Monograph, Donald R. Cressey and Robert A. McDermott. Available through Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. This monograph presents a profile of juvenile diversion processes in one (anonymous) state, derived from a preliminary inquiry into how diversion seems to work. Background and the definition of juvenile diversion are discussed, followed by a detailed account of different kinds of intake procedures for children involved in the juvenile justice system. 1974.

The Effectiveness of Volunteer Programs in Courts and Corrections: An Evaluation of Policy-Related Research, Thomas J. Cook and Frank P. Scioli. Available through University of Illinois at Chicago Circle, Department of Political Science, Box 4348, Chicago, IL 60680. The purpose of this project was to evaluate research on the effectiveness of volunteer programs in the area of courts and corrections. 1975. (The book is available free of charge. Send a self-addressed, stamped envelope to the address listed above.)

Everything You Want to Know About Volunteers in Probation: A Guide for Staff, Kenneth Fare. Inquire as to availability through Mr. Kenneth F. Fare, Chief Probation Officer, San Diego County Probation Department, San Diego, CA. Designed as a guidebook for orienting staff to volunteers, the pamphlet provides a concrete and comprehensive coverage of the basics of volunteer programming and administration. The most appropriate use of volunteers in the probation field are the focus of this publication. 10 pages.

Guidelines and Standards for the Use of Volunteers in Correctional Programs, Ivan H. Scheier and Judith L. Berry. A limited number of loan copies are available through the National Information Center on Volunteerism, P.O. Box 4179, Boulder, CO 80306. This book is based on a national survey of correctional volunteer programs conducted in 1971. It is a practical field guide for volunteer programs, from the planning stages through all phases of implementation. 1972.

Liability in Correctional Volunteer Programs: Planning for Potential Problems, American Bar Association, National Volunteer Aide Program. A limited number of copies are available on a loan basis from National Information Center on Volunteerism, P.O. Box 4179, Boulder, CO 80306. The purpose of this work is to present basic information for use by state agencies and volunteer organizations in understanding the legal implications of their participation in the correctional system. 1975.

Modernizing Criminal Justice Through Citizen Power, ABA Section on Criminal Justice, American Bar Association, 1800 M Street, N.W., 2nd Floor, Washington, D.C. 20036. Produced by the section in cooperation with the Chamber of Commerce of the United States, this is a brochure detailing specific strategies citizens can take to monitor and work toward improvement of local criminal justice systems. A video tape/film to accompany this brochure may be obtained for a loan fee of $5.00.

PARTNERS Administrative Manual. Available through National Association of Volunteers in Criminal Justice, c/o PARTNERS, 1260 W. Bayaud, Denver, CO 80223. This is a 500-page intensive document explaining various program concepts and rationale, including sections on recruiting, training, support of volunteers, program management, fundraising, and the development of special projects. 1976, $50.00.

Skills for Impact: Voluntary Action in Criminal Justice, Benjamin Broox McIntyre. Inquire as to availability through Association of Junior League, 825 Third Avenue, New York, NY 10022. Written to incorporate the experiences of the four-year national IMPACT project of AJL, funded by LEAA, this book is designed to enable local Leagues and their community colleagues to reduce crime and delinquency through promoting, facilitating, and participating in efforts to effect positive changes in the criminal justice system. 1977.

Symposium on Status Offenders: Manual for Action, National Council of Jewish Women, Inc., 15 East 26th Street, New York, NY 10010. A manual directed toward aiding citizen groups to meet the long-term goal of provision of community-based services to youth. 1976, $1.00.

Volunteer Program Development Manual, Susan K. Bashant and Bob Moffitt. Available through Cabell Cropper, Criminal Justice Department, State of Colorado, 2 East 14th Avenue, Denver, CO 80203. This publication is a how-to manual for the volunteer court program administrator or director. Models for adaptation and examples of tried methods provide the volunteer program director in courts or corrections with general guidelines, strategies, and suggestions in the development, administration, and management of volunteer programs. 1973 (price information available from address listed above).

Volunteer Training for Courts and Corrections, James D. Jorgensen and Ivan H. Scheier. Available through Volunteer Readership, P.O. Box 1807, Boulder, CO 80306. The authors discuss training as it relates to the basic knowledge that must be provided to the volunteer, the attitudes that must be addressed in training, as well as the skills that must be developed. These areas are then expanded within the dimensions of pre-service and in-service training. The advantages of various training methods are reviewed, and descriptions of training models are presented. 1973, $8.00.

