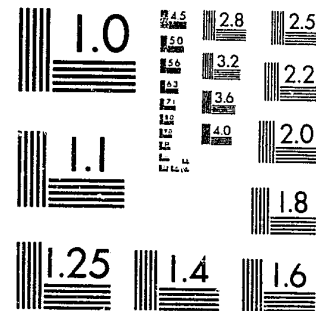


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# using volunteers in jail

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**A Monograph for  
Sheriffs and Jail Managers**

**OAR** OFFENDER AID AND RESTORATION, U.S.A.  
409 East High Street  
Charlottesville, Va. 22901

under a grant provided by the National  
Institute of Corrections, U.S. Department  
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Using Volunteers In Jail  
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## USING VOLUNTEERS IN JAIL

A Monograph For  
Sheriffs and Jail Managers

Commissioned by

THE NATIONAL INSTITUTE OF CORRECTIONS  
320 First Street, NW  
Washington, DC 20534

(202) 724-3106

Allen Breed, Director

Prepared by

OFFENDER AID AND RESTORATION  
of the U.S., Inc.  
Old Albemarle County Jail  
409 East High Street  
Charlottesville, VA 22901  
(804) 295-6196

Fahy G. Mullaney, Executive Director

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## USING VOLUNTEERS IN YOUR JAIL

	<u>Page</u>
Preface	1
I. The Need for Citizen Volunteers	2
II. Planning Your Volunteer Program	6
Step One - A Three Way Analysis	6
Step Two - Identify Your Problems	6
Step Three - Brainstorm	8
Step Four - Select Your Solutions	8
Some Questions to be Considered	9
III. Laying Your Program's Foundation	13
Decide the Management Approach	13
Jail Personnel (JP) Program: Doing it Yourself	14
Community Group (CG) Program: Involving the Community	16
Draft Your Manual	19
Set Your Budget	20
Obtain the Funds	21
IV. Launching Your Program	22
Establish the Board	22
Employ the Staff	23
Organize the Office	23
Print Program Materials	24
Set the First Year's Measurements	24
The Time Frame	24
V. Operating Your Program	26
The Volunteers	26
Recruiting	26
Screening	30
Training	32
Managing	33
The Prisoners	35
Enrolling	36
Financial Management	37
Relations with the Public	37
VI. Evaluating Your Program	40
Performance Evaluation	40
Process Evaluation	41

## APPENDICES

- A - Community and Jail Inventory
- B - Release on Recognizance Form
- C - Comparison of JP and CG Program
- D - Records and Files
- E - Financial Procedures
- F - Budget
- G - Board Committees
- H - Staff Job Descriptions
- I - Program Forms
- J - Basic Feedback System
- K - Volunteer Job Description
- L - Volunteer Training Outline
- M - Description of Washington, DC Volunteer Services Program
- N - Description of Rutland, Vermont Community Corrections Center Volunteer Program
- O - Criminal Justice and Volunteer Organizations

## USING VOLUNTEERS IN YOUR JAIL

### PREFACE

Operating a city or county jail calls for creative planning. Jail Administrators almost invariably have budgets inadequate to purchase the services their prisoners need and to hire the necessary staff. This dilemma has been solved in some communities through the use of volunteers.

This manual describes how volunteers can be constructively used in a jail. The steps to take in establishing a successful volunteer program, one which will survive and thrive, are outlined in the following chapters.

The advice of this manual is a distillation of the experience Offender Aid and Restoration (OAR) has had in establishing volunteer programs in the jails of 23 cities or counties, and the experiences of some of OAR's sister organizations. In 1978-1980 the National Institute of Corrections contracted with OAR to train jail administrators and Sheriffs from 30 states in volunteer programming. That experience also has shaped the content of this manual.

This manual is intended for on-the-job use. Write in it. Tear out the forms in the appendices. Copy the pages as needed. If your copy becomes dog-eared and worn out, then it's likely that your volunteering-in-jail program is off to a good start.

-2-

## I. THE NEED FOR CITIZEN INVOLVEMENT

*Too Rhetorical*

America's jails are overcrowded. They are understaffed. They are underbudgeted. Yet jails are expected to be the community's social vacuum cleaner to deal with the drunk, the mentally ill and the mentally retarded, as well as the clearly criminal.

This difficult situation is compounded by the fact that the jail gets little community attention. Jails are invisible institutions. People know where to find the school, the library, the museum, the ball park, the hospital, and the dog pound. But not the jail. Jails are institutions which, even if not out of sight, are out of mind. *try to avoid using this term.* Both the guards and the guarded are forgotten people. Criminologist J.M. Moynahan, Ph.D., recently told the American Society of Criminology that "...jails are the institutions we know and understand the least."

How did the situation arise? Dr. Walter Menninger suggested the reason when he wrote --

Having built walls to keep people in, we have succeeded in keeping people out.

There has been little citizen interest in jails and there has been less encouragement by jail administrators for citizens to be interested. Citizens and jailers alike have been content to let the walls keep people out of their jails.

That is changing. Jail administrators increasingly are inviting volunteers inside the walls. Three recent developments are fueling this trend:

First, is the explosion in the jail population. Over 6.2 million people now pass through America's jails each year--nearly twice as many as 10 years ago. Most jails have insufficient space and staff to provide minimal care for the avalanche of prisoners.

Second, because of inadequate space and services, lawsuits are an exploding phenomenon. As of this writing 1,300 of the country's 3,900 jails are under court order. Thus there is great judicial pressure to provide services, and volunteers are a means to provide them.

The third development which calls for volunteers in the jail is the disillusionment that many Americans have come to feel for the criminal justice system. These citizens are fed up with crime. They are fed up with the jail's revolving door, which sends offenders out worse than when they entered and soon opens again for the reentry. They are fed up with the outrageous cost to them as taxpayers of building cells (currently averaging \$37,500 per cell) and then the enormous expense of staffing and maintaining a new and bigger jail. They want to break this upward spiral of cost and of wasted human lives.

In the long term, it is crucial that jails become visible institutions. Citizens must come to know and understand their local jail if there is ever to be the commitment of adequate funds, and if expectations of what the jail can accomplish are to be adjusted to a realistic level.

Aside from this long-term need for citizen involvement in jails, six immediate benefits come from citizen volunteer involvement:

1. Volunteers provide services without further straining the jail's budget. Volunteers are free. They require training and supervision by professionals, but their time is free.

2. The jail administrator can increase the scope and quality of services because volunteer staff give services which could not otherwise be afforded.
3. The tension among prisoners is reduced, especially in jails where there are programs matching volunteers and prisoners one-to-one. Jail administrators report that one-to-one programs bring greater calm among prisoners. Violence in a jail usually erupts when there is hopelessness and pent-up frustration among the prisoners. Volunteers bring hope to jail prisoners. There is hard evidence that volunteers are effective in enabling prisoners to maintain self esteem, to acquire job finding skills, to maintain ties with their families, and to develop positive goals for the future. This evidence derives from the evaluations that have been made of on-going volunteer programs such as Man-to-Man, Partners, Volunteers in Probation, Friends Outside, and Offender Aid and Restoration.
4. Volunteer programs serve to garner good press for the jails. The only media coverage most jails get is negative, e.g., a jail break, or alleged mistreatment of a prisoner. Volunteer programs make good stories and the jail becomes visible in a positive light.
5. The jail administrator acquires a constituency. The volunteers come to know the needs of the jail's management. They come to understand the problems caused by jail over-crowding. Thus they generate public support for an adequate budget, for adequate staff and equipment, and for measures which will reduce the over-use of jail.

6. Prisoners are less likely to return to jail, and more likely to lead crime-free lives after jail.

Will the jails forever remain invisible institutions? Will the kept and the keepers stay faceless? Will the <sup>Jailers</sup>guards and the <sup>Jailed</sup>guarded continue to suffer from inadequate community support?

Someone once quipped, "Criminal justice is a game of cops and robbers where the citizens play the trees." If we allow this concept to continue, citizens will inevitably abdicate to police, courts, sheriffs, and jail administrators all responsibility (translate that as blame) for dealing with the growing crime rate. Yet we know that it is neither possible nor desirable to employ enough professionals to do the entire job.

The community is responsible for its offenders. This responsibility is inherent in a democracy. The trained involved corps of citizens, working with professionals to provide effective jail services, represents a significant step toward more responsible, more reconciled, more crime-free communities.

You can, by your concern and efforts, cause this significant step to be taken. The specific guidance which follows in this manual will help you.

## II. PLANNING YOUR VOLUNTEER PROGRAM

You can develop a plan for a volunteer program to suit your community's needs by taking four steps.

1. Analyze your community, your jail, and your prisoner population.
2. Identify the jail management problems that volunteer can help to solve.
3. Brainstorm for solutions.
4. Shape the solutions into a workable plan.

STEP ONE - A THREE WAY ANALYSIS: The first step in designing a jail volunteer program, is to analyze the characteristics of the three major components: your community; your jail; and the prisoner population.

Attached as Appendix A is a survey outline developed for the purpose of collecting and compiling data about these three elements. From this survey, you will summarize the characteristics, attitudes, resources available, and perceived problems of each - the community, the jail and the prisoners.

This survey will require 80 to 160 person hours, that is, the full time of one person for two to four weeks. When it is done well and thoroughly, with the results set down in writing--clearly, concisely and completely, you will have made yourself a valuable planning tool. You also will have begun to forge an invaluable partnership of persons and resources for upgrading criminal justice and corrections in your community.

STEP TWO - IDENTIFY YOUR PROBLEMS: The second step is to distribute the completed survey to a varied group of 10 or 15 persons who are willing to help with the planning process. The group should include you--the jail administrator; key jail-staff persons; a judge; a prosecutor; a defense attorney; civic leaders; business and banking repre-

sentatives; persons from the social service community; the community's churches, and one or two ex-offenders who have made their way to a self-respecting life-style after jail. Give the group two weeks to study the survey and then call them together for a one-day planning session.

Here is a suggested format for your one-day session --

Begin by identifying the problems existing in your jail which citizen volunteers can help the jail management to solve. From experience, it can be predicted that the problem or problems will very likely fall into one or more of the following seven problem areas, encountered in jails all across America today:

- a wide-spread tendency among the prisoners to see themselves as worthless or hopeless or desperate--and no means available to the jail manager to help the prisoner recover self-respect.
- little community interest in the jail, resulting in inadequate budget and under-staffing
- low jail-staff morale
- a large number of under-educated prisoners, and no adult education program in the jail
- a large number of unskilled prisoners, and no job training program available
- many prisoners with serious personal problems, and no counseling program in the jail
- an over-crowded jail--more bodies than bed spaces.

Whether these are your jail's problems or whether your jail has other problems, you must identify each problem and put it down on a blackboard or the like for the whole group to see and agree. Be careful to write down, in each case, the real problem and a single problem.

When the group has agreed as to what the problems are, then take up each one in turn and

- 1) Assess the cause of the problem. Write that down in a few words on the blackboard.
- 2) Envision an improved state of affairs in which the problem is resolved (i.e., how do we want the situation to be after changes are made?) Write that down. Be brief and specific. Use words that depict the new situation.

STEP THREE - BRAINSTORM: Now, take each of the problems on your list and take as large a block of time as you can afford, to brainstorm alternatives for solving that problem. The idea is to involve every one in the group, in coming up with free-wheeling solutions, to be written down on blackboard or butcher paper as soon as they are uttered. You should be able to develop 30, 50 or 100 ideas for each problem including the wildest ideas, rejecting none. Piggyback one idea on another. Emphasize quantity, not quality. Permit no criticism or evaluation of ideas during the brainstorming session.

STEP FOUR - SELECT YOUR SOLUTIONS: Devote the last two hours of the planning session to picking out the best ideas, or combinations of the best ideas, from all those that have been listed for each problem. Let the whole group participate in this selection of ideas. It is often good to separate the ideas into natural groupings as a preliminary step in this process. The end result of the process is to write down a clear and concise solution, one solution for each problem, that is agreed to be desirable and workable.

SOME QUESTIONS TO BE CONSIDERED: Here are some questions to be considered during your one day planning session --

1. Is it feasible to solve the problem with the help of volunteers?

Volunteers can have an impact on a variety of jail problems. Later in this chapter, we will discuss various types of jail volunteer programs and their purposes. However, it is important that the problem area be one that volunteers can affect. For example, it would probably be impossible for volunteers to affect the problem caused by a shortage of non-flammable mattresses. On the other hand, volunteers may be utilized very well in providing adult education for prisoners.

2. Is a volunteer program the most effective way to address the problem?

Consider all the various ways of addressing the problem. There may be other solutions to the problem of, say, providing education for prisoners, but obstacles to these options (such as financial resources to hire teachers) may not be realistically overcome. In such circumstances, volunteers may be the most effective way of solving the problem.

3. Would a volunteer program duplicate efforts already underway?

Every community's resources are finite and limited. It is important to coordinate jail services and to insure that they do not compete or overlap. For example, if a church group currently provides literature or chaplain services to prisoners, the planned program must be established so as to complement and strengthen that service, not compete.

4. Does the problem involve frustration and hopelessness?

A one-prisoner-to-one-volunteer program is recommended for such situations, where volunteers are recruited, screened and trained, then carefully matched with jail prisoners. The purpose of the volunteer/prisoner relationship that develops through visits of the volunteer to the jail is to

empower the prisoners to become self-sustaining members of society when they are released. The relationship continues after the prisoner is released, and the volunteers assist him/her in securing employment, locating housing or whatever is needed to help the ex-offender be a contributing member of society. One-to-one volunteers give jailed persons, jobless and discredited as they usually are, the understanding that someone on the outside cares about them, that they need not give up on themselves. In this way, volunteers can have a significant effect on the person's post-release activity, and can contribute to the reduction of "repeater" crime.

5. Does your jail suffer from a poor public image or from public "invisibility"?

The best way to educate the public about corrections is to allow concerned citizens to help in the correction process. Regular visits to the jails, by a responsible, carefully screened and trained group of citizens, creates public interest and caring--a proven way to develop support for an adequate jail budget.

6. Does your jail staff have a morale problem?

Many correctional officers, bombarded daily with requests for help that they have no time or means to fulfill, grow cynical and weary with their jobs. Many jails suffer from high staff turnover. A volunteer corps in the jail helps staff morale, 1) by providing a way to keep prisoners "off the officers' backs" and 2) by publicly appreciating and noticing the good work done by correctional officers. "Correctional Officer of the Year" banquets are the annual feature in some communities with jail volunteer programs.



7. Does the problem involve a lack of educational programs?

Many volunteers are qualified to teach illiterate prisoners to read and write, and to help more advanced prisoners to get credits toward their high school equivalency (GED) certificates. Such education programs replace idleness with constructive and purposeful effort and measurably increased prisoner morale, and can be conducted in even very limited space.

8. Is unemployment a problem?

Statistics show that most offenders are unemployed or under-employed when they enter jails and, of course, a great many more are unemployed when they leave jail; and that this unemployment contributes in a major way to "repeater" crime and to the "revolving door" syndrome whereby many prisoners leave the jail only to return soon again. Work empowerment or job readiness programs, conducted in jail and after jail, have been devised which help with the problem. These programs help offenders prepare for, get and keep meaningful jobs.

9. Do the prisoners need counseling services?

Skilled counselors and therapists can be recruited to counsel prisoners. As you know, many prisoners come to jail with serious personal problems, which are compounded by incarceration. Helping prisoners deal with such problems contributes to their self-control and good behavior and also returns them to the community in a healthier frame of mind.

10. Is overcrowding your jail's problem?

Volunteers in many communities have developed projects that permanently reduce the jail's population. Some projects are --

Release on Recognizance (ROR) Projects - permit the judge to release pre-trial defendants on their promise to return to court for trial. Volunteers interview newly arrested persons, using a form based on a "point system" (see Appendix B). Points are determined according to the defendant's length of residency in the community, employment, family ties, type of offense and the like. If the defendant scores enough points, the judge has the basis for deciding to release the person--without bond--on his or her personal promise to return for court hearings.

Third Party Custody Defendants who don't qualify for ROR are released by the judge to a "third party" who takes the responsibility for keeping in contact with the defendant and seeking to ensure the defendant's appearance in court. Volunteers are recruited, screened and trained to be "third party custody" volunteers.

Community Service Restitution - Instead of jail, the judge sentences non-violent offenders (with the offenders' consent) to work in the community's hospital or parks or social services as a way to expiate their crimes. Volunteers help develop the work slots, and they monitor the offenders participating in these projects

Neighborhood Justice - Volunteers are trained to mediate cases involving neighborhood quarrels, family violence, bad checks passed at local stores, and the like. This services relieves court dockets and tends to cut the jail population

Volunteer Assistance - Volunteers are recruited and trained to counsel victims of crime, assisting with victim compensation or offender restitution

### III. LAYING YOUR PROGRAM'S FOUNDATION

When you have finished your planning day, then the way is prepared for you to lay the foundation for an effective volunteer program. We recommend that you organize members of the planning group who participated in your planning day, into two committees:

- one committee to help you 1) decide the management approach you will take for operating the program; 2) draft a manual of policies and procedures for the program, and 3) set the program's budget.
- a second committee to obtain the needed funds to start up the program.

Some foundation-laying guidelines follow --

DECIDE THE MANAGEMENT APPROACH -- The jail administrator who is starting a volunteer program in the jail has a variety of options. The nature of the work to be performed by volunteers, the program's size, the amount of involvement of jail staff and the level of funding which will be necessary, are a few of the variables to consider in planning stages of the program.

One basic decision which will have important effects on these others is whether the program will be developed and operated directly by jail personnel themselves, or by a board of community citizens and its staff. The latter approach usually involves the establishment of a legally incorporated not-for-profit organization. The purpose of this chapter is to compare and contrast the do-it-by-yourself approach with the community group approach.

For ease of discussion, let us refer to programs administered by jail personnel as the JP model and to programs administered by a community group as the CG model. Let us acknowledge that in actual practice, these are not pure and independent types. A jail administrator operating a JP program

may give the volunteers a significant role in decision making and, thus, for all practical purposes, semi-autonomous status. Conversely, a CG program always operates in a jail according to rules laid down by the jail administrator. Moreover, if the jail administrator or his/her representative serves on the board of directors of a CG program, then he/she has direct input at the level of program policy making.

Thus, in operation, a mixing of JP and CG program characteristics often occurs. This tends to mute the strong advantages or disadvantages associated with each.

JP Programs: Doing it Yourself - There are several advantages to implementing and operating a jail volunteer program directly. First, there is some immediate appeal in having maximum control over the program. Because a jail administrator's first responsibility is jail security, he wants to be assured that any new activity will pose a minimal security threat. Having complete control over program operation would seem to be the most certain way. Direct recruitment, training, and supervision of volunteers provides a feeling of assurance that you know what volunteers are doing. Furthermore, immediate control of volunteers helps to lessen fears that they might do things which would put them in danger.

It should be noted, however, that the concerns of security and safety are probably most affected by careful volunteer screening and training, and by proper guidelines for volunteer activity, rather than by organizational structure. Jail personnel should be assertive in these areas, regardless of program type. For example, both JP and CG programs should involve the jail administration in issuing security clearances for volunteers. Similarly, training of volunteers in either type of program should directly involve jail personnel. Finally, jail personnel who observe

volunteer behavior which is problematic from a security or safety standpoint can and should assume a corrective role in either a JP or CG program. The bottom line is always admission to the jail and this is controlled by jail administration.

A second advantage to a JP program is that it may be quicker to get started when you do the work yourself. If you envision a program performing, perhaps, a single function with few volunteers; it would not be necessary to organize for significant community involvement. There is an inevitable lag when you bring in others to get a program underway. Meetings must be set and somewhat lengthy discussions ensue which often seem to slow down program development. Suffice it to say that when one is in a hurry, the participation of others can seem like a mixed blessing.

On the other hand, the question of program size and the ambitiousness of program goals are important factors which should be balanced against speed in getting started. If one's goal is to create a very small program with little capacity to help solve the jail's main problems, then getting a community group to organize the program may add an unnecessary layer of complication. However, if one's goals are larger, then the community thinking and assistance which is available in the CG model (or the JP model with a very active Community Advisory Council) may be useful and necessary, even if it takes longer.

Another potential advantage of the JP model--one which could possibly have a marked effect on the program--is that when jail personnel are directly involved, they may develop a greater sense of ownership. Here again, the difference is probably a matter of degree. There is certainly a tendency for CG volunteer programs to be seen by jail personnel as separate from the jail--both administratively and in terms of purpose. There may be a lesser tendency for them to view JP programs this way.

However, even in a JP program, there are gradations of responsibility for program planning and operation. If, for example, it is the jail captain who has primary responsibility for the volunteer program, then it may be seen as "the captain's program", even if the captain makes an effort to involve other jail staff.

The jail administrator who would like more than grudging acceptance of a volunteer program by jail personnel knows that it cannot be ordered. Acceptance will grow out of the actual experience of jail personnel in observing the effects of the program. If the program has a beneficial influence on the prisoners and does not add excessive strain to the staff's already stressful jobs, then they will be supportive. Moreover, the JP model may have its greatest advantage in the early stages of program development, since it identifies the effort as basically "in house". However, this initial advantage will soon be overcome by the experience of actual program operation, wherein staff enthusiasm will have little to do with the JP-CG dimension.

CG Programs: Involving the Community - Let us turn now to discuss some of the advantages associated with beginning a jail volunteer program administered by a community group, the CG model. One of the seeming advantages here is that somebody else does most of the work and has most of the responsibility. While this is true to an extent, it should be noted that the jail administrator and jail personnel will be called upon to perform certain periodic tasks associated with keeping a CG program alive and healthy.

For example, the jail administrator usually must assume an active role in encouraging a group to organize itself to provide volunteer services. At a minimum, this will involve an initial meeting or two with group organizers and writing a letter of support for their efforts. As the

program gets under way, there is the need, previously mentioned, for jail personnel to assist in training volunteers. Also, it is advisable for the jail administrator or his/her representative to serve on the program's board of directors. When funds to support the program are being sought, a jail administrator may again be asked to take an active role, at least to the extent of writing a letter of support to a funding source.

The upshot is that there is some work to be done by jail personnel, even in a CG program. However, this work is comparatively undemanding in a CG context.

Another probable advantage of a CG program is longevity. Here, it is important to underline that we are speaking in terms of probability. The creation of new organizations is a high risk enterprise, and those that exist on "soft" money (e.g., government grants and foundation awards) are quite susceptible to early demise. However, when a group of concerned citizens commits itself to a volunteer effort, it does give a certain "staying power" to the enterprise.

A jail administrator or employee may have the vision, talent, and personal loyalty of volunteers necessary to keep a JP program going, as long as he continues in the job. However, when such a person leaves, the stage is set for the collapse of the program. One of the ironies of a successful program administered by one person is that his performance may be so hard to follow that the successor either doesn't try, or tries and fails.

In a CG program, people come and go, but the program continues. While it is possible for individuals to dominate such programs, it is less likely that the presence of any one person will be critical to the organi-

ation's survival. The CG program is still susceptible to funding woes, but these can be minimized by keeping the number of paid staff low, and by the development of an effective Financial and Fund-Raising Committee.

An additional benefit of a CG program is that it can serve as a source of support for the jail manager on issues of common concern, such as jail space, jail conditions, and jail staffing ratios. When citizens who are familiar with the situation speak out on these topics, they lend credibility to the arguments of jail managers who are seeking improvements. This potential advantage is often overlooked by jail personnel who may view citizens' groups with suspicion.

However, it is clear that areas of common concern between citizens and jail personnel are at least as great as the areas of difference. A very productive relationship is possible when common concerns are pursued at every opportunity. There is far more potential for a CG program to support changes that jail personnel favor than is commonly realized.

Yet another advantage of a CG program is its ability to grow into other program areas which are not "in jail" but which, nevertheless, affect jail conditions. For example, a CG program may begin as a one-to-one volunteer effort. It may then become apparent to the volunteers that too many people are being held in jail pretrial and they may seek to add another program component, such as third party custody. If their efforts are successful, the population pressure within the jail will be reduced, benefiting prisoners and jail personnel alike.\* It is much less likely that a JP program will seek this kind of program growth outside the jail.

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\* See page 12 for a more complete list of such program components.

Furthermore, in terms of growth, it is more likely that a CG program will form links with allied organizations whose ideas and assistance will nurture it. Every locality has a community of social service organizations which lend mutual support and help each other grow. A JP program is likely to remain isolated from these resources because its home is in the jail rather than in the larger community.

Summary -- We have reviewed principal advantages of JP and CG programs. These are condensed for easy comparison in Appendix C.

On the whole, it would appear that the advantages weigh more heavily in favor of the CG model for jail volunteer programs. However, program size and goals are critical to determining which approach is the more beneficial in any given case. If the program will involve more than 10 volunteers and intends to provide direct services to large numbers of prisoners, then the CG type of program appears better. If the program is to be quite small and is not intended to provide direct services to prisoners, then the JP approach may serve as well or better.

DRAFT YOUR MANUAL - The best way to envision the program as planned is to draft a Manual of Policies and Procedures for governing it. The following arrangement of the manual is recommended:

Chapter I - Mission and Purpose - State simply and clearly what your new program is intended for. Base this statement on the written results of your one-day planning session (page 6 above). A sample statement is attached in Appendix N . .

II. The Board of Directors (or Board of Advisors) - State here the make-up and duties of the program's Board of Directors or Advisory Board, as described on page 22 below.

III. The Staff - Describe each staff position and the responsibilities of each staff member, as described on page 23.

IV. The Volunteers - Outline the volunteers' duties, and how the volunteers are to be recruited, screened, trained and managed, as described on pages 26-35.

V. Goals - Your program should have annual goals in order to determine whether it is being successful and worthwhile. List and describe in this chapter the "yardsticks" you will use for this purpose, as described on page 24.

VI. Records and Files - List the records and files to be kept in the volunteer program's office. A sample list is attached at Appendix D .

VII. Financial Management - Describe how the funds for the program are to be controlled and accounted for. A sample budget, balance sheet, income-and-expense statement, and schedule of accounts, are at Appendix E.

VIII. Relations with the Public - Outline the methods to be used to inform and to maintain good relations with the community, as discussed on page 37.

IX. Annual Evaluations - Describe the evaluation procedure for the program, as discussed on page 40.

Once the program is underway, this Manual will become its "Bible". It should be prepared in loose leaf form and revised at the end of each year following the program's annual evaluation, so as to incorporate lessons learned and to adjust the program to new conditions. Copies should be distributed to each Board member and staff member.

SET YOUR BUDGET - The drafting of the program's Policy and Procedures Manual should be followed immediately by a calculation of what it will cost annually to operate the program. We recommend that you use the sample budget at Appendix F for budget estimating purposes.

When you have added up all the budget line estimates, you will find that the total dollar figure at the bottom of your budget sheet adds up to a considerable amount. However, it will not amount to more than the cost of building one or two new jail cells, or the cost of maintaining 10 or 20 prisoners in the jail annually. By comparing the new program's goals in terms of reducing the jail's population, as against the program's cost, it will be seen that a successfully operated program will result in a greatly reduced overall cost to the taxpayers.

OBTAIN THE FUNDS - With the Policy and Procedures Manual and the Budget Estimates in hand, your Funding Committee will have the tools needed to obtain the funds for establishing your volunteer program. We recommend that the Funding Committee 1) first prepare charts to show benefits and cost comparisons, and then 2) make formal presentations and request for funds to the City or County's governing authority, to the United Way, and possibly to the major corporations and foundations based in the community.

## LAUNCHING YOUR PROGRAM

With program funds in sight or in hand, you can now take the final steps necessary to get underway, as follows:

ESTABLISH THE BOARD OF DIRECTORS OR ADVISORY BOARD - If you choose to make the program the direct responsibility of jail personnel (a JP program)-- and you want to assure good community support as well as access to sources of volunteers--you will organize a broadly-based group of community citizens to be an Advisory Board for the program. If you decide on vesting the responsibility in a community group of citizens (a CG program), you will organize a Board of Directors that will establish a non-profit and tax-exempt corporation.

In either case, most of the charter members of the Board may well be recruited from the group which you call together to plan the program (as described on pages 6-8 above). The Board should have 12 to 24 members, representing the jail staff, the local government, local courts and bar association, business and banking community, social services community, civic groups, religious sector, and ex-offenders.

The three main functions of the Board will be 1) to set policy for the program 2) to oversee the work of the program staff and 3) to provide access to the various segments of the community whose cooperation is needed to make the program fully successful.

The Board should meet at least monthly in the program's early stages. It should elect its own officers, and each member other than the officers should be assigned to a Board Committee--such as the Nominating and By-Laws, Personnel, Finance and Fund-Raising, and Program Development Committees. See Appendix G .

EMPLOY THE STAFF - A first duty of the Board will be to conduct a talent search and employ a Program Coordinator who will be in overall charge of the program and its staff. It is extremely important to choose the right person for this task. The Coordinator should be services-oriented, thus a person with social work or social service background would be desirable. However, it is essential that the Coordinator also have administrative, supervisory, and training skills. Further, he or she will deal extensively with the public: informing the public of the program, recruiting volunteers, and working with other community agencies for support, technical assistance and referrals. These last duties call for communications skills.

The Coordinator, once employed, will help to employ the remainder of the full time paid staff, which must include an Office Manager-Secretary and may include an In-Jail Specialist, a Job Specialist, and a Court Specialist. For sample descriptions and job qualifications, see Appendix H.

ORGANIZE THE OFFICE - The program office should be located not in the jail but in a downtown office convenient for visits by the volunteers. Where possible, it should be in a rent-free space furnished by a city or community agency as a tender of the community's commitment to the program and its continuation. It should be furnished with one desk per staff member, telephones, chairs, typewriter, calculator, file cabinet and supplies cabinet.

PRINT PROGRAM MATERIALS - The Program from the outset will need supplies of 7 or more printed materials, most of the forms can be reproduced on an office copier or mimeograph machine. Materials for the typical program would include:

Letterhead

Leaflet - for recruiting volunteers

Handbook - volunteer guidelines

Volunteer Registration Form

Volunteer Monthly Action Sheet

Participant Registration Form

Flier - for describing the program to jail prisoners

Samples of the forms are attached at Appendix I.

SET THE FIRST YEAR'S MEASUREMENTS - Only one thing now remains for you to do before you recruit, screen and train your first group of volunteers and put them to work. That is, to set goals and success standards for the first year's operations.

Your goals will vary according to the purpose of your volunteer program; but surely two of the yardsticks you will want to use will consist of a monthly account of the number of volunteers who enter the program and 2) a count of the number of prisoners or offenders who enroll in the program.

See Appendix J.

THE TIME FRAME - You can estimate that it will take nearly nine months from the start of planning to the day when your first group of volunteers start to work. It takes that long to set up a program that will last and develop in value over the years, and the potential results are well worth the effort.



Here is a suggested development schedule:

Planning - 4 steps	5 weeks
Draft the Manual and Set the Budget	3 weeks
Obtain the Funds	13 weeks
Establish the Board and Employ the Coordinator	4 weeks
Employ Remainder of Staff and Organize the Office	2 weeks
Print Program Materials	3 weeks
Recruit, Screen and Train First Volunteers	5 weeks
<hr/>	
TOTAL	35 weeks

## V. OPERATING YOUR PROGRAM

THE VOLUNTEERS - Citizen volunteers form the foundation of your program. The basic and most important job of the program's Coordinator is to recruit and to prepare concerned men and women from the community to help your jail's prisoners to help themselves.

Recruiting -Who will these volunteers be and how will they be recruited? The first response is this: that any recruit selected for your jail program must evidence three characteristics -

- Stability, balance and integrity
- Reasonable maturity - volunteers must usually be at least 20 years old
- Empathy (the ability to put oneself into another person's shoes)

The second suggestion: Get a clear picture of the prime or ideal volunteer for your program. Suppose say, that 70% of the jail population consists of black males in the 20's, that a large percentage have less than a high school education and that most were unemployed or under-employed at the time of arrest. A prime volunteer for this population might be a 25-45 year old black man or woman, from a low to middle income neighborhood, with a steady work record.

This is not to say that target volunteers are the only acceptable candidates. But visualizing the most-needed type of candidates in this way does focus the recruitment drive. Of course, your recruitment efforts will enlist volunteers who differ decidedly from the target type. However, for purposes of planning the recruitment activity, it is best to have in mind an individual with specific characteristics. Otherwise, the tendency is to enroll the most easily recruited volunteer, and this sometimes results in a relatively homogeneous group of volunteers. Where the target volunteer type is traditionally more difficult to recruit (such



as the black men and women) the targeting of this group for special attention is likely to result in a more diverse volunteer corps.

Often you will have more than one target-type of volunteer. When an adult education project or a library project is to be a part of the program, recruitment efforts would also be aimed at persons with teaching experience, especially in the area of basic education, and at persons with experience in library work. Such volunteers can be assigned to assist with the training of other volunteers who possess good educational backgrounds and communication skills but lack experience in teaching or library work. If there is to be an in-jail Alcoholics' Anonymous project as part of the program, a target group for recruiting would include, of course, the local Alcoholics' Anonymous chapters.

The recruiting of volunteers is a marketing process. There is a product (the program) and a customer (the prospective volunteer). The goal is to get your best message before your most appropriate audience. You have already determined the appropriate audience; you now have to review the product and describe it in the best possible way.

A prime motivation for volunteering is the desire to invest one's humanity, to lend a helping hand to people in trouble. Therefore, the volunteer program can best be presented in terms of the satisfaction to be gained from: 1) helping another person, 2) contributing to the community, 3) meeting and working with other concerned citizens 4) putting life experience to a good use, 5) generating possible solutions to problems, 6) developing a new skill, 7) acquiring knowledge in the areas of criminal justice and social service.