Volunteers in Juvenile Justice, Ira M. Schwartz, Donald R. Jensen, and Michael J. Mahoney. This excellent, succinct manual, prepared under an LEAA grant, sets forth principles and discusses concepts designed to assist juvenile justice administrators in developing and upgrading volunteer programs. 1977, single copies available free of charge from the National Criminal Justice Reference Service, Box 6000, Rockville, MD 20850.

SOME PERIODICALS IN CRIMINAL JUSTICE

Judicature, a monthly magazine on court-related subjects. American Judicature Society, 200 W. Monroe Street, Suite 1606, Chicago, IL 60606.

Joint Enterprise, a newsletter which reports important developments in judicial reform and administration. American Judicature Society, 200 W. Monroe Street, Suite 1606, Chicago, IL 60606.

Criminal Justice Abstracts, National Council on Crime and Delinquency, 411 Hackensack Avenue, Hackensack, NJ 07601.

Criminal Justice Newsletter, National Council on Crime and Delinquency, 411 Hackensack Avenue, Hackensack, NJ 07601.

Crime and Delinquency, National Council on Crime and Delinquency, 411 Hackensack Avenue, Hackensack, NJ 07601.

Journal of Research in Crime and Delinquency, National Council on Crime and Delinquency, 411 Hackensack Avenue, Hackensack, NJ 07601.

VIP Examiner, quarterly newsletter, an excellent source of information exchange on what volunteers across the country are doing in criminal justice. Volunteers in Probation, Division of National Council on Crime and Delinquency, 200 Washington Square Plaza, Royal Oak, MI 48067. A copy of this important magazine will be included in this portfolio, while supplies last.

Action Broadcaster, a quarterly newsletter featuring information of interest to volunteer administrators in a wide variety of fields including criminal justice. No charge. Action Broadcaster, 326 Locust Street, Suite 213, Akron, OH 44302.

Corrections Magazine, published quarterly, devoted to in-depth coverage of correction operations in the U.S. and abroad. Corrections Magazine, 801 Second Avenue, New York, NY 10017.

Criminal Justice, quarterly newsletter. American Bar Association, Section of Criminal Justice, 1800 M Street, N.W., 2nd Floor, Washington, D.C. 20036.

Federal Probation, published quarterly, covers all phases of preventive and correctional activities in delinquency and crime. Federal Probation, Probation Division of the Administrative Office of the United States Courts, Supreme Court Building, Washington, D.C. 20544.

National Criminal Justice Reference Service, distributes listings and descriptions of recent publications and research studies in criminal justice and provides brochures of exemplary projects. NCJRS, Box 24036, South West Post Office, Washington, D.C. 20024.

Washington Newsletter, published monthly, focuses on legislation affecting criminal justice, juvenile justice and related issues. National Council of Jewish Women, 15 East 26th Street, New York, NY 10010.

Youth Alternatives, published monthly, focusing in issues and activities affecting youth and youth workers. National Youth Alternatives Project, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036.

Notes: 1) There may be a subscription fee for many of the periodicals cited above.

2) Most of the resource organizations described in Section D also have their own newsletters.

AUDIO-VISUALS

A series of 34 hours of audio-visual colored TV cassettes has been prepared by the VIP Division of the National Council on Crime and Delinquency. The subjects of the video-tapes include:

- The Dynamics of the One-to-One Volunteer
- The Many Uses of Volunteers
- Volunteers in Pre-sentence and Intake Investigations
- Volunteers in Group Counseling
- Volunteer-Staff Relations
- Mechanics of Volunteer Programs in Criminal Justice
- Volunteers and Minorities
- Management, Administration and Funding of Volunteer Programs in Criminal Justice
- Volunteers in Alcoholic and Drug Programs
- Retirees and Student Volunteers
- Research and Evaluation of Volunteer Programs
- Outstanding Films and Slide Presentations Utilized with Structured Interviews
- Excellent resources for all phases of volunteerism in criminal justice including programs for the delinquent-prone, alternatives to juvenile institutions, juvenile courts, adult misdemeanants, felons, prisons and parole.

Write VIP-NCCD for the 100 plus page manual describing each cassette, suggesting training and educational curriculum, instructions on use, suggested text books and training manuals, field trips, suggested discussion questions, additional resources, assistance on how to begin and execute courses and programs, etc.