Another question to consider: why should the prospective volunteer work in a jail program instead of another volunteer program? Consider the char-

acteristics of those programs that might also attract your target volunteers--e.g., Big Brothers, Red Cross, Meals on Wheels, etc. How does your program differ from these? A major difference, no doubt, is that your program operates in the jail. Those attracted to the program are likely to see this as a positive feature of the program, for a number of reasons: 1) It is not the usual situation and therefore the volunteer has a more distinct identity, 2) the need is clear--to assist the person prepare for return to the community as a better citizen, and 3) reducing crime is an important and pressing problem.

It is advisable to stress the fact that volunteers are trained to go into the jail and are involved in important work of significance to the community; and that this work is open only to reliable, responsible and thoughtful persons, willing to make a serious commitment. This approach will single out your program and attract a special kind of person--not the typical person who "doesn't want to get involved" but the special person who wants to help.

News accounts of social problems leave many people with a sense of being overwhelmed, with no way of responding or of improving the situation. A volunteer Jail Program, however, provides a specific way to help individuals and to help reduce a serious social problem - repeater crime.

The training that volunteers receive is a major inducement to join the program and should also be emphasized.

At the same time, there are costs associated with volunteering and these need to be made clear to prospective volunteers. How much time is required? Many volunteer programs ask volunteers to contribute eight hours a month. This is not unreasonable. What are the money costs to the volunteers? How far does he need to drive? Are there parking costs?

Some programs are able to reimburse volunteers for expenses; but with most, the costs of volunteering are part of the contribution made by the volunteer.

The place where training sessions are held is an important consideration. Hold the sessions in an area convenient to volunteers' homes.

If you are seeking volunteers from a certain neighborhood, the best place to hold the training session is in that neighborhood. If you are trying to attract persons with library skills, it may be best to hold the sessions in the central library.

Now, what are the best ways to reach target volunteers? One way is to start with personal contacts. Seek names of persons in the target groups who might be interested in the program, and develop a network of referrals. Another approach is to tell your story to as many people as possible through sources such as --

1) Churches and synagogues

2) Local industries. Ask company newsletter editors to publish your appeal. Meet with groups of active or retired company members.

3) College students. The best arrangement is a formal intern arrangement, whereby the student gains credit for his/her volunteer work.

4) Civic, social and professional organizations.

5) Mass Media (see page 27)

a) News releases

b) Public Service Announcements on radio and television. It is recommended that someone representing the target volunteer group make the presentation

6) Flyers and posters--in libraries, businesses, municipal and

industrial complexes, shopping centers, laundromats, apartment house bulletin boards, and the like.

7) The local volunteer bureau. Look carefully at the contract if a formal agreement is required. The hiring, firing, and supervision of the volunteers should be in the hands of the Volunteer Program, and not in the Bureau's hands.

8) Association for Retired Persons--such as Retired Senior Volunteer Program, the Senior Core of Retired Executives.

9) Persons with special skills--either specifically needed by the program such as teachers, librarians, etc., or as persons who can help participants learn more about a trade or hobby. Such volunteers could include mechanics, electricians, carpenters--tradesmen of all kinds; and artists, athletes and craftsmen; as well as businessmen and professionals.

Screening - A prospective volunteer should complete a registration form (Appendix I) and include 3 personal references. The prospect should be given a description of the program and a volunteer job description (see Appendix K). Before inviting a person to a training session, 1) check references and police records, and 2) conduct a screening interview.

There are three reasons for this interview:

1) To enable the Program Coordinator to determine whether the prospect meets program qualifications.

2) To give the prospect:

-- facts about the program

-- information about the job to be done

-- information about benefits to the prospect

3) To get from the prospect:

- his or her expectations of the program
- enough data about the person to serve as a guide, in the case of one-to-one assignments, to matching of volunteer and prisoner.

A suggested set of non-directive questions for use in interviewing follows:

1. What have you enjoyed most in previous volunteer assignments? What have you enjoyed least? (ATTITUDES)
2. What kind of people do you work with best as co-workers? What kind of people are you most interested in as clients and why? Are there types of people you feel you'd be unable to work with? (INTERPERSONAL RELATIONSHIPS)
3. What would you consider to be the ideal volunteer job for you? Why? (MOTIVATION AND VALUES)
4. What things have you done that have given you greatest satisfaction? (MOTIVATION AND VALUES)
5. Why are you interested in doing volunteer work? What are your long-range objectives? (MOTIVATION)
6. What do you like to do in your leisure time? (VALUES)
7. What is your "energy" level and how would you describe your work habits? (WORK HABITS)
8. Thinking back, what are the most significant decisions you have made in your life and how do you feel about them? (DECISION MAKING)
9. What makes you really angry - on the job or at home - and how do you deal with this anger? (EMOTIONAL STABILITY)
10. Tell me about your family? (EMOTIONAL STABILITY)
11. What kind of supervision do you prefer? (MOTIVATION)

12. Describe your temperament. What do you like best about yourself? If you could, what would you improve? (EMOTIONAL STABILITY)

If the interview reveals that the person is not qualified for the program, a simple explanation is best. One of the three following options might be used:

- 1) Simply tell the prospect with all good will that there seems to be no place where his/her services can be used and express thanks for the offer of help.
- 2) Assign the person to volunteer tasks which do not involve access to the jail or direct relationship with a prisoner.
- 3) Refer the person to another volunteer organization more appropriate for that particular person.

Train new volunteers as soon as possible after they are screened, and put them to work as soon as possible after they are trained.

Training - The three purposes of basic training for new volunteers and of monthly feed-back training for volunteers in service are --

- 1) To assure that each volunteer - before beginning work - knows what is to be done and how to do it.
- 2) To make it clear to each volunteer from the start that he or she belongs in a vitally important enterprise, an adventure in healing the community. The program needs each volunteer's insights and ideas as it grows and develops.
- 3) To provide regular opportunities for feedback - where volunteers in-service can vent their frustrations, work out problems, exchange insights, and even have a little rewarding fun.

The first two purposes are to be carried out during basic training. The third purpose is best carried out at feed-back sessions held once every month or two months.

See Appendix L for a suggested basic training program.

Managing - Volunteers require "care and feeding". They provide specific services, take on large responsibilities, follow rules and regulations and give up their free time, all without money, which is the common reward for these things. Since money is not an objective for volunteers, supervision, recognition and support are essential to keep them activated and motivated. Here are six management principles:

1) Volunteers are unpaid staff. Staff is the key word here. This means that volunteers should be treated the same way that other staff members are treated by the administration, by other staff members, by prisoners. If you assume a "they're just volunteers" attitude you've lost them. Accordingly, all your volunteers will need:

- a clear, concise job description
- clear lines of supervision and authority
- an opportunity to set and share job goals
- regular evaluation and feedback

2) Volunteers need to know what is expected of them - This should be spelled out clearly in the recruiting and screening process, and in the form of a job description (see Appendix K).

3) Volunteers need rewards - Certificates, dinners, pins, etc, are great ways to recognize and reward volunteers, but they don't do quite enough to keep motivation and activity at a high level.

Volunteers will find reward from their work from three sources:

Internally - they will feel good about what they are doing for the community and those incarcerated.

From clients - though not always a form of reward you can count on, it is a source of reward that is meaningful and deep.

From paid staff - The program coordinator should help volunteers with problems in their work, and be specific in recognizing volunteer accomplishments. The most effective volunteers can be given additional assignments -- e.g., assisting other volunteers or supervising groups of volunteers. Highly-motivated volunteers often welcome increased responsibility and regard it as a recognition of their abilities and service.

Have volunteers set goals for their work in conjunction with paid staff. Evaluate progress on a regular basis and provide constructive feedback and praise where appropriate. A rule of thumb is to think of ways that you like to be supervised and evaluated by your supervisors. Demand as much responsibility and accountability for performance as if the volunteer were receiving a paycheck. Make the work important work. Volunteers who feel useful do a better job.

4) Volunteers need on-going supervision and accessibility - Regular supervision is good preventive maintenance, enabling the supervisor to become aware of problems before they reach unmanageable proportions. The volunteer must know that help is available.

Volunteers should be contacted individually at least monthly for confidential counselling. Build this time into their work schedules. A "feed-back" session of the whole volunteer corps every month or two months is also needed. This provides a forum for volunteers to talk together about problems and successes--to surprise themselves. Out of these sessions also come good ideas for future directions of the volunteer program, and evaluation of the existing program.

5) Volunteers need help to know when they have finished their assignment or accomplished their goal - This is especially important for volunteers

who work one-to-one with offenders. A volunteer assignment is not for life. When the volunteer is no longer needed to assist the client, the relationship should be terminated and the volunteer offered a new assignment or the opportunity to rest. The program coordinator must be alert to this "winding down" of activity. This provides a good point for evaluation and recognition.

6) Some volunteers should be fired - Once in a while you will need to terminate a volunteer. There are some obvious signs of this (not showing up, not obeying jail rules) but there are also signs in the performance of volunteer duties and in the relationship with others--paid staff, other volunteers and prisoners. It is the responsibility of the program coordinator to talk to the volunteer about the situation. He or she should suggest alternative behaviors and stress the need for change.

Some questions to be considered are: Is the problem a mismatch of assignment with goals and skills? Is it a personality problem? Is the volunteer tired or burned out? Try adjusting the volunteer's assignment. If the volunteer continues to overstep his/her area of responsibility, is secretive or fails to communicate, or if there is a loss of trust, termination is your last-resort response.

THE PRISONER - Word has certainly circulated the jail during the planning process that a new program is on the way that will involve citizen volunteers. Now your job is to find out who among the jail population is interested in participating in your program, and who needs the program. Make the program known through posters, through distribution of a flier and through word of mouth.

Your time spent talking with prisoners about the program should be allotted to those who you feel will benefit and be interested. These may well be the younger prisoners who have been in jail only once or twice. No one

really knows how to help someone who has been in jail 20, 50 or 100 times for public drunkenness.

Among those who are eligible and interested, give first attention where the need is the greater. For example, if a high school equivalency (GED) program is what you are offering, you might give enrollment priority to those who need a high school diploma in order to get a job. In this case, someone 50 years old who has no high school degree but has been a painter for 30 years would be given a lower priority.

Enrolling - Prisoners need to be involved in an enrollment process as do potential volunteers for three main reasons:

- 1) to provide a mechanism for screening
- 2) to insure that expectations are entirely clear
- 3) to provide a basis for accountability and recordkeeping in the number of participants.

The main aspect of participant enrollment is the filling out of an intake form, enrollment form, or registration form (see Appendix I). An enrollment form should be filled out on each participant and filed under the program he/she is participating in. This information will lead to easy compilation of monthly, quarterly and annual statistics on how many people, in what programs, and of what characteristics are being served. These statistics will allow you to demonstrate program effectiveness, helping to assure continued financial support of the program.

FINANCIAL MANAGEMENT - More volunteer programs have foundered because of inadequate financial records than any other cause. The program must have a set of double-entry books kept according to generally accepted accounting principles. If the Secretary - Office Manager is not an experienced bookkeeper, then by all means employ a local bookkeeping service to help him or her. Employ a certified public accountant to audit the books annually. See Appendix E.

RELATIONS WITH THE PUBLIC - In one important sense your volunteer program is a new and promising way to upgrade your whole community. A basic purpose of the program is to reduce repeater crime and to salvage minor offenders before they become confirmed criminals. Instead of bemoaning the rising crime rates, you as the jail manager and the volunteers as citizens are doing something real and meaningful to cut crime.

In order for your volunteer program to survive and thrive, the community must be made aware of it, of its purpose and its worthwhileness. In the beginning, the program and its purpose must be announced to the community. As the program progresses, its accomplishments and progress must be publicized so that the community will be aware of these achievements, and take pride and interest and a feeling of ownership in them.

The Coordinator of your program, with all his or her other duties, will not have many working-hours for public relations. So we recommend here a simple, tested way to keep your program in the public eye. It

consists of 1) a newsletter, 2) two or more news releases every year and, 3) the staging of a special event every year:

Your newsletter may be published quarterly, every three months. The April, June and October issues may be a simple four pages, describing things that are happening in the jail, rises and falls in the jail population, stories of special accomplishments of particular volunteers, editorials written by you or by the judges you work with about the jail's needs, ex-offender success stories, and the like. The January issue may be an annual report, similar to a corporation's annual report, wherein your annual evaluation of the program's accomplishments (see pages 40-42) are summarized, together with the program's annual financial report.

This newsletter should be mailed or hand-delivered to a list composed of key leaders and opinion-makers in your community. Every city council member and county supervisor, State and Federal representative, appointed public official, civic association leader, social service agency director, bank president, major business chief executive, church minister and synagogue rabbi, newspaper city editor, TV and radio news director, foundation director, and member of the jail volunteer corps, past or present, should receive the newsletter. If your community is typical, you will distribute 300 to 400 copies.

The news releases will keep the general public aware of your program. They should be written around some newsworthy event or some striking stage of development of your program. Deliver these personally. They may be hand delivered to the community's newspaper and TV and radio station, or given out at a press conference. You need not and should not develop

too many releases--a goal of two a year is adequate.

An annual special event is also recommended to keep your program in the public eye. It may take the form of a Candidate's Night, where all the candidates for City Council, say, appear and state their views on criminal justice and corrections; or a Correctional Officer of the Year dinner, where the community is invited to honor the jail staff; or an annual dinner to honor outstanding jail volunteers; or the like.

## VI. EVALUATING YOUR PROGRAM

In order to know where your volunteer program is, in terms of results and progress, you will need to evaluate it on a regular basis.

Evaluation is done for five major reasons:

- 1) to determine if you have met your stated goals for the program
- 2) to document that your expenditure of budgeted dollars has been worthwhile
- 3) to produce the hard facts you need for promoting your program to the public and to justify its continuation
- 4) to determine, in terms of process, whether the management procedures you have used provide an effective operating structure; and to determine what modifications or additions or deletions are necessary
- 5) to gauge the effect volunteers have had upon prisoners.

It is essential that you develop your evaluation plan before you begin your program operations (see "Set the First Year's Measurements" on page 24).

PERFORMANCE EVALUATION - As you develop goals for your program, broken into concise objectives, you set the stage for evaluation at the level of simply measuring performance as related to objectives. Your objectives initially have been geared to activities necessary in launching your program for the first year. Let's look at some possible first-year goals and objectives that may have been developed:

### Goal

- To establish a volunteer G.E.D. tutoring program in the county jail.

Objective

- To recruit, screen, and train 20 volunteer tutors for the G.E.D. program.
- To provide volunteer tutoring services to 120 prisoners.
- To average 10 hours of volunteer tutoring per prisoner.

By the end of the first year, you can measure the performance toward these objectives easily, providing you have set up a recordkeeping system to keep track of this information. Evaluation of this type gives a good indication of what was accomplished during the year in terms of your specific objectives. Examples of record-keeping forms you can use or adapt are found in Appendix I.

Volunteer and prisoner records that will also be useful for evaluation include --

Volunteer Record

- Personnel data from registration forms
- Dates and name of assignments, reassignments or termination
- Training dates
- Log of volunteer activity
- Volunteer self-evaluations
- Supervisor's evaluation

Prisoner Record

- Personal data from registration forms
- Dates & type of services
- Dates & name of volunteer assignment
- Date of release

PROCESS EVALUATION - This form of evaluation provides you with information about the operation of the program as a whole, to supplement the performance evaluation data. Performance evaluation concerns only the programs' attainment of stated objectives. Process evaluation informs about such things as the interrelation between volunteers and paid staff, attitudes of top management toward the program, the feelings of the volunteers about

their training and supervision, and the attitudes of the offenders about the worth of the program. This process evaluation coupled with a statistical summary of program activities and with the program's annual Financial Report will give you the "big picture" you need.

The National Information Center on Volunteerism has developed a systematic process evaluation approach. This approach, called Basic Feedback System, is widely used as a self-evaluation tool designed for volunteer programs. The different members of your volunteer program "universe" can be asked to complete the forms at regular intervals to assess their reactions to what is going on (see Appendix J for more on Basic Feedback System).



City/County \_\_\_\_\_ State \_\_\_\_\_

Date \_\_\_\_\_

JAIL and COMMUNITY INVENTORY

JAIL ISSUES

1. Estimate on the chart below the average inmate population in a given week.

MALE	FEMALE	JUVENILE	BLACK	WHITE	HISPANIC	OTHER	TOTAL

2. Estimate the number of prisoners in each age category (TOTAL for one year  
17 and under \_\_\_\_\_ 18 through 30 \_\_\_\_\_ 31 through 50 \_\_\_\_\_ over 50 \_\_\_\_\_

3. According to state statutes, what is the maximum age for juveniles? \_\_\_\_\_  
Under what special conditions can they be tried as adults? Please list \_\_\_\_\_

4. Estimate the ratio of first offenders to repeat offenders in the jail? \_\_\_\_\_

Are there plans for new jail construction? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, What are the counties involved: \_\_\_\_\_

Date construction to begin: \_\_\_\_\_ Date of opening: \_\_\_\_\_

Number of beds: \_\_\_\_\_ Estimated cost: \_\_\_\_\_

JAIL PROGRAMS

6. Mark an X next to the programs that you now have in your community/jail.

Alternatives to Incarceration	In-jail Programs	Post-Jail Programs
Third party custody _____	Arts and crafts _____	A.A. _____
Release on _____	Counseling _____	Alcohol treatment _____
Recognizance _____	Detoxification _____	Counseling _____
Treatment centers _____	Medical/Dental _____	Education programs _____
Halfway houses _____	clinic _____	Job training _____
Pre-Release centers _____	Legal Aid _____	Emergency housing _____
Detoxification _____	Volunteer visits _____	Halfway houses _____
Community Service _____	Religious services _____	Job placement _____
Probation _____	Recreation _____	Volunteer support _____
Restitution _____	Library _____	Other Programs _____
Other Alternatives _____	Other Programs _____	SPECIFY _____
SPECIFY _____	SPECIFY _____	

-2-

7. Check below available meeting space(s) in the jail:

Classroom \_\_\_\_\_ Meeting rooms for volunteer programs \_\_\_\_\_  
Booths for lawyers \_\_\_\_\_  
General visiting area \_\_\_\_\_ Recreation rooms \_\_\_\_\_  
Dining hall \_\_\_\_\_

8. How would you identify the needs and problem of prisoners in the jail?  
Please complete the chart below.

Pre-trial (before sentencing)	During Incarceration (while sentenced)	After Release

VOLUNTEER PROGRAMS

9. To determine the programmatic needs for the jail, it is important to look at the history of any volunteer activities within the jail. Please complete the chart below.

FORMER PROGRAMS	SPONSORING GROUP	DATE STARTED	DATE ENDED	REASON PRO GRAM ENDED

10. Are there any volunteer groups in the jail at the present time? Yes \_\_\_\_\_  
No \_\_\_\_\_ If yes, please complete the chart below

Name of Sponsoring Group	Program Emphasis	Person to Contact/Telephone	Date Initia

11. List agencies below in your community that serve as a "clearinghouse" for volunteers, placing them with volunteer programs.

Agency	Specializes in Services to:	Contact	Phone Number

City/County \_\_\_\_\_ State \_\_\_\_\_

Date \_\_\_\_\_

JAIL and COMMUNITY INVENTORY

JAIL ISSUES

1. Estimate on the chart below the average inmate population in a given week.

MALE	FEMALE	JUVENILE	BLACK	WHITE	HISPANIC	OTHER	TOTAL

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3. According to state statutes, what is the maximum age for juveniles? \_\_\_\_\_  
Under what special conditions can they be tried as adults? Please list \_\_\_\_\_

4. Estimate the ratio of first offenders to repeat offenders in the jail? \_\_\_\_\_

Are there plans for new jail construction? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, What are the counties involved: \_\_\_\_\_

Date construction to begin: \_\_\_\_\_ Date of opening: \_\_\_\_\_

Number of beds: \_\_\_\_\_ Estimated cost: \_\_\_\_\_

JAIL PROGRAMS

6. Mark an X next to the programs that you now have in your community/jail.

Alternatives to Incarceration	In-jail Programs	Post-Jail Programs
Third party custody _____	Arts and crafts _____	A.A. _____
Release on _____	Counseling _____	Alcohol treatment _____
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Pre-Release centers _____	Legal Aid _____	Emergency housing _____
Detoxification _____	Volunteer visits _____	Halfway houses _____
Community Service _____	Religious services _____	Job placement _____
Probation _____	Recreation _____	Volunteer support _____
Restitution _____	Library _____	Other Programs _____
Other Alternatives _____	Other Programs _____	SPECIFY _____
SPECIFY _____	SPECIFY _____	

-2-

7. Check below available meeting space(s) in the jail:

Classroom \_\_\_\_\_ Meeting rooms for volunteer programs \_\_\_\_\_  
Booths for lawyers \_\_\_\_\_  
General visiting area \_\_\_\_\_ Recreation rooms \_\_\_\_\_  
Dining hall \_\_\_\_\_

8. How would you identify the needs and problem of prisoners in the jail?  
Please complete the chart below.

Pre-trial (before sentencing)	During Incarceration (while sentenced)	After Release

VOLUNTEER PROGRAMS

9. To determine the programmatic needs for the jail, it is important to look at the history of any volunteer activities within the jail. Please complete the chart below.

FORMER PROGRAMS	SPONSORING GROUP	DATE STARTED	DATE ENDED	REASON PRO- GRAM ENDED

10. Are there any volunteer groups in the jail at the present time? Yes \_\_\_\_\_  
No \_\_\_\_\_ If yes, please complete the chart below

Name of Sponsoring Group	Program Emphasis	Person to Contact/Telephone	Date Initia

11. List agencies below in your community that serve as a "clearinghouse" for volunteers, placing them with volunteer programs.

Agency	Specializes in Services to:	Contact	Phone Number
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# COMMUNITY RESOURCES

12. Listed below are some typical immediate needs of prisoners and their families. Please complete the chart below for those services in your community.

NEED	AGENCY	CONTACT PERSON	PHONE NUMBER
Emergency Housing			
Food Stamps			
Mental Health Service			
Alcohol-related Problems			
Drug-related Problems			
Medical Referrals			
Transportation Services			

13. Some groups in your community may have compiled a directory of services available to residents. The following are suggested for your investigation.

Agency	Directory Available	Publication Date	Contact	Phone Number
AMERICAN WAY				
CHAMBER OF COMMERCE				
CIVIL SERVICE DEPARTMENT (LOCAL GOVERNMENT UNIT)				
PUBLIC LIBRARY				
LEAGUE OF WOMEN VOTERS				
OTHER:				

14. Please list the local newspapers serving your community.

Name of Newspaper	Editor	Distribution	(daily or weekly)

15. List local television and radio stations that serve your community.

(T.V.) Name of Station	Station Manager	Location
(Radio)		

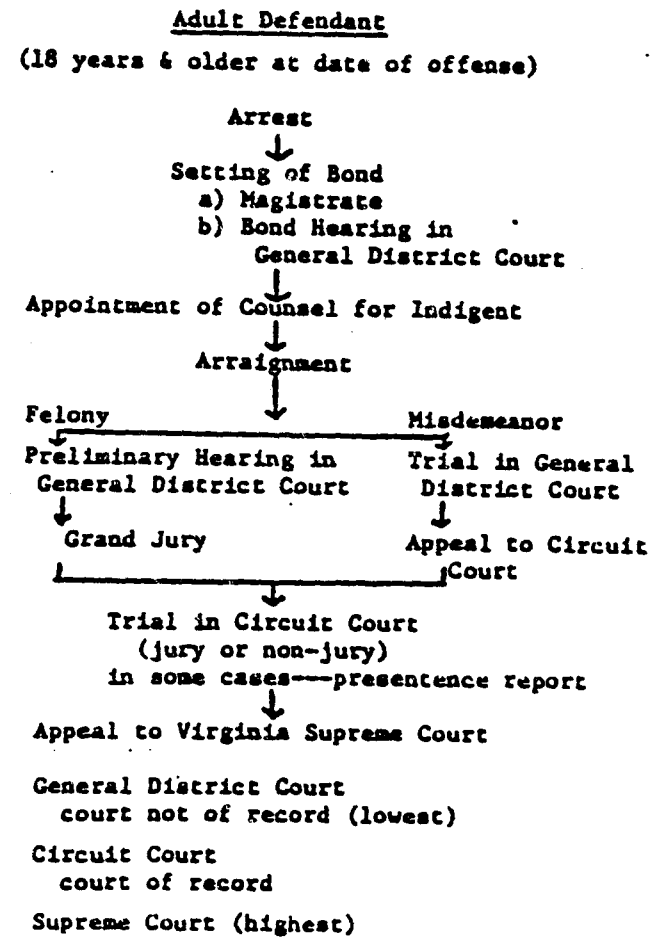
16. Identify funding sources which are known to have a particular interest in criminal justice.

SOURCE	CONTACT PERSON	EXAMPLES OF PAST FUNDING	LOCATION
Private Individuals			
Foundations			
Local Government			
State Government			
Federal Government			
Churches			
Other			

17. Please provide the following information;

The name of your area's Comprehensive Employment Training Act (CETA) Prime Sponsor:  
 (Name) \_\_\_\_\_ (Phone #) \_\_\_\_\_  
 (Address) \_\_\_\_\_

18. Please analyze your criminal justice process and put it in flow-chart form, from arrest through adjudication. Below is an example.



Lawyer & #'s:

Name and Relationship of CW		INTERVIEW FORM		DATE	
INTERVIEWER		Charge		On Tr de SC USM DC =	
VERIFIER		NAME		ALIASES	
N W O M F Age		dob		Place of Birth Ht. Wt.	
D.C. or AREA RESIDENT		On and Off Y N for			
PRESENT ADDRESS		Pvt Hm--Rm Hs--Apt#		On & Off Y N	
Length of Residence		Pay own rent Y N \$		Phone	
Lives with (relation)		Remarks			
PRIOR ADDRESS		Pvt Hm--Rm Hs--Apt#		On & Off Y N	
Length of Residence		Lived with (relation)			
Reason for moving-Remarks		FAMILY IN D.C. AREA not living with defendant (relation)			
MARRIED N W D C CL how long		Status T S L S how long		Support wife Y N	
CHILDREN No. Sex Age		By Wife GF		Support Children Y N	
Children living with		Address (if not with defendant)			
POSSIBLE CUSTODIAN relationship; occupat.		PRESENT EMPLOYMENT ADDRESS			
Length of employment		Type work		Wages	
Supervisor		Phone		Remarks	
PRIOR EMPLOYMENT ADDRESS		Length of employment		Type work Why left	
SUBSTITUTE--UNEMPLOYED how long		How supported			
Remarks		Student at		Highest completed Grad. Y N	
HEALTH		Physical Disorder Y N Nature		Where treated	
Hospitalized for Mental Disorder Y N When		Where		How long	
Narcotics now Y N ever Y N When last		Type		Treatment	
Alcoholic Y N		COURT CONTACT: Court Appearances			
BOND:		Now Y N When Where Charge PR or Bondsman Due Back		Show Y N	
PROBATION - PAROLE - CONDITIONAL RELEASE: Present/Prior Officer		Y N Present Charge When Revoked Y N Why		Y N Prior	
CRIMINAL RECORD: (In- and out-of-D.C.)		REFERENCES:		Name Address Relation Phone In Ct?	
<input type="checkbox"/> MPD Record Furnished		1.			
		2.			
		3.			
		4.			
VERIFICATION AND RECOMMENDATION:		<input type="checkbox"/> Escaped/elop		<input type="checkbox"/> Prior no show	
<input type="checkbox"/> NORMAL Possible (V) - 1 (II) 3 2 1 (I) 4 3 2 1 (III) 4 3 2 1 ( ) 1 2 3 4 5 6 7		<input type="checkbox"/> YOUTH Verified (V) - 1 (II) 3 2 1 (I) 4 3 2 1 (III) 4 3 2 1 ( ) 1 2 3 4 5 6 7		<input type="checkbox"/> Refused interview	
<input type="checkbox"/> CITATION Court Rec. PR WR <input type="checkbox"/> NO REC. Reason		<input type="checkbox"/> CONDITIONS I Habed III ab V Orabc		<input type="checkbox"/> RVTDS	
ACTION: CITATION <input type="checkbox"/> Not Rel. (reas. ) <input type="checkbox"/> Rel-Due Back USA CC		<input type="checkbox"/> FINANCIAL		<input type="checkbox"/> Disturb ment cond	
				<input type="checkbox"/> Oppressed by another (prob, ReA, BW)	
				<input type="checkbox"/> Undetermined info	
				<input type="checkbox"/> Transient	
				<input type="checkbox"/> No fixed address	
				<input type="checkbox"/> Unverifiable	
				<input type="checkbox"/> would if 1 and/or II	
				<input type="checkbox"/> Unverified <input type="checkbox"/> Insuff	
				<input type="checkbox"/> status <input type="checkbox"/> by telephone	
				<input type="checkbox"/> Under Sent <input type="checkbox"/> Cs Off	

### Advantages of JP<sup>1</sup> and CG<sup>2</sup> Volunteer Programs

Program Type	Advantage	Comments
JP	1. Maximal control over program functioning. Full supervision of volunteers.	1. Security and safety concerns can be addressed in both models through volunteer screening, training, and guidelines. Partial supervision of volunteers by jail staff in CG model.
JP	2. Faster start-up time.	2. Program size and goals justify delay in getting broader involvement.
JP	3. Greater sense of program ownership by jail personnel, initially.	3. Program may be associated with one staff members. Ultimate staff acceptance for JP and CG programs come out of operational experience.
CG	1. Less work for jail administration and staff.	1. Some periodic work must still be contributed by jail personnel.
CG	2. Longevity. Less dependence on the presence of any one individual.	2. Longevity in CG programs made less certain by "soft money" funding. There are ways to cope with this.
CG	3. Volunteers can serve as outside support for jail personnel on issues of crowding, poor conditions, and staff ratios.	3. Not a commonly perceived advantage. Community volunteers often viewed with suspicion by jail staff.
CG	4. Program more likely to grow in jail-related directions outside of jail.	4. JP program less likely to seek growth beyond in-jail functions.
CG	5. Program more likely to develop helpful links with other community organizations.	5. JP program likely to be seen as part of jail, not a community effort.

APPENDIX C

1. JP volunteer programs are those administered by jail personnel.  
2. CG volunteer programs are those administered by a community group.

## Filing System

### Section I - Client files

Divide client files into two main sections: ACTIVE and INACTIVE. File alphabetically in appropriate section. If it is desirable to divide Active section into sub-categories (e.g. those needing job placement and those already placed) do so by placing a colored coded dot on the label of the client's folder. (See attached for sample coding system).

### Section II - Volunteer files

Maintain a folder on each volunteer and file alphabetically in separate section.

### Section III - Financial files

The financial section should include all items pertaining to the flow of money in and out of the program. Such items as the following might be included:

- 1) Records of funding contracts (by funding agency)
  - a) copies of financial reports
  - b) copy of signed contract with budget
  - c) copy of regulations affecting use of monies
- 2) Financial records of program
  - a) Financial reports to Board of Directors
  - b) Unpaid bills to be posted
  - c) Unpaid bills posted (Accounts Payable)
  - d) Paid bills by creditor - last paid bill on top with check # and date
    - 1) Individual major creditors - one folder each
    - 2) Miscellaneous creditors by date of payment - one folder for all
- 3) Checking account statements and cancelled checks
- 4) Trial balances (monthly) from general ledger and adding machine tapes
- 5) Federal and state tax forms

### Section IV - Topical files

The topical files contain any files not included in the other sections. Examples of categories which might be found in this section are funding sources, (all correspondence and programmatic reports), community and national groups with which the program has significant contact, other OAR programs including OAR/USA, minutes and correspondence with Board of Directors, literature from membership organizations etc

Within each section it would be advisable to file the folders alphabetically by the most significant word in the title (e.g. a folder containing monthly reports to the Board would be filed under Reports to Board or Board of Directors - Reports but not under Monthly Reports to Board.) Also, using a different colored label for each section (e.g. red for financial, blue for clients, yellow for topical etc.) helps to identify what section a folder belongs in and minimizes misfiling.

It is also advisable to make two copies of all correspondence leaving the office, filing one copy in Correspondence Chronological and one in the appropriate subject file.

## Client Files With Vocational Component

Divide files into two major sections: ACTIVE and INACTIVE.

Instead of sub-dividing the ACTIVE section into sub-categories indicate the participant's status by the following code:

- 1) Enrolled: Manila folder with name typed on label. File alphabetically in ACTIVE section

  
Doe, John


- 2) Pending Placement: A "J" is written on the right side of the label when the person becomes job-ready (or completes Job-Seekings Skills Workshops), and job development (job search) begins. File alphabetically in ACTIVE section.

  
Doe, John J

- 3) Employed/needing follow-up: A colored dot is placed over the "J" at the time of employment. File alphabetically in ACTIVE section. At the end of the follow-up period, file in INACTIVE section.

  
Doe, John

- 4) Subsequent placements: When a person requires aid in finding a second job, remove the colored dot from over the "J" and place it beside the "J". File alphabetically in ACTIVE section. Repeat step 3 when employment is located.

  
Doe, John J

  
Doe, John

INACTIVE: Clients who have not been active for two months or longer should be placed in INACTIVE unless there are extenuating circumstances.

Client folders: Maintain in each client folder at a minimum:

- 1) Employment Development Plan (See page 10, 11, 12 of Work Empowerment Manual)
- 2) Offender Summary Record listing chronologically date, action taken, results and staff person providing the service.

## Financial Management

Good financial management is based on solid bookkeeping and accurate financial reporting. A good set of books will go a long way in providing the program with solid fiscal management leading to:

- 1) More time and energy to devote to improving program services.
- 2) Improved financial forecasting and foreseeing of cash flow difficulties and solutions.
- 3) Solid footing when audited by funding sources.
- 4) Good reputation for management of funds and increased likelihood of funding or refunding. (Many funding sources, especially government are more concerned about financial accountability than program results.)