VIP (Volunteers in Prevention, Prosecution, Probation, Prison, Parole)
A Division of the National Council on Crime and Delinquency
200 Washington Square Plaza
Royal Oak, MI 48067
(313) 398-8550

21. Volunteer Readership Catalog

This catalog describes the largest available collection of volunteer leadership publications assembled for distribution. Most of the publications are not specifically criminal justice oriented, though there are some exceptions to this (see, for example, pages 18 to 19). Principles of volunteer program planning and development are nevertheless generally transferable from one area of human service to another.

Copies of this catalog are free on request. A new edition of the catalog is expected to be issued in October-November, 1979.

The Volunteer Readership Catalog lists primarily books, manuals, and portfolios. Journals and magazines are listed in Section 20 in this portfolio.

D. RESOURCE ORGANIZATIONS

1. National Organizations and Projects

The purpose of this section is to provide an initial idea of activities and contact information on national organizations and projects of current significance in the field of criminal justice citizen participation and volunteering.

We have divided this list of national organizations and projects into two groups. The first contains those organizations which have specific emphasis in the criminal justice volunteer field. The second list gives a few national organizations in the generic volunteer sector.

We would caution the reader that: any listing of this type will necessarily be incomplete, and our listing is not necessarily an endorsement of those organizations which do appear. This is simply a listing of organizations that are national in scope, significant in their impact, and worth the user's time in checking out further, if he/she is interested in the area covered by the organization or project.

Some of these organizations may restrict principal services to members or otherwise request fees, but most will at least respond to inquiries concerning the scope of their services.

An index of the organizations in this section, and the (alphabetical) order in which they are listed, is as follows.

<u>Criminal Justice Organizations</u>

American Correctional Association
CONtact, Inc.
Correctionals Volunteer Information Service
The Fortune Society
Hennepin County Court Services
The John Howard Association
National Association of Volunteers in Criminal Justice
National Council on Crime and Delinquency
National Criminal Justice Reference Service
National Criminal Justice Volunteer Resource Service
National Education-Training Program
National Organization of Victim Assistance
Offender Aid and Restoration, U.S.A.
PARTNERS, Inc.
Social Advocates for Youth, Inc.
U.S. Jaycees Criminal Justice Program
Volunteers in Probation, Division of the National Council on Crime and Delinquency

Generic Volunteer Organizations

ACTION
Association for Administration of Volunteer Services
Association of Voluntary Action Scholars
National Center for Voluntary Action
National Information Center on Volunteerism

For some of the organizations described in this section, brochures are included in Section E of this portfolio.

Criminal Justice Organizations and Projects

American Correctional Association
4321 Hartwick Road, L-208
College Park, MD 20740
(301) 864-1070

A membership organization of correctional personnel and interested agencies and groups, the ACA promotes professional development and action in the field of corrections. Write to this association complete publications list and information on current programs, including citizen participation.

CONtact, Inc.
P.O. Box 81826
Lincoln, NE 68501
(402) 464-0602

Although CONtact is primarily concerned with the employment and education of ex-offenders, its programs include work with prison reform legislation, establishment of volunteer programs in criminal justice, and consultation for other national organizations working with prisoners and ex-offenders. This office publishes a monthly newsletter, CONtact, which contains information on programs and agencies concerned with corrections. Publications lists may also be obtained by writing the organization.

Corrections Volunteer Information Service
NICOV
P.O. Box 4179
Boulder, CO 80306
(303) 447-0492

Under a grant from the National Institute of Corrections, the National Information Center on Volunteerism is operating a free information clearinghouse for individuals or agencies involved in jails, probation and parole programs, correctional institutions, and community based corrections facilities which are using or plan to use volunteers. (See Generic Volunteer Organizations for description of other NICOV services.)

The Fortune Society
229 Park Avenue South
New York, NY 10003
(212) 677-4600

The paid and volunteer staffs of the Fortune Society are primarily ex-convicts engaged in a public information program to help improve resources for prisoners and ex-offenders. The Society provides a number of services, including a Speaker's Bureau; tutoring; counseling and employment assistance; and legislative research and testimony. Fortune News, a monthly newspaper available for a nominal contribution, contains not only information on current programs and

activities, but also includes a publications list of books available in the field of criminal justice.

Volunteer Services
Hennepin County Court Services
A-506 Government Center
Minneapolis, MN 55487

This volunteer program is among the most innovative and sophisticated court volunteer services programs in the nation, and serves as a model for those wishing to establish similar structures. HCCS makes available a variety of written and audio-visual materials at cost. Complete publications information and other data can be obtained by writing the Volunteer Services office.