Inferior accounting is the bane of small profit and not-for-profit organizations. No matter how honest or pure your intentions, a bad audit report to a funding source will be difficult to live down. Poor accounting will almost always result in:

- 1) Loss of thousands of dollars in mismanaged funds, unallowable costs, fines, and penalties.
- 2) Difficulty in focusing on primary purpose of program because of excessive time and energy spent in responding to poor audit reports and meeting with funding representatives to convince them not to discontinue funding.
- 3) Unexpected cash flow problems for which you are unprepared.
- 4) Hesitancy on the part of funding sources to provide funds because of a reputation of poor fiscal management.

In fact, because accounting records depend on consistent, solid effort, they are much more difficult to correct than programmatic inadequacies which often yield to an enthusiastic staff person or a reorganization. Good accounting cannot make up for a bad program, but bad accounting can bring a good program down.

Good accounting is based on generally accepted accounting principles (GAAP) laid down by the accounting profession. Transactions will occur in the course of the accounting year which do not seem to fit neatly into the set-up of the books. On those occasions, it is good to consult with a qualified accountant or similar type person. It is important that such a person be recruited onto your Board of Directors.

The accounting function is a supporting function which is much easier to do right from the beginning than to correct at a latter date. Done well it will provide the program with information it needs with a small time investment.

## SOME BASIC ACCOUNTING

- 1)  $\text{Assets} = \text{Liabilities} + \text{Fund Balance}$ -----Basic Accounting Equation
- 2)  $\text{Fund Balance} = \text{Income} - \text{Expenses}$  (Fund Balance is adjusted in the books at the close of the accounting year.)
- 3) Debits = The left-hand side of the Debit/Credit column.  
Credits = The right-hand side of the Debit/Credit column.  
  
Don't try to apply common language definitions of debit/credit to their use in accounting.
- 4)  $\text{Debits} = \text{Credits}$ -----Double-entry bookkeeping.  
  
A balanced ledger means that for each debit entered an equal credit has been entered. It does not mean that the entry correctly reflects the transaction.
- 5) Normal Balance = The kind of balance (debit or credit) normally expected to appear in a given category (Assets, liabilities, fund balance, income or expense).

Normal balance for each category is:

Assets = Debit Balance.  
Liabilities = Credit Balance  
Fund Balance = Credit Balance  
Income = Credit Balance  
Expense = Debit Balance

To increase a category with a debit normal balance, debit the account.  
To decrease a category with a debit normal balance, credit the account.

To increase a category with a credit normal balance, credit the account.  
To decrease a category with a credit normal balance, debit the account.

Abnormal balances (should they occur) are shown as negative numbers.

- 6) Assets, Liabilities, and Fund Balance = Balance Sheet Accounts. Balance Sheet accounts are never closed out unless the account no longer exists.  
  
Income and Expense = Nominal accounts. Income and Expense accounts are closed out at the end of the accounting year to the Fund Balance account.
- 7) Daily Journals or "Journals of original entry"

Accounts Payable - a journal in which all bills are recorded as received  
Cash Disbursements - a journal in which all checks are recorded when written, (including voided checks).  
Cash Received - a journal in which all cash receipts from outside sources (not an in-house transfer of funds) are recorded as received.  
General Journal - any transaction which does not fit in the other journals. Usually used for corrections, accrual of expenses, and recognition of non-cash transactions.

Basic Accounting continued

- 8) General Ledger - Summary (usually monthly) of Daily Journal activities.
- 9) Trial balance - Adding of all debit balances in the General Ledger to see if they equal the sum of all credit balances in the General Ledger. Result=Balanced General Ledger.
- 10) Bank Reconciliation:

Balance in cash accounts Plus (or minus) any adjustments (service charge, non-sufficient funds check etc.) made by bank and not previously recorded in books.	EQUALS	Bank Statement Balance Plus (or minus) any adjustments (outstanding checks or deposits) made by company but not yet recorded by bank.
--	--------	---

The Bank Reconciliation is very important because it indicates control of cash. (All debits and credits to the cash account have been properly recorded.)

Financial Records

Maintaining financial records are an important part of the bookkeeping function. All source documents (invoices and the like), payroll records, time sheets, bank reconciliations, worksheets, trial balances, and financial reports should be kept onfile as part of a permanent record.

The financial section of the filing system should include all items pertaining to the flow of money in and out of the program. Such items as the following might be included:

- 1) Records of funding contracts ( by funding agency)
  - a) copies of financial reports to agency
  - b) copy of signed contract with budget
  - c) copy of regulations affecting use of monies
- 2) Financial records of program
  - a) Financial reports to Board of Directors
  - b) Unpaid bills to be posted
  - c) Unpaid bills posted (Accounts Payable)
  - d) Paid bills by creditor - last paid bill on top with check # and date
    - 1) Individual major creditors - one folder each
    - 2) Miscellaneous creditors by check number used to pay bill - one folder for all
  - e) Trial Balances (monthly) from general ledger and adding machine tapes
  - f) Bank Reconciliations
  - g) Checking account statements and cancelled checks
  - h) Time Sheets
- 3) Federal and state tax forms



Chart of Accounts

The Chart of Accounts list the account numbers for all accounts used by a program. A sample chart follows:

Chart of Accounts

Asset = 100's  
Liabilities = 200 - 239  
Fund Balance = 240 - 299  
Income = 300's  
Expenses = 400's

Fund Numbers: Unrestricted = 0  
CETA = 1

<u>ASSETS</u>	100	Cash in Bank - First Bank
	101	Cash in Savings
	106	Employee Advance
	107	Petty Cash
	120	Accounts Receivable
	125	Contract Receivable
	135	Refundable Deposits
	136	Prepaid Expenses
	150	Office Equipment
	151	Accumulated Depreciation on Equipment
<u>LIABILITIES</u>	200	Accounts Payable
	204	FICA Tax Payable
	205	FICA Tax Withheld from employer's paycheck
	206	Federal Income Taxes Withheld
	207	State Taxes Withheld
	220	Accrued Payroll Taxes
	222	Accrued Interest
<u>FUND BALANCES</u>	240	Fund Balance - Unrestricted
	241	Fund Balance - CETA
<u>INCOME</u>	300	Unrestricted
	301	CETA
<u>Expenses</u>	400	Salaries
	405	Social Security (FICA)
	415	Hospitalization
	420	Unemployment Insurance
	425	Travel
	430	Equipment
	432	Advertising
	439	Interest Expense

EXPENSES cont. 440  
443  
450  
451  
452  
453  
454  
455  
456  
458  
460  
490

Office Supplies  
Postage  
Bookkeeping and Audit  
Legal  
Insurance  
Equipment maintenance  
Printing and Reproduction  
Telephone  
Rent  
Consulting Services  
Utilities  
Discretionary

New account numbers can be added simply by assigning the new category an unused number. For example an new type of expense could be assigned a number such as 427—a number which is not now being used.

Income Statement  
Period ending 2/28/19\_\_

	Unrestricted	CETA Grant	Total
<u>Income</u>			
Grants and donations	\$ 2,035.00	\$10,587.26	\$12,622.26
<u>Expenses</u>			
Salaries	\$ -0-	\$ 6,517.48	\$ 6,517.48
FICA Tax	-0-	423.84	423.84
Hospitalization	-0-	55.92	55.92
Travel	9.36	211.00	220.36
Supplies	13.40	76.41	89.81
Books, Periodicals, Memberships	20.00	-0-	20.00
Postage	15.00	28.00	43.00
Legal	2.00	-0-	2.00
Printing	-0-	45.60	45.60
Telephone	171.74	461.00	632.74
Rent	-0-	143.46	143.46
Total Expenses	\$ 231.50	\$ 7,962.71	\$ 8,194.21
Excess of Income over Expenses	\$ 1,803.50	2,624.55	\$ 4,428.05
Excess of Income over Expenses	\$ 1,803.50	\$ 2,624.55	\$ 4,428.05
Fund Balance Beginning of Period (1/1/19__)	98.32	35.81	134.13
Accumulated Fund Balance	\$ 1,901.82	\$ 2,660.36	\$ 4,562.18

APPENDIX E (cont'd)

Balance Sheet  
February 28, 19\_\_

<u>Assets</u>	
Cash - Checking	\$ 3,374.71
Cash - Savings	2,822.19
Petty Cash	25.00
Total Assets	\$ 6,221.90
<u>Liabilities</u>	
Accounts Payable	\$ 543.24
FICA Tax Payable	211.92
FICA Tax Withheld	211.92
Federal Tax Withheld	572.40
State Tax Withheld	120.24
Total Liabilities	\$ 1,659.72
<u>Fund Balances</u>	
Accumulated Fund Balances (See Income Statement)	\$ 4,562.18
Total Liabilities and Fund Balances	\$ 6,221.90

APPENDIX E (cont'd)

Income and expense Sheet  
Monthly Report

GRANT \_\_\_\_\_

	Category Code		Budget Amount	Month of _____	Total to Date	Budget Balance	Projected Expenses Month of _____
<u>Income</u>	301						
<u>Expenses</u>							
Salaries	1400	808					
FICA Tax Expense	1405	808					
Hospitalization	1415	808					
Workmen's Compensation	1452	808					
Unemployment Insurance	1420	808					
Travel	1425	860					
Operating Expenses							
Telephone	1455	851					
Printing	1454	727					
Postage	1443	728					
Office Supplies	1440	730					
Books & Periodicals	1442	730					
Rent	1456	920					
Utilities	1460	920					
Total Expenses							

Date of report \_\_\_\_\_

Signed \_\_\_\_\_

APPENDIX E (cont'd)

### Sample One-Year Budget

<u>Salaries</u>	<u>\$38,400</u>
Program Director (Jail/Volunteer Specialist)	16,200
Job Specialist	12,000
Administrative Assistant	10,200
<u>Fringe Benefits</u>	<u>\$ 4,718</u>
Social Security @ 6.13% of payroll	2,354
Hospitalization @\$84/mo/person	1,080
Unemployment 3.4% of 1st \$6,000	612
Workmen's Compensation 1.75% of payroll	672
<u>TOTAL PERSONNEL COSTS</u>	<u>\$45,062</u>
<u>Travel (.20/mile and \$35 per diem = rate of reimbursement)</u>	<u>\$ 2,100</u>
Conference travel and per diem	600
\$125/mo for 12 months other travel (450/mi/mo + 1 per diem)	1,500
<u>Operating Expenses</u>	<u>\$ 9,370</u>
Printing @ \$60/month	720
Equipment maintenance	150
Office Supplies @ \$60/month	720
Insurance (fidelity bond)	110
Utilities @ \$50/month for 12 months	600
Rent @ \$200/month for 12 months	2,400
Telephone @ \$160/month for 12 months	1,920
Books, periodicals, memberships	150
Emergency Fund for Participants \$70/month	840
Training Supplies @ \$180/year	180
Discretionary	100
Contractual Services	1,000
<u>TOTAL BUDGET</u>	<u>\$54,588</u>

TO: Public Relations Committee  
FROM: Board of Directors,

### GENERAL COMMISSION

The Public Relations Committee is responsible to the Board of Directors to assume primary responsibility for matters pertaining to informing the public on an on-going basis of the organization's purpose, changes, progress and successes; and further to enlist community involvement in the organization.

### COMPOSITION

1. The chairperson of this committee is appointed by the Board chairperson.
2. Committee members are appointed by the Board chairperson in consultation with the committee chairperson.
3. The membership shall include a chairperson, at least two other members of the Board, and staff ex-officio.
4. Additional members may be appointed (not necessarily members of the Board) as needed.

### RESPONSIBILITIES

1. Develop an overall campaign to inform the public.
2. Design and develop printed material: brochure, posters, flyers.
3. Arrange for media coverage and interviews: TV, radio, newspaper.
4. Develop a speaker's bureau and arrange appointments for presentations on a monthly basis.
5. Aid staff in designing newsletter format.
6. Conduct special events.
7. Gather information with regard to criminal justice system, volunteerism, for use by Board and staff.

TO: Executive Committee  
FROM: Board of Directors,

#### GENERAL COMMISSION

The Executive Committee is to function on behalf of the Board of Directors in matters of emergency and interim periods between regularly scheduled Board meetings. The Executive Committee shall have and exercise the authority of the Board of Directors provided that such authority shall not operate to circumvent the responsibility and authority vested in the Board of Directors by the ARTICLES and BY-LAWS.

#### COMPOSITION

1. The Executive Committee shall be composed of the officers of the Board of Directors and the chair of each standing committee.
2. Other persons such as chair of ad-hoc committees, at-large members, and/or past officers may be appointed at the discretion of the Board.
3. The Executive Director is ex-officio member of the Executive Committee.

#### RESPONSIBILITIES

1. Respond to the call of the Board Chairperson or the Executive Director for emergency meetings to deal with special problems between Board meetings.
2. At the discretion of the Board Chairperson meet to review general work of the organization, establish the agenda for the Board meeting, and supervise the work of committees.

TO: Nominating and Personnel Committee  
FROM: Board of Directors,

#### GENERAL COMMISSION

The Nomination Committee is responsible to the Board of Directors to assume primary responsibility for matters pertaining to persons and staff, the selection and management of human resources on the Board and staff.

#### COMPOSITION

1. The chairperson of this committee is appointed by the Board chairperson.
2. Committee members are appointed by the Board chairperson in consultation with the committee chairperson.
3. The membership shall include a chairperson, at least 3 other members of the Board, and staff ex-officio.
4. Additional members may be appointed (not necessarily members of the Board) as needed.

#### RESPONSIBILITIES

1. Review present Board considering breadth of skills, talents, perspectives and the level of participation by each member; so as to guide nominations.
2. Nominate for Board service such candidates as have real contribution to make and are committed to serve if elected.
3. Poll the Board annually as to the areas of Committee service each is best skilled for and interested in.
4. Evaluate the work of the Executive Director annually.
5. Serve as a search committee in the event of a vacancy in the Executive Director position.
6. Prepare proposed personnel policies for adoption by the Board.
7. Hear grievances from staff members if unresolved by the Executive Director.
8. Recommend salary schedule annually to the Finance Committee.
9. Provide orientation and training for Board members.

TO: Program Development Committee  
FROM: Board of Directors,

#### GENERAL COMMISSION

The Program Development Committee is responsible to the Board of Directors to assume primary responsibility for matters pertaining to creation and evolution of services provided

#### COMPOSITION

1. The chairperson of this committee is appointed by the Board chairperson.
2. Committee members are appointed by the Board chairperson in consultation with the committee chairperson.
3. The membership shall include a chairperson, at least 3 other members of the Board, and staff ex-officio.
4. Additional members may be appointed (not necessarily members of the Board) as needed.

#### RESPONSIBILITIES

1. Establish an annual plan which includes: what will be done, how it will be accomplished, who is responsible for doing it, the target date for accomplishing it and the resources (people, space, dollars) required.
2. Monitor service delivery as it relates to any contract(s)
3. Review quarterly service delivery reports and send report to appropriate agencies,
4. Evaluate service delivery on an annual basis.
5. Research the need for and design of potential new programs.
6. Establish with the staff the operating policy for: a) volunteer training and screening, b) communication procedures with Jail personnel, c) selection of prisoners for participation and d) record-keeping.

TO: Finance Committee  
FROM: Board of Directors,

#### GENERAL COMMISSION

The Finance Committee is responsible to the Board of Directors to assume primary responsibility for matters pertaining to fund-raising, investments, capital expenditures, budget and fiscal control.

#### COMPOSITION

1. The Chairperson of this committee is appointed by the Board Chairperson.
2. Committee members are appointed by the Board Chairperson in consultation with the committee chairperson.
3. Membership shall include a chairperson, the treasurer of the Board, a minimum of 2 other members of the Board of Directors, and staff ex-officio.
4. Additional members may be appointed (not necessarily members of the Board) as needed.

#### RESPONSIBILITIES

1. Draft a recommended annual budget for adoption by the Board of Directors.
2. Review monthly financial reports.
3. Prepare plan for generating required income for the year and participate in implementing that plan.
4. Approve budget alternatives during the year and make report/recommendation to the Board.
5. Other related tasks as may be assigned by the Board.

## JOB DESCRIPTIONS

### Program Director (Volunteer Coordinator)

1. Responsible for implementing policy and conducting an effective program.
2. Supervises staff and volunteers.
3. Recruits and screens volunteer applicants.
4. Coordinates periodic basic training sessions for volunteers.
5. Conducts monthly "feed-back" gatherings of volunteers.
6. Matches volunteers with offenders.
7. Liaison person with jail management and court personnel.
8. Maintains friendly relationships with community organizations providing special services to offenders.
9. Administers public information program.

### ADMINISTRATIVE ASSISTANT

1. Assists Director with volunteer screening and training (makes appointments, makes arrangements for training facilities, ensures that all necessary material and equipment is available, etc.)
2. Assists Director in the preparation of public information materials.
3. Provides preliminary information to prospective volunteers and others.
4. Keeps administrative and financial files and records.
5. Provides secretarial support.
6. Acts as local purchasing agent and maintains supplies.
7. Other duties as designated by Director.

### JOB SPECIALIST

1. Provides liaison with Employment Security Office.
2. Conducts employment component of the volunteer training.
3. Develops job openings and promotes the hiring of ex-offenders.
4. Counsels participants and their assigned volunteers in relation to job market and employer's needs.
5. Serves as liaison with employers of participants.
6. Obtains data pertaining to employment of participants as to hires, duration of hires and job ladder progress.

## VOLUNTEER REGISTRATION

DATE \_\_\_\_\_

NAME \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_

BUSINESS ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_ SEX \_\_\_\_\_ MARITAL STATUS (CHECK ONE)

- ☐ Never married  
☐ Married  
☐ Widowed  
☐ Divorced  
☐ Separated

RELIGION \_\_\_\_\_

NUMBER OF CHILDREN LIVING AT HOME \_\_\_\_\_. NUMBER OF OTHER FAMILY MEMBERS LIVING IN YOUR HOME (INCLUDE SPOUSE) \_\_\_\_\_.

HIGHEST SCHOOL GRADE COMPLETED \_\_\_\_\_. ANY OTHER FORMAL EDUCATION OR TRAINING? \_\_\_\_\_

PRESENT JOB (INCLUDE BRIEF DESCRIPTION OF DUTIES) \_\_\_\_\_

HAVE YOU DONE ANY OTHER VOLUNTEER WORK? IF SO, WHAT KIND, FOR WHOM AND WHEN? \_\_\_\_\_

-----  
(PLEASE DO NOT WRITE BELOW)

WHAT HOBBIES AND RECREATIONAL ACTIVITIES DO YOU ENJOY? \_\_\_\_\_

WHAT ORGANIZATIONS DO YOU BELONG TO? (FRATERNAL, CLUBS, CHURCH GROUPS, SPORTS TEAMS, POLITICAL, ETC.) \_\_\_\_\_

WILL YOU PARTICIPATE IN OAR DURING THE SUMMER MONTHS? YES\_\_\_ NO\_\_\_

We are interested in your ideas and views on crime and delinquency and their causes and treatment. There is room for many kinds of view and we want to try out as many of these views as seem reasonable. Please state your views frankly at the bottom of this sheet. If you need to, use a separate sheet.

PLEASE LIST TWO PERSONAL REFERENCES

NAME

ADDRESS/PHONE NUMBER

I have read the OAR leaflet. I do want to serve as a volunteer to help offenders help their lives. I am prepared to receive training and to devote 104 hours monthly to this purpose for one year. I will hold OAR blameless if I incur injury incident to my OAR work.

NOTE: It is part of OAR procedure to make appropriate checks on the suitability of any new volunteer for the responsibility of work involving offenders. We trust you will understand this in the spirit intended. Any checks will be made in a manner designed not to cause you embarrassment and will be kept in confidence.

\_\_\_\_\_  
(SIGNATURE OF VOLUNTEER)

Please understand that your obligation as a volunteer includes attending monthly feedback sessions and sending monthly action sheets. Your commitment to your offender does not cease when your offender is released from jail. That is often when you will be needed most.

LOG SHEET

DATE	VOLUNTEER'S NAME	OFFENDER RECEIVED	TIME IN	TIME OUT	COMMENTS
------	------------------	-------------------	---------	----------	----------



OFFENDER REGISTRATION

DATE INTERVIEWED \_\_\_\_\_

VOLUNTEER ASSIGNED \_\_\_\_\_ DATE \_\_\_\_\_

What is your name? \_\_\_\_\_

Your home address? \_\_\_\_\_ Phone \_\_\_\_\_

How long? \_\_\_\_\_ mos. In community? \_\_\_\_\_ mos. Planning to stay? \_\_\_\_\_ mos. yrs. yrs. yrs.

When were you born? \_\_\_\_\_

Male \_\_\_\_\_ Married \_\_\_\_\_ Black \_\_\_\_\_  
Female \_\_\_\_\_ Never Married \_\_\_\_\_ White \_\_\_\_\_  
Widowed \_\_\_\_\_ Other \_\_\_\_\_  
Divorced \_\_\_\_\_  
Separated \_\_\_\_\_

Who do you live with? \_\_\_\_\_ Spouse \_\_\_\_\_ Children \_\_\_\_\_  
Parents \_\_\_\_\_ Other \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Family situation (health, financial, etc.) \_\_\_\_\_

What is the highest school grade you completed? \_\_\_\_\_ Any other formal education or training? \_\_\_\_\_

Interested in some adult education while in jail? \_\_\_\_\_ yes \_\_\_\_\_ no

What kind of work do you do or what kind of work did you last do? \_\_\_\_\_

YES	CHARACTERISTICS	NO	Notes:
	Has ability and willingness to communicate		
	Is concerned about others		
	Responds to raise		
	Shows maturity acts his age		
	Maintains self-respect		
	Has outside recreational interests		
	Has positive attitude toward society		
	Is relaxed, at ease with others		
	Has plans for the future		
	Has support of family		

What do you like to do when not working? \_\_\_\_\_

Any past troubles with the law? \_\_\_\_\_

Present charge? \_\_\_\_\_

Your status: \_\_\_\_\_ Bond: \_\_\_\_\_  
Awaiting trial Has it been set? \_\_\_\_\_ yes \_\_\_\_\_ no  
Awaiting sentence How much? \$ \_\_\_\_\_  
Awaiting appeal Will you make bond? \_\_\_\_\_ yes \_\_\_\_\_ no  
Serving time How long? \_\_\_\_\_ (from today) \_\_\_\_\_ (Total)

Lawyer \_\_\_\_\_

Do you have any medical problems (for example: eyes, ears, dental, drug or alcohol problems)? \_\_\_\_\_

Do you have a plan for the future? \_\_\_\_\_ yes \_\_\_\_\_ no If yes, please discuss your plan: \_\_\_\_\_

What kind of volunteer do you prefer? \_\_\_\_\_  
Older? \_\_\_\_\_ Same age? \_\_\_\_\_ Male? \_\_\_\_\_ Female? \_\_\_\_\_ Black? \_\_\_\_\_ White? \_\_\_\_\_

Why? \_\_\_\_\_

Do you have any other comments? \_\_\_\_\_

INTERVIEWER

MONTHLY ACTION SHEET

Month \_\_\_\_\_  
Date Filed \_\_\_\_\_

FEELER \_\_\_\_\_ VOLUNTEER \_\_\_\_\_

le this Action Sheet by the 5th of the month. Pencil is OK. Check ALL BLOCKS THAT APPLY and clude NECESSARY REMARKS.

OFFENDER'S LOCATION

- ☐ \_\_\_\_\_ Jail  
☐ Other Institution \_\_\_\_\_  
☐ Residence \_\_\_\_\_  
☐ Unknown

MARKS:

OFFENDER'S LEGAL STATUS

- ☐ Awaiting Trial on \_\_\_\_\_ (date)  
☐ Awaiting Sentence on \_\_\_\_\_  
☐ Case Continued until \_\_\_\_\_  
☐ Serving Sentence until \_\_\_\_\_  
☐ On Probation  
☐ In custody of OAR Volunteer  
☐ Post Sentence since \_\_\_\_\_  
☐ Other \_\_\_\_\_

REMARKS:

3. OFFENDER'S ACTIVITY

- ☐ Jailed  
☐ Employed Full Time  
☐ Employed Part Time

Employer \_\_\_\_\_

Occupation

- ☐ Seeking Work  
☐ School

School \_\_\_\_\_

Courses

- ☐ Other \_\_\_\_\_

REMARKS:

4. ASSISTANCE PROVIDED

- ☐ Frequent Visits (more than 3x in 4 weeks)  
☐ Infrequent Visits (EXPLAIN) \_\_\_\_\_  
☐ Negotiated for services on Offender's behalf (attach copies if possible)  
☐ Assisted Offender's family  
☐ Other \_\_\_\_\_  
REMARKS:

5. SERVICES PROVIDED

- Job Placement  
Education or Training  
L 1 Aid  
Bail  
Housing  
Financial  
Tuition  
Medical or Dental  
Food  
Clothing  
Transportation  
Other \_\_\_\_\_

By					
Volunteer/Agency	Name	Key Contact	Telephone		
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
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<input type="checkbox"/>					

REMARKS:

6. PROGRESS THIS MONTH--I believe he or she has progressed toward or regressed from the goal of self-control, self-respect and the ability to cope, this month, as follows:

7. PLANS NEXT MONTH

- ☐ Continue same assistance and services  
☐ Will contact OAR for special help  
☐ Director: Please call to discuss problem: \_\_\_\_\_ (phone) day eve.  
☐ Offender succeeding. OAR should terminate as of \_\_\_\_\_ (date).  
☐ Please assign new Offender.  
☐ Other \_\_\_\_\_

REMARKS:

8. OTHER REMARKS:

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.

A. SCORECARD FOR VOLUNTEER COORDINATORS AND DIRECTORS

Scorecard is intended to be used by coordinators, directors, and supervisors of local volunteer programs. It provides a self-report of a sampling of standards for volunteer program administrative performance. This form is designed to apply generally to a wide variety of volunteer programs and, of course, only a sampling rather than an exhaustive enumeration of all standards are presented.

We suggest that directors or coordinators self-administer Scorecard every three to four months. Directors of new programs will find their programs' scores quite low, but the form itself can serve as a "standard setter" in itself. The form can be given to directors and their supervisors to compare their perceptions of the program; a spread of more than ten points is cause for concern. Also, Scorecard can be used to design a training session for volunteer directors or to help decide on the composition of workshop groups by simply administering it to the group and examining sectional scores.

B. SCORING

The scoring process for this form is very simple. Just count the number of checks in each of the nine sections, record each, and then record the total for all sections. These sectional and total scores are referred to hereafter as "raw scores."

C. NORMS

These norms are based on the responses of 474 people. The sample includes volunteer coordinators in a broad selection of programs from primarily the United States and Canada.

NORMS FOR TOTAL SCORES

"Raw Score" taken directly from Scorecard as per instructions:	You are higher than approximately:
0 - 25	5% of programs
26 - 32	10%
33 - 37	15%
38 - 42	20%
43 - 46	25%
47 - 50	30%
51 - 52	35%
53 - 55	40%
56 - 57	45%
58 - 59	50%
60 - 61	55%
62 - 63	60%
64 - 65	65%
66 - 67	70%
68 - 70	75%
71 - 73	80%
74 - 76	85%
77 - 80	90%
81 - 84	95%
85 - 100	You are in the top 5%

NORMS FOR TOTAL SCORES OF 50 - 65

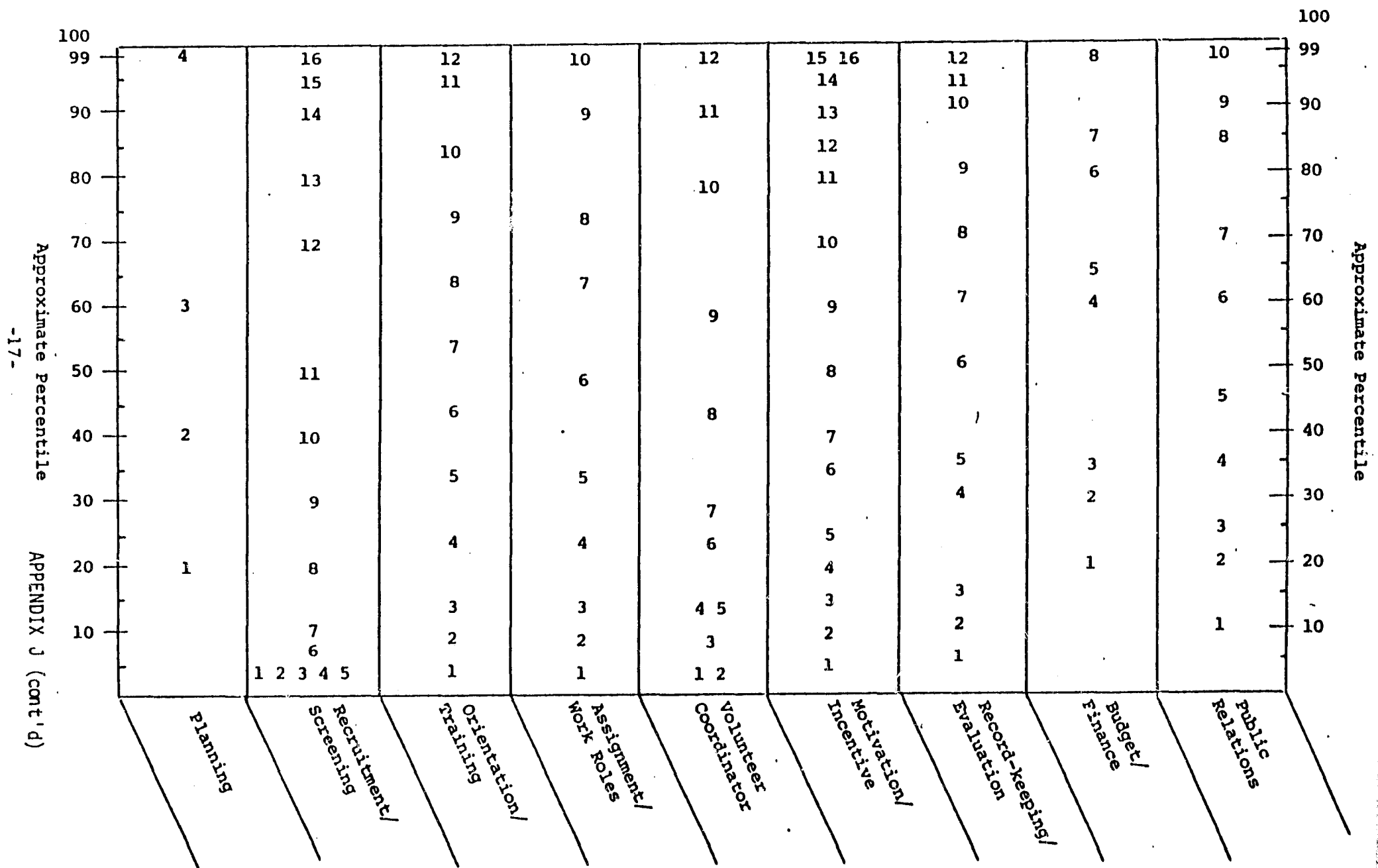
Raw Score	You are higher than approximately:
50	30% of programs
51	33%
52	35%
53	37%
54	38%
55	40%
56	44%
57	45%
58	48%
59	50%
60	53%
61	55%
62	59%
63	60%
64	63%
65	65%

Scorecard is divided into nine sections covering major volunteer program management functions such as Planning, Recruitment and Screening, Orientation and Training, etc.

After tallying each section of Scorecard, locate your raw score in each section of the following grid and circle it; connect the circled scores with straight lines. The resulting line graph will allow you to visualize the strengths and weaknesses of your program, and areas of needed development.

BASIC FEEDBACK SYSTEMS - SCORECARD

Analytic Norms



CHAPTER V  
TOP MANAGEMENT CHECKLIST

National Information Center On Volunteerism, P.O. Box 4179, Boulder, Colorado 80306

TOP MANAGEMENT SELF-CHECKLIST IN REGARD TO VOLUNTEER PROGRAMS

This self-checklist is for top management in your agency or organization, e.g. the Director, Executive Director, Chairperson of the Board, and possibly Associate or Regional Director as well.

The purpose is to enable you to check your attitude with other administrators, and with national practice, in regard to the amount of investment necessary and reasonable in a volunteer program in order to return good results.

Of course, not all the questions below are equally relevant to all agencies and organizations. We ask you simply to "translate" each question as necessary into the terms most relevant to your own organization.

Please read each statement below and then mark it according to the category which comes closest to your view.

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 you. . . . . ☐ ☐

If you don't have significant numbers of volunteers now, i.e., if you have no volunteer program, answer the questions in terms of "I would" or "I plan to." If you do have a volunteer program now, or its beginnings, answer according to how you actually operate now in regard to that program.

- ☐ 1. We have a volunteer program now in our agency.
- ☐ 2. I prefer to have volunteers incorporated as unpaid workers within the agency, rather than as a semi-independent auxiliary outside it.
- ☐ 3. I believe volunteers should be involved in every part of our operations, working with all paid staff. I do not believe volunteers should work primarily and only for the Director-Coordinator-Supervisor of volunteers.
- ☐ 4. We can handle volunteer insurance and liability considerations without much trouble.
- ☐ 5. Volunteers do well enough handling confidential materials. I don't see that is a matter to be particularly concerned about.
- ☐ 6. I'm confident we can attract all the good volunteers we need.
- ☐ 7. Volunteers can be found to help with professional level tasks, as well as more routine ones.
- ☐ 8. The volunteer coordinator's or director's office is adjacent to and/or incorporated with those of the rest of staff.
- ☐ 9. The volunteer program coordinator or director has his or her own secretary or support person.
- ☐ 10. He/she has funds to purchase and/or print volunteer training aids and materials amounting to at least \$10 per year per volunteer.
- ☐ 11. Volunteers do have a room or desk space to call their own in our agency.