John Howard Association
67 East Madison Street, Suite 1216
Chicago, IL 60603

A primary objective of the Association is to bring about changes in policies and practices in the field of crime and delinquency through planning, research, and action to meet needs and overcome systemic and structural inequities. The Association has developed a manual for the Law Enforcement Assistance Administration entitled Volunteers in Juvenile Justice. Designed to assist administrators in developing effective volunteer programs and recognizing opportunities for volunteerism, the manual pushes for reform in the way volunteers are being utilized. Topics covered include standards and goals in juvenile justice, development and management of volunteer programs, and the need for more volunteerism in the criminal justice field. Single copies of this manual may be ordered free of charge from the National Criminal Justice Reference Service, P.O. Box 23036, Washington, D.C. 20024.

National Association of Volunteers in Criminal Justice
c/o PARTNERS, Inc.
1260 West Bayaud
Denver, CO 80223
(303) 777-7000

NAVCJ's purpose is to promote and enhance volunteerism and administration of volunteer services in the field of criminal justice at all levels by: 1) advocacy; 2) promoting educational and training opportunities; 3) holding an annual forum; 4) a national publication providing communication between local criminal justice volunteer efforts; 5) establishing an information referral service; and 6) providing identification and directory maintenance for local programs. NAVCJ is a membership organization open to all concerned about volunteers in criminal justice.

National Council on Crime and Delinquency
Continental Plaza
411 Hackensack Avenue
Hackensack, NJ 07601

The work of NCCD falls into four broad categories of activity: 1) Community Consultation and Training--providing technical assistance, and on-site assessments; holding seminars, workshops, and training programs on delinquency prevention, community development, and management training. 2) Public and Professional Education--publishing a number of journals and periodicals designed to assist all segments of the criminal justice system. 3) Research and Development of Standards--engaging in a long-term study of parole experience and developing a Diagnostic Parole Prediction Index. 4) Information Clearinghouse--collecting and disseminating information on all aspects of crime and delinquency, especially the development of new concepts and the results of demonstration projects. NCCD's Selected Reading List describes the most important works available on all aspects of the criminal justice system and can be ordered free. Of particular interest to volunteers is the booklet Citizen Action to Control Crime and Delinquency: Fifty Projects, which can be ordered free, or at normal charge.

National Criminal Justice Reference Service
Box 6000
Rockville, MD 20850
(202) 862-2900

This branch of the Department of Justice is responsible for collecting and disseminating information on all publications in the broad field of criminal justice--books, project reports, journal articles, etc. NCJRS will conduct individualized searches for information in specific subject areas. Write NCJRS to subscribe to the free bi-weekly Selective Notification of Information (SNI) service, which describes current publications and projects in the criminal justice field.

National Criminal Justice Volunteer Resource Service
P.O. Box 6365
University, AL 35486

This a program established under a W.K. Kellogg Foundation grant by Volunteers in Probation (VIP-NCCD) in conjunction with the University of Alabama. It is expected that the resource service will greatly increase the services that VIP-NCCD has offered over the years to courts, jails, prisons, juvenile institutions, and preventive volunteer programs. As one component of the program, a six credit-hour course has been developed at the University of Alabama to train managers of volunteer programs in criminal justice.

National Education-Training Program for the
Volunteer Court-Corrections Movement
VIP-NCCD
200 Washington Square Plaza
Royal Oak, MI 48067
(313) 398-8550

NETP is a program made possible by a grant from the Kellogg Foundation to VIP-NCCD and University of Alabama. It is a resource for professors of criminal justice and practitioners of the volunteer court-corrections movement (judges, probation officers, parole officers, coordinators of volunteer programs in criminal justice, etc.). The program features a series of 34 hours of high quality audio-visual TV colored cassettes on all phases of volunteerism in criminal justice. Write NETP for the 100-page manual describing each cassette, suggesting training and educational curriculum, instructions on use, suggested text books and training manuals, field trips, suggested discussion questions, assistance on how to begin and execute such courses and programs, etc. Cassettes are available at various regional and state resource centers at very low rental costs, and also available for sale at very low cost. (See the special issue of the VIP Examiner at the back of this portfolio for further description of NETP.

National Organization of Victim Assistance, Inc.
Southern Station
Box 9227
Hattiesburg, MS 39401
(601) 266-4100

The purposes of this membership fee organization include unification of professionals who are committed to the humanization of the criminal justice system through victim advocacy. Services include information clearinghouse and directory, technical assistance on victim service programs, and legal research on litigation concerning victims. NOVA places strong but not exclusive emphasis on citizen participation and volunteering in victim assistance.