I am willing to spend significant amounts from our regular budget for extra volunteer program expenses such as:

- ☐ 12. Mailing of notices.

- \_\_\_ 13. Printing and office materials.
- \_\_\_ 14. An extra telephone.
- \_\_\_ 15. Reimbursement of some work-related expenses for volunteers.
- \_\_\_ 16. Banquets, certificates, and other incentives.
- \_\_\_ 17. If our organization's budget were doubled next year, I would still have at least as many volunteers as we have now.
- \_\_\_ 18. Within three years or less, I think we can use and should have twice our present number of volunteers.

In regard to staff time which must be invested in a quality volunteer program, I am prepared to:

- \_\_\_ 19. Have line staff invest as much as one hour for only two or three hours of volunteer time returned at the beginning of the program (knowing the ratio will get better later).
- \_\_\_ 20. Allow at least ten hours a month of staff orientation to volunteers in the first six months of the program, even if that necessitates some neglect of their other duties.
- \_\_\_ 21. Recognize that working with volunteers might require staff to work some evening and weekend, or other extra time. Therefore, routinely and without question, criticism, or unnecessary extra bureaucracy, we give staff full compensatory time for these activities.
- \_\_\_ 22. We give appropriate recognition to line staff who agree to work with volunteers, seriously train and adjust their roles for this, and successfully work with them. This includes as a minimum, entry into their work records of their supervisory training and experience with volunteers, plus provision for clear and explicit recording in any merit or advancement rating system we have.
- \_\_\_ 23. I give careful if not preferential attention to present or ex-volunteers in my agency in the hiring of new paid staff, based on an objective assessment of their work record and experience as volunteers.
- \_\_\_ 24. I see that volunteers are provided with letters of work recommendation if they request them, or other appropriate work credit, for their use in applying for paid work anywhere else.
- \_\_\_ 25. In selecting any new paid staff, I incorporate as a significant part of our evaluation their receptivity to and experience in working with volunteers. This involves as a minimum some consultation with our Director of Volunteer Services or other experienced person in the area.
- \_\_\_ 26. It also involves giving our volunteer director a veto on the staff candidate for serious objections he/she may have on receptivity to volunteers, appropriately documented.

I personally am willing to:

- \_\_\_ 27. Appear at volunteer training sessions and recognition gatherings to welcome volunteers and express appreciation on behalf of our agency. This may be as many as eight to ten appearances a year.
- \_\_\_ 28. Participate directly on the volunteer program planning and/or advisory board as much as two hours a month.
- \_\_\_ 29. I am not only willing to (questions 27 and 28), I actually do so at present.
- \_\_\_ 30. Our Director of Volunteers devotes at least thirty hours a week solely to the volunteer program.

- \_\_\_ 31. Our director of coordinator is a paid person.
- \_\_\_ 32. His/her salary level is that of a supervisory and/or highly skilled person in our agency.
- \_\_\_ 33. His/her level in administrative status is supervisory.
- \_\_\_ 34. He/she regularly attends and participates in staff meetings.
- \_\_\_ 35. He/she is given substantial time at these meetings to discuss the volunteer program with staff (at least 10% to 20% of meeting time, if necessary).
- \_\_\_ 36. I see the volunteer coordinator-director at least once a week regularly for direct communication on progress and problems in the program.
- \_\_\_ 37. I see as necessary the allocation of work-time, travel, and registration-fee funds for attendance by the coordinator or director at a minimum of two or three training workshops a year, for purposes of improving his/her program leadership skills.
- \_\_\_ 38. Our coordinator-director concentrates exclusively on the volunteer program; he/she does not spend significant time on general public relations, community relations, or the like.
- \_\_\_ 39. Our supervisor of volunteers has undergone special training and requires this on a continuing basis for the skills needed in his/her job.
- \_\_\_ 40. We have a framework or mechanism for identifying and looking at any suggestions volunteers may have for our agency's objectives or operations as a result of their work experience with us.
- \_\_\_ 41. We plan to have eventually at least one volunteer for every three consumers of our service (clients, patients, protégés).
- \_\_\_ 42. We have the above ratio or better right now.
- \_\_\_ 43. We plan to have eventually at least five volunteers for every paid staff member in the agency or organization.
- \_\_\_ 44. We have this ratio or better now.
- \_\_\_ 45. I plan to have at least one volunteer working with me directly or in my office, in administration.
- \_\_\_ 46. I have this situation right now.
- \_\_\_ 47. I myself am presently a regular volunteer in a program in this community (for at least five hours a month).
- \_\_\_ 48. Eventually I would definitely like to see some of our clients (consumers, patients) involved as volunteers.
- \_\_\_ 49. They are now, in significant numbers.
- \_\_\_ 50. I am willing to have the attitudes towards volunteers expressed here checked out against my actual supportive performance sometime in the next six months.

☐

TOTAL SCORE

Signature (Optional) \_\_\_\_\_

Position \_\_\_\_\_

Organization \_\_\_\_\_

Date \_\_\_\_\_



#### A. TOP MANAGEMENT CHECKLIST

The Top Management Checklist is designed for the administrator or high-level supervisor in the agency or organization. This administrator is not directly responsible for operating the volunteer program, but is ultimately responsible for several or all functions of the agency. In many cases, volunteer coordinators have found that this form can be administered to several levels of management in the same organization.

The Top Management Checklist is meant to get a reading on *specific* commitments which the administrator is willing to make on behalf of the volunteer program, distinct from generalized verbal support. Considerable tact and sensitivity is necessary in deciding whether or how to administer this form; for example, perhaps the volunteer coordinator will want to use it only as a basis for a discussion.

This is one of the few forms we suggest administering before a program gets started. If, at that time, top administration does not have minimal understanding or acceptance of the specific commitments necessary from them, the program should not proceed until they do have these. In fact, administration and discussion of this form may help start this process of understanding and commitment.

#### B. SCORING

Simply count the total number of checks and record. This total is considered the "raw score."

#### C. NORMS

The norm sample of 99 responses for the Top Management Checklist is still quite low, and thus the percentiles should be regarded as estimates only. Coordinators may find particular questions more significant for their programs than others (for example questions 45 to 50).

# CONTINUED

## 1 OF 2

# NORMS FOR TOP MANAGEMENT CHECKLIST

If your Top Management Checklist  
raw score is:

You are higher than  
approximately:

0 - 35	5% of programs
36 - 41	10%
42 - 43	15%
44 - 50	20%
51 - 52	25%
53 - 54	30%
55 - 56	35%
57 - 58	40%
59 - 60	45%
61	50%
62	55%
63 - 65	60%
66 - 67	65%
68 - 71	70%
72 - 73	75%
74 - 75	80%
76 - 79	85%
80 - 82	90%
83 - 84	95%
85 - 100	You are in the top 5%

National Criminal Justice Reference Service

**ncjrs**

While portions of this document  
are illegible, it was micro-  
filmed from the best copy  
available. It is being  
distributed because of the  
valuable information it  
contains.

National Institute of Justice  
United States Department of Justice  
Washington, D. C. 20531

CHAPTER VI  
VOLUNTEER FEEDBACK FORM

VOLUNTEER FEEDBACK FORM

We need your help again--your ideas to help us improve our volunteer program. Please give us the benefit of your frank opinion on these questions. You may sign the form or remain anonymous, just as you prefer. Please be sure to give your best answer for all questions on the form. Thank you.

1. How long have you been in this volunteer program? \_\_\_\_\_
2. Please describe briefly your volunteer job(s) in this volunteer program.  
\_\_\_\_\_  
\_\_\_\_\_
3. Where does your volunteer time go in an average month? (Please fill in all the lines as best you can.)
  - \_\_\_\_\_ Hours total per month
  - \_\_\_\_\_ Hours with clients, or otherwise on the job, per month
  - \_\_\_\_\_ Hours consulting with regular staff per month
  - \_\_\_\_\_ Hours in various volunteer meetings per month
  - \_\_\_\_\_ Hours filling out reports, paperwork (not part of the job itself)

4. What are the main reasons you joined up as a volunteer?  
\_\_\_\_\_  
\_\_\_\_\_
5. What are some of the main satisfactions you're getting from your volunteer work now?  
\_\_\_\_\_  
\_\_\_\_\_
6. What are some of the main frustrations?  
\_\_\_\_\_  
\_\_\_\_\_
7. What do you see as some of the good things about this volunteer program now?  
\_\_\_\_\_  
\_\_\_\_\_
8. What do you see as some of the things that could be improved?  
\_\_\_\_\_  
\_\_\_\_\_

9. Please describe any suggestions you may have on useful new jobs volunteers might fill in this program.

10. Has anyone in the organization ever asked you before what you thought of this volunteer program? (Please check the closest to right for you.)

No, never directly ☐ Once or twice, maybe ☐ Many times ☐

11. When your present term or year of volunteer service is up, do you plan to sign up again or continue for another term? (Check one, please.)

Yes, definitely ☐ No ☐ Undecided at this time ☐

12. Have you recommended joining this volunteer program to any of your friends or family?

Yes, definitely ☐ General mention, might not have been strong recommendation ☐

No, not really ☐

13. For this volunteer program, would you please rate each of the things below on a scale of 0 to 5, using the following key:

0 = really doesn't exist  
1 = exists, but poor  
2 = fair  
3 = average  
4 = good  
5 = excellent

Training of volunteers in this program: 0 1 2 3 4 5

Acceptance and support of volunteers by staff: 0 1 2 3 4 5

Recognition given to volunteers: 0 1 2 3 4 5

Volunteers are trusted to do important things: 0 1 2 3 4 5

14. Any other comments you'd care to make would be appreciated.

# A. VOLUNTEER FEEDBACK FORM

The Volunteer Feedback Form is designed for any active volunteer, and it attempts to assess volunteers' satisfactions, frustrations, and effectiveness of time investment. The exact definition of the index is not clear, but additional elements include volunteer dependability and perseverance, and the volunteers' perception of program leadership.

The form should be administered to a sampling of volunteers every three or four months. Volunteer inservice meetings are an excellent forum for completing the forms and subsequent group discussion. The results can be useful for redesigning job descriptions, volunteer training, and general program management. Also, volunteers who have recently resigned from the program can provide important feedback.

# B. SCORING

It is important to note that a great deal of useful information is not included in the scoring index below.

- Question 1: 0-3 mos. = 0 points; 4-6 mos. = 1; 7-12 mos. = 2; 13-23 mos. = 5; 2-5 yrs. = 8 points; more than 5 yrs. = 10.
- 2: One job only = 0 points; 2 jobs = 5; 3 or more = 10.
- 3: Total hours less than 2 = 0 points; 3-5 hrs. = 2; 6-10 hrs. = 5; 11 or more total hours = 7. If ratio for total hours/"hours filling out reports" is more than 5 to 1, add 3 points.
- \*6: 3 or more frustrations = 0 points; 2 frustrations = 3; only 1 frustration = 6; no frustrations or "none" = 10.
- 7: No good things listed or "none" = 0 points; 1 good thing = 3; 2 good things listed = 6; 3 good things = 8; 4 or more good things = 10.
- 10: (a) = 0 points; (b) = 5 points; (c) = 10 points.
- 11: (a) = 10 points; (b) = 0 points; (c) = 5 points.
- 12: (a) = 10 points; (b) = 5 points; (c) = 0 points.
- 13: Add total of points circled in all four items. Ranges from 0 - 20.

Total number of points (raw score)

\*Count of separate units will be somewhat judgmental here.

Signature (Optional) \_\_\_\_\_ Date \_\_\_\_\_

VOLUNTEER PROGRAM \_\_\_\_\_

### C. NORMS

The norms for the Volunteer Feedback Form are based on responses from a total of 187 volunteers. The volunteers are from a wide range of programs: hospital auxiliaries, public schools, Red Cross, criminal justice agencies, RSVP, YMCA, and youth service organizations.

Raw scores range theoretically from 0 to 100. However, practically speaking, it is almost impossible to get a volunteer feedback score of less than 20 to 25; these are virtually free points.

#### NORMS FOR VOLUNTEER FEEDBACK FORM

If your Volunteer Feedback raw score is:	You are higher than approximately:
0 - 40	5% of programs
41 - 43	10%
44 - 47	15%
48 - 50	20%
51 - 53	25%
54 - 56	30%
57 - 58	35%
59 - 60	40%
61 - 62	45%
63 - 64	50%
65 - 66	55%
67	60%
68	65%
69 - 70	70%
71 - 73	75%
74 - 75	80%
76 - 77	85%
78 - 81	90%
82 - 87	95%
88 - 100	You are in the top 5%

### CHAPTER VII

#### STAFF REACTIONS TO VOLUNTEER PROGRAMS



STAFF REACTIONS TO VOLUNTEER PROGRAMS

This questionnaire is not just to make more paperwork for you. It's because we want your frank ideas on the improvement of the volunteer program. You may sign it or not, just as you prefer. Please answer all questions on the form.

1. How long have you had any sort of contact with the volunteer program? \_\_\_\_\_
2. How much time during an average week are you in any sort of contact with volunteers? \_\_\_\_\_ hours.
3. What are the main different things volunteers do directly under your supervision?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What do you think is the best way of organizing volunteer programs for your agency? (Choose the closest to right for you)
  - a. In an organization of their own, as a separate auxiliary.
  - b. Integrated within the agency as "unpaid staff".
  - c. Undecided.
5. In relation to the total number of clients (patients, consumers) served by your agency-organization, what would be the best or highest ratio of volunteers to clients you'd want? (Choose the closest to right for you)
  - a. One volunteer to 50 or more clients.
  - b. One volunteer to 20 clients.
  - c. One volunteer to 5 clients.
  - d. One volunteer to 2 clients.
  - e. One or more volunteers for every client.
6. Could the agency now use:
  - a. More volunteers?
  - b. Fewer volunteers?
  - c. About the same number?
7. What concerns you more about the volunteer program? (Check one in each line)
  - a. Insurance-liability      -or-      b. Volunteer training
  - a. Volunteer turnover rate      -or-      b. Spending too much time with volunteers
8. What jobs, if any, could volunteers usefully perform that they don't now?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Could any jobs volunteers now perform probably be done better or more efficiently using paid professional or paraprofessional paid staff?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. What are some of the things you see as particularly helpful in the volunteer program?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. What are some of the things that could be improved?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. What are the best ways of involving volunteers in your organization or agency? (Choose one on each line)
  - a. Working directly with clients      -or-      b. Administrative duties
  - a. Serving as individuals      -or-      b. Serving as groups
13. Were you ever a volunteer in a service area similar to the one you're in now?  
Yes ☐      No ☐
14. Any other comments or suggestions you'd care to make would be most welcome.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature (Optional) \_\_\_\_\_ Date \_\_\_\_\_

#### A. STAFF REACTIONS TO VOLUNTEER PROGRAMS

This form is designed for paid employees who work directly with volunteers; for example, social workers, nurses, probation officers, and teachers. The form assesses paid staff's impressions of the volunteer program: levels of understanding, commitment, and satisfaction. If used regularly, it should help the coordinator identify the initial stages of staff resistance, while the problem is still manageable. This form can also aid in reorganizing the program towards staff needs.

#### B. SCORING

As with the Volunteer Feedback Form, some important responses are not categorized in this scoring index.

Question 2: 0 hours = 0. Beyond that, points up to 10 for the number of hours reported divided by 2 and rounded to next highest whole number. Thus, if 7 hours is reported = 3½ points rounded to 4 points; 20 hours = 10 points.

- 3: (1) 0 listed = 0 points; 1 listed = 1 point; 2 listed = 3 points; 3 or more = 4 points.  
(2) For every one of first three which appears responsible, add 1 point.  
(3) For every one of first three involving direct significant contact with clients, add 1 point.
- 4: (a) = 0 points; (b) = 10; (c) = 5.
- 5: (a) = 0 points; (b) = 2; (c) = 4; (d) = 6; (e) = 10.
- 6: (a) = 10 points; (b) = 0; (c) = 5.
- 7: (a) = 0 points; (b) = 5 (line 1).  
(a) = 5 points; (b) = 0 (line 2).
- 8: None listed = 0 points; one = 3 points; two = 5; three = 8; four or more = 10.
- 9: 0 or "none" = 10 points; one = 5 points; two or more = 0.
- 10: None = 0 points; one thing listed = 3 points; two things = 5; three things = 8; four or more things = 10.
- 12: (a) = 5 points; (b) = 0 (line 1).  
(a) = 5 points; (b) = 0 (line 2).

\_\_\_\_\_  
Total number of points (raw score)

#### C. NORMS

The norms for the Staff Reactions to Volunteer Programs form are based on responses from a total of 184 paid staff working directly with volunteers.