Offender Aid and Restoration, U.S.A.
Old Albemarle County Jail
409 East High Street
Charlottesville, VA 22901
(804) 295-6196

In addition to ongoing work with local OAR projects, OAR-USA is operating a project under a grant from the National Institute of Corrections to guide 30 communities across the U.S. in establishing citizen involvement projects in their jails.

PARTNERS, Inc.
1260 West Bayaud
Denver, CO 80223
(303) 777-7000

PARTNERS conducts administrative seminars for individuals interested in developing volunteer-supported programs. The seminars encompass all aspects of programming including recruiting, volunteer support, community support, governmental alliance, funding, etc. A brochure on the seminars is available upon request. Additionally, PARTNERS will assist communities interested in developing their own PARTNERS program. Continuing administrative support is provided to operative programs, by contract arrangement with PARTNERS.

Social Advocates for Youth
National Office
975 North Point Street
San Francisco, CA 94109
(415) 328-6561

SAY is a system of 12 nonprofit centers located in four states with a national administrative office in San Francisco. SAY centers provide individualized services to young people and their families, and work toward positive change in institutions affecting the lives of young people. The national office in San Francisco is now concentrating on child advocacy. The SAY newsletter keeps readership informed on developments in the juvenile justice system.

U.S. Jaycees Criminal Justice Program
P.O. Box 7
Tulsa, OK 74102

The Jaycess, in conjunction with the U.S. Department of Labor, are bringing together public and private resources to increase the opportunities open to the ex-offender. They have established relationships with state employment offices to aid ex-offenders in getting jobs, led a public education program to develop and promote community-based programs, established Jaycee chapters within prisons, and set up a nationwide volunteer network. A Corrections Program chairman in each state can be used as a resource in developing contacts with other projects to aid ex-offenders. The national office in Tulsa can provide interested persons with the address of of the program chairman in each region. A free monthly newsletter summarizes recent developments in corrections, Jaycee activities, and program resources.

VIP
(Volunteers in Prevention, Prosecution, Probation, Prison, and Parole)
Division of the National Council on Crime and Delinquency
200 Washington Square Plaza
Royal Oak, MI 48067
(313) 398-8550

VIP-NCCD is dedicated to improving every phase of the criminal justice system through the use of volunteers. VIP-NCCD provides consultation to groups and individuals interested in starting volunteer programs in courts and correctional institutions. Under a W.K. Kellogg Foundation grant VIP-NCCD has established a National Criminal Justice Volunteer Resource Service located at and in conjunction with the University of Alabama at University. VIP-NCCD publishes a quarterly newsletter, VIP Examiner, on what volunteers across the country are doing in criminal justice. A copy of the Fall 1978 issue of VIP Examiner appears at the back of this portfolio.

Generic Volunteer Organizations

ACTION
806 Connecticut Avenue, N.W.
Washington, D.C. 20525
(800) 424-8580

ACTION is the federal agency charged with demonstrating the value of volunteers in helping to solve community problems and with the encouragement and promotion of volunteer efforts to that end. For information on ACTION programs, contact your State or Regional Director. Address and telephone number of the appropriate regional office may be obtained by calling the ACTION toll-free number listed above. The Office of Volunteer Citizen Participation is a particularly important arm of ACTION's volunteer outreach to the non-federal sector. OVCP's address is given later in this section, under "Resources Closer to Home."

Association for Administration of Volunteer Services (AAVS)
P.O. Box 4584
Boulder, CO 80306
(303) 443-2100

This is a membership organization to promote volunteer administration as a profession and to foster exchange of knowledge and experience in the field. Services include certification, regional meetings and workshops, and a newsletter. There are three classes of membership: Active Member--people actively involved in volunteer administration, people retired from the field who maintain their certification, and educators and researchers in the field; Associate Member--retired volunteer administrators or others interested in volunteer administation (people eligible for Active Membership are not eligible for Associate Membership); and Student Member--people preparing for a career in volunteer administration or students active in administering a volunteer program.

Association of Voluntary Action Scholars (AVAS)
College of Human Development, S-211
Penn State University
University Park, PA 16802
(814) 865-1717

An interdisciplinary association of scholars and professionals interested in or engaged in research, scholarship, or programs related to voluntary action in its many forms. The Association seeks not only to stimulate and aid the efforts of those engaged in voluntary action research, scholarship, and professional activity, but also to make the results of that research, scholarship, and professional activity more readily available both to professionals and scholars, and to leaders of and participants in voluntary associations and voluntary action agencies. Write AVAS for information on publications and periodicals.

National Center for Voluntary Action (NCVA)
1214 Sixteenth Street, NW
Washington DC 20036
(202) 467-5560

NCVA was created in 1970 to stimulate and strengthen voluntarism--the tradition of responsible citizenship by which the American people continue to build our free society. From its Washington DC office, NCVA provides a variety of technical assistance and training services to Voluntary Action Centers, education and training activities, joint operation of a publications distribution center with the National Information Center on Volunteerism, national-level advocacy, the annual National Volunteer Activist Awards, and a variety of services to corporate volunteer programs. One of its current projects is an extensive neighborhood crime prevention project involving volunteers.

National Information Center on Volunteerism (NICOV)
P.O. Box 4179
Boulder, CO 80306
(303) 447-0492

NICOV is an independent, nonprofit organization which has been in existence since 1966. NICOV developed from a local criminal justice volunteer program and expanded as requests for assistance in utilizing volunteers grew in number and in scope. NICOV provides training, need assessment, evaluation, information, and consultation to the leadership of volunteer programs in all human service areas. NICOV's purpose is to increase the effectiveness of volunteer programs, as well as to examine the extent to which volunteerism is a viable means of meeting increasing human service needs. (See also the description of NICOV's Corrections Volunteer Information Service, in the preceding Criminal Justice Organizations and Projects section.)

PLEASE NOTE: NCVA and NICOV are in process of merging into one organization, while maintaining both Boulder and Washington DC offices. The new organization plans to begin operations in Summer 1979, and is expected to be able to provide a greater range and flexibility of services than was heretofore possible.

2. Resources Closer to Home

We are confident the national organizations listed in the preceding section will do their very best to share relevant information and resources with you. But it will also be valuable for you to be in contact with more accessible resource groups in your geographical area. Especially if you live in a larger community or state, you might not be fully aware of these. Rather than provide a massive list of possiblities across the nation, we will suggest a locator process which may be used in many communities.

In general, the National Association of Volunteers in Criminal Justice (NAVCJ--see address in criminal justice national organizations listing) may be able to suggest criminal justice-oriented volunteer organizations or people geographically nearby, as might NICOV's Correctional Volunteer Information Service. Otherwise, our recommendation is to look first for more visible general volunteerism groups, who in turn may be able to lead you to criminal justice volunteer experts.

Locally

For general volunteer-involvement technical assistance, about 350-400 communities in the United States and Canada have local resource organizations which go by such names as Volunteer Bureau, Voluntary Action Center, Volunteer Service Bureau, and Volunteer Clearinghouse. These names, or some variation of them, should be in your local telephone book or city directory. If not, you might also locate them through United Way, or sometimes through city government.

As a back-up, you can write for the nearest location to:

The National Center for Voluntary Action
1214 Sixteenth Street, NW
Washington DC 20036
(202) 467-5560

or

The Association of Volunteer Bureaus
P.O. Box 1798
Boulder, CO 80306

There are also about 250 local or regional associations of volunteer coordinators in the United States. Frequently, the local Volunteer Bureau or Voluntary Action Center will be working with these associations or at least know about them. If not, check with people you know are volunteer coordinators, or call the local hospital or Red Cross to locate these organizations' volunteer directors who may know about such an association. Often these associations are informal; they are nevertheless often valuable as vehicles for exchange of information and ideas.

Statewide

As this is written, about 30 states have statewide offices for facilitating volunteer involvement in all areas of human service and advocacy. Often they have valuable free information and pamphlets, and also provide leadership training.

Your local Volunteer Bureau, Voluntary Action Center, or Volunteer director's association, if you have one, can connect you to the state office. If not, the office of your Governor should be able to identify them for you, if they exist in your state. They are usually located in your state capital, and their titles will often be a variation on "The Governor's Office of Citizen Participation."

Finally, if you still haven't been able to locate your state office by these means, write:

Louise Leonard, President
The Assembly
c/o Governor's Office on Voluntary Action
80 Washington Street
Hartford, CT 06106

or

Barbara Sugarman, Director
Program Operations Division
Office of Volunteer Citizen Participation
ACTION
806 Connecticut Avenue, NW, Room 907
Washington DC 20525
(202) 254-7262
(800) 424-8580, extension 15

END