##### NORMS FOR STAFF REACTIONS TO VOLUNTEER PROGRAMS

If your Staff Support raw score is:	You are higher than approximately:
0 - 39	5% of programs
40 - 45	10%
46 - 47	15%
48 - 49	20%
50 - 51	25%
52 - 53	30%
54 - 55	35%
56 - 57	40%
58 - 59	45%
60	50%
61	55%
62	60%
63	65%
64 - 65	70%
66 - 68	75%
69 - 70	80%
71 - 72	85%
73 - 75	90%
76 - 79	95%
80 - 100	You are in the top 5%

CHAPTER VIII

"YOU HAVE A VOLUNTEER - WHAT DO YOU THINK?"

FEEDBACK FORM FOR ONE-TO-ONE CLIENTS

NICOV 3/77

BFS - 6M

National Information Center On Volunteerism, P.O. Box 4179, Boulder, Colorado 80306

YOU HAVE A VOLUNTEER - WHAT DO YOU THINK?

We'd appreciate your help. We hope you'll give us your ideas on how the volunteer program can be made better for all of us. We'll be glad to keep your answers as yours only; you don't have to sign this unless you want to. Thanks a lot.

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 you. . . . .

Please be sure to read all the questions.

1. My volunteer is easy to talk to. . . . .
2. My volunteer listens to what I have to say . . . . .
3. Most of the time my volunteer can find good answers to the questions I ask . . . . .
4. My volunteer uses plain words I can understand . . . . .
5. My volunteer feels free to ask for help from me. . . . .
6. My volunteer respects me and wants me to be my own person. My volunteer doesn't expect me to be just like him. . . . .
7. My volunteer understands me even when I don't agree with him . . . . .
8. My volunteer is not too strict or too hard with me . . . . .
9. My volunteer meets with me in person at least two times a week . . . . .
10. I know the address and telephone number of my volunteer. . . . .
11. My volunteer and I have gotten together with other volunteers and people they work with. . . . .
12. I trust my volunteer with my personal feelings . . . . .
13. I know how to reach my volunteer whenever I need him . . . . .
14. I'm willing to help my volunteer by doing things he thinks I should do . . . . .
15. I never let my volunteer down by missing meetings with him . . . . .
16. I have at least one friend who would like to have a volunteer like I have. . . . .
17. My volunteer is not too easy with me . . . . .
18. My volunteer calls me on the telephone at least two times a week . . . . .
19. My volunteer does not miss meetings with me. . . . .
20. If it were possible, I would like to be a volunteer myself . . . . .
21. I think my volunteer has helped me . . . . .
22. I really like my volunteer as a person . . . . .
23. My volunteer has helped me solve problems. . . . .
24. I think my volunteer and I will still see each other after we don't have to . . . . .
25. I think my volunteer really likes me . . . . .
26. My volunteer has met my family and friends . . . . .
27. My volunteer doesn't use "psychology" on me. . . . .



28. What are some of the good things your volunteer does that help you?

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29. What are some of the things your volunteer does that maybe don't help as much?

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30. What are some new things your volunteer could do that would be good?

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Signature (Optional) \_\_\_\_\_ Date \_\_\_\_\_

NICOV 3/77

BFS - 6F

National Information Center On Volunteerism, P.O. Box 4179, Boulder, Colorado 80306

### YOU HAVE A VOLUNTEER - WHAT DO YOU THINK?

We'd appreciate your help. We hope you'll give us your ideas on how the volunteer program can be made better for all of us. We'll be glad to keep your answers as yours only; you don't have to sign this unless you want to. Thanks a lot.

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 you . . . . .

Please be sure to read all the questions.

1. My volunteer is easy to talk to . . . . .
2. My volunteer listens to what I have to say. . . . .
3. Most of the time my volunteer can find good answers to the questions I ask. . . . .
4. My volunteer uses plain words I can understand. . . . .
5. My volunteer feels free to ask for help from me . . . . .
6. My volunteer respects me and wants me to be my own person. My volunteer doesn't expect me to be just like her . . . . .
7. My volunteer understands me even when I don't agree with her. . . . .
8. My volunteer is not too strict or too hard with me. . . . .
9. My volunteer meets with me in person at least two times a week. . . . .
10. I know the address and telephone number of my volunteer . . . . .
11. My volunteer and I have gotten together with other volunteers and people they work with . . . . .
12. I trust my volunteer with my personal feelings. . . . .
13. I know how to reach my volunteer whenever I need her. . . . .
14. I'm willing to help my volunteer by doing things she thinks I should do . . . . .
15. I never let my volunteer down by missing meetings with her. . . . .
16. I have at least one friend who would like to have a volunteer like I have . . . . .
17. My volunteer is not too easy with me. . . . .
18. My volunteer calls me on the telephone at least two times a week. . . . .
19. My volunteer does not miss meetings with me . . . . .
20. If it were possible, I would like to be a volunteer myself. . . . .
21. I think my volunteer has helped me. . . . .
22. I really like my volunteer as a person. . . . .
23. My volunteer has helped me solve problems . . . . .
24. I think my volunteer and I will still see each other after we don't have to . . . . .
25. I think my volunteer really likes me. . . . .
26. My volunteer has met my family and friends. . . . .
27. My volunteer doesn't use "psychology" on me . . . . .

28. What are some of the good things your volunteer does that help you?

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29. What are some of the things your volunteer does that maybe don't help as much?

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30. What are some new things your volunteer could do that would be good?

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Signature (Optional) \_\_\_\_\_ Date \_\_\_\_\_

#### A. FEEDBACK FORM FOR ONE-TO-ONE CLIENTS

This form is designed for clients, patients, and consumers who work with volunteers. Often, clients are not accustomed to being asked how they feel about the volunteer program, and in some cases they may be concerned about reprisals if they are critical of the program. In all cases, clients should be assured of confidentiality; individual responses should not be shared with others.

NICOV has found clients' responses to this form to be honest and useful. It is important to be sure the client is not handicapped by language or reading problems; if so, the form should be read aloud or translated, with responses recorded by the interviewer.

This form has been revised to a new format, which is easy to read and complete, but with three important open questions at the end. Two separate forms appear in this publication: one for the client who has a male volunteer (BFS-6M) and one for the client with a female volunteer (BFS-6F); separate forms were developed in order to avoid the somewhat confusing "his/her" designation.

#### B. SCORING

Simply count the total number of checks and record. The three open questions can provide useful information too. Since this form is newly revised, no national norms exist at this point.

CHAPTER IX

CHECKLIST FOR BOARD MEMBERS

NICOV 3/77

BFO - 122

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

CHECKLIST FOR BOARD MEMBERS

This checklist is for unpaid (volunteer members of boards of non-profit organizations. A sampling is presented of conditions considered desirable for optimum functioning of boards or advisory groups.

Ideally, all or at least several members of the same board should complete this checklist, and compare and discuss results. If you are a member of more than one board, complete this checklist with only one of these boards in mind.

General background for this checklist was provided by *The Board Member: Decision Maker for the Non-Profit Organization* by Pauline L. Hanson and Carolyn T. Marmaduke. This handbook is currently available from NICOV for \$2.75.

For each item below, please answer as follows unless otherwise instructed:

- Place two checks on the line if you're sure it's true or fully true . . . . . ✓✓
- Place one check on the line if you're uncertain or if it's only partly true . . . . . ✓
- Leave the line blank if it's not true . . . . .

A. MISSION AND ROLES

- 1. The mission, purposes, and goals of the non-profit organization are clearly defined and are in writing. I understand them completely. . . . .
- 2. I fully support the mission, purposes, and goals of the organizations, as I understand them. . . . .
- 3. The role of the Board in relation to the organization is clearly defined. I fully understand what is expected of the Board: what it should and should not do. . . . .
- 4. I know exactly what is expected of me personally on the Board: my role, responsibilities, and "job description" as a Board member. This role was fully explained to me prior to my joining the Board. . . . .
- 5. I think my role on the Board is appropriate in terms of my background, experience, capabilities, available time, and desire to serve. . . . .

SECTION TOTAL (total number of checks).

B. MEMBERSHIP

- 1. The number of Board members on our roster is:  
7 to 17 = ✓✓  
5 to 6 or 18 to 24 = ✓  
less than 5 or 25 or more = no check ] +
- 2. Our membership is fully representative of the capabilities and constituencies needed for our purposes and responsibilities . . . . .
- 3. Women are sufficiently represented on our Board (or, if a women's organization, men are sufficiently represented). . . . .
- 4. Ethnic and racial minority groups are sufficiently represented on the Board. . . . .
- 5. Prospective Board members are carefully evaluated beforehand and selected in accordance with Board needs and balance . . . . .

6. We have a nominating committee for this purpose, and a clear, well thought out Board membership policy. . . . .

SECTION TOTAL ☐

C. BOARD ORGANIZATION AND PROCESS

- 1. We have a comprehensive set of written by-laws and other necessary charter papers (for example, if necessary, Articles of Incorporation). . . . .
- 2. We have at least the following actually functioning elected Board officers: President or Chairperson; Vice-President or Vice-Chairperson; and Secretary/Treasurer (may be two separate people). . . . .
- 3. The Board has at least several standing committees or task forces. They meet or otherwise communicate regularly outside of Board meetings and report back to the Board at all or most Board meetings . . . . .
- 4. Because taking minutes prevents the Board Secretary from participating fully in Board meetings, a competent person who is not a member of the Board takes accurate minutes. These are reviewed and approved at or before the next Board meeting. . . . .
- 5. Board deliberations consistently follow an orderly, rational process such as Robert's Rules of Order . . . . .
- 6. Meeting length is neither too long nor too short in relation to the planned agenda and other business we must conduct. We have enough time carefully to consider important decisions; we don't waste time on trivia or unnecessary matters . . . . .

SECTION TOTAL ☐

D. LEVEL OF BOARD PARTICIPATION

- 1. At an average Board meeting (average from the last three meetings) the following percentage of members attend:
  - more than 85% = ✓✓
  - 65% to 85% = ✓
  - less than 65% = no check
- 2. At an average Board meeting (average from the last three meetings) the number of members present who do not attend the full meeting (for example, come late or leave early) is:
  - none or perhaps 1 or 2 = ✓✓
  - a few, several = ✓
  - more than a few, more than 2 or 3 = no check
- 3. Of the past two Board or Executive Committee meetings, I have attended:
  - two meetings = ✓✓
  - one meeting = ✓
  - none = no check
- 4. I have one or more specific ongoing committee or individual task assignment(s) for the Board. I work on these regularly. . . . .
- 5. Board directions are set and decisions made:
  - with full and balanced participation of all = ✓✓
  - by distinctly less than all our membership = ✓
  - basically by one or two people = no check

6. The proportion of Board meeting agenda items either suggested directly by Board members or derived directly from follow-through or regular Board activities (for example, committee or task for reports) is:

1/2 or more = ✓✓  
1/3 to 1/2 = ✓  
less than 1/3 = no check

SECTION TOTAL ☐

E. SUPPORT OF THE BOARD BY THE ORGANIZATION

The Board receives the following kinds of support from the organization we serve.

- 1. Board members receive full and prompt reimbursement of Board-related travel, subsistence, phone, and other expenses . . . . .
- 2. When needed, staff services are provided for Board-related work, such as typing, clerical help, and research for Board work. . . . .
- 3. Comfortable and quiet working conditions and supplies for Board meetings and, if necessary, committee meetings are provided . . . . .
- 4. Thorough orientation to the organization itself, prior to beginning service on the Board, is provided. . . . .
- 5. At least once a year (once during the past year) training related to effective functioning as a Board member has been provided . . . . .

SECTION TOTAL ☐

F. BOARD-STAFF RELATIONSHIPS

- 1. The Board as a whole has a single staff liaison or contact person in the organization. This person attends all Board and Executive Committee meetings . . . . .
- 2. This person is the top staff operating officer of the organization . . . . .
- 3. The relationship between the Board and the person is one of smooth, cooperative teamwork, without significant conflict or adverse tension. . . . .
- 4. Other senior staff regularly attend at least a significant part of Board meetings, to brief us on their accomplishments and problems, and to share information and ideas. . . . .
- 5. I know these staff and their work quite well, and have a comfortable, sharing relationship with them . . . . .
- 6. In general, our principal staff liaison and senior staff fully share problems as well as accomplishments with the Board. I don't feel we hear only what they think is convenient for us to know . . . . .
- 7. During my term on the Board I have been approached privately with a policy issue or position by a senior staff person other than the regular staff liaison. This was outside of normal, open Board channels, as a "bypass."
  - Never = ✓✓
  - Once = ✓
  - More than once = no check
- 8. Board members mutually respect each other; there are no "factions" . . . . .

SECTION TOTAL ☐

G. SCOPE OF RESPONSIBILITY AND DECISION

- My legal responsibilities on the Board and potential liabilities have been clearly spelled out, and any liabilities have been effectively protected by bonding, insurance, etc. . . . .
2. We are asked for and reach decisions on a full range of important issues within the scope of the Board's role . . . . .
3. Staff follows through conscientiously in attempting to implement these decisions. . . . .
4. Staff provides excellent feedback on the implementation and impact of these decisions (for example, a report at Board meetings). . . . .
5. In general Board decisions have a substantial positive impact on the direction and functioning of the organization . . . . .
6. I personally am listened to when I speak up. My ideas are welcome and seriously considered by other Board members. . . . .
7. In the interim between Board or Executive Committee meetings, staff makes decisions that fall within the stated role of the Board:
- never = √√

occasionally = √

fairly regularly = no check

never = √√  
occasionally = √  
fairly regularly = no check

SECTION TOTAL ☐

H. INFORMATION FLOW

- Board meeting dates are set far in advance, in full consultation with Board members. . . . .
2. We are again reminded of date and place, as meeting time draws near. . . . .
3. Each Board member receives a planned, written agenda for the next meeting well before this meeting . . . . .
4. This agenda is supported by written background which is clear, relevant, without being overly voluminous. This is received early enough for study prior to the meeting . . . . .
5. Additional, more detailed resource material is available on request before the meeting or during it . . . . .
6. Each Board member is provided with a complete up-to-date list of Board member addresses and phone numbers . . . . .
7. Board members regularly and routinely receive all new publications of the organization; for example, newsletters, flyers, bulletins, brochures, and announcements. . . . .

SECTION TOTAL ☐

TOTAL NUMBER OF CHECKS ☐

OPTIONAL:

Your name \_\_\_\_\_ Date \_\_\_\_\_

Name of Board \_\_\_\_\_

Type of organization served by the Board \_\_\_\_\_

A. CHECKLIST FOR BOARD MEMBERS

This is a quick, easy to administer checklist for unpaid board members of non-profit organizations. The form is divided into specific board function sections, in order to identify special strengths and problem areas when the form is tabulated. A selection of items are presented as desirable conditions for optimum functioning of boards and advisory groups. Board members should complete the checklist and discuss results. General background for this checklist was provided by *The Board Member: Decision Maker for the Non-Profit Organization* by Pauline L. Hanson and Carolyn T. Marmaduke.

B. SCORING

Simply count the number of checks in each of the eight sections, record each, and then record the total for all sections.

C. NORMS

This form is quite new: it was first administered in September, 1976. Therefore, the number of responses is still quite low, 79 responses, and the norms can be approximates only. You may locate your total raw score range and approximate norm range in the following table.

NORMS FOR TOTAL SCORE

Raw Score taken directly from Checklist as per instructions:	You are higher than approximately:
0 - 57	25% of programs
58 - 70	50%
71 - 78	75%
79 - 100	You are in the top 25%

Checklist for Board Members is divided into eight sections covering specific board functions such as Mission and Roles, Membership, Board-

Staff Relationships, etc. Since these norms are based on fewer items each than total Checklist norms, they must be considered even less reliable, though still useful as rough approximations.

After tallying each section of Checklist, locate your raw score in each section of the following grid and circle it; connect the circled scores with straight lines. The resulting line graph will allow you to visualize the strengths and weaknesses of your board.

BASIC FEEDBACK SYSTEMS - CHECKLIST FOR BOARD MEMBERS

Analytic Norms

Approximate Percentile	100	10	12	12	12	10	16	14	14	100
	99									
75	9	11	11	10	9	15	13	13	75	
	8	8	9	8	7	14	12	12		
						13	11	11		
50	7	7	9	8	5	11	10	10	50	
			8	7	4	10	9	9		
						9	8			
25	6	6	7	6	3	8	7	8	25	
	5	5	6	5		7	6	7		
	4	4	5	4	2	6	5	6		
	3	3	4	3		5	4	5		
	2	2	3	2	1	4	3	4		
	1	1	2	1		3	2	3		
			1			2	1	2		
						1		1		

### Sample Volunteer Job Description\*

Contact person - Jail/Volunteer Specialist

Volunteer Job Description - To develop a one-to-one relationship with an incarcerated offender in the Model County Jail.

#### Qualifications

- 1) 18 years old minimum
- 2) Mature and stable
- 3) non-judgemental and calm
- 4) friendly

#### Job Responsibilities

- 1) to serve as a regular visitor to an incarcerated offender in the Model County Jail
- 2) to serve as a sounding board for the offender
- 3) to serve as a link to the outside world for the offender
- 4) to provide support for the offender
- 5) to help the offender identify skills from past achievements
- 6) to help in the development of a vocational plan for the offender after his release
- 7) to help the client realize his/her vocational goals
- 8) to fill out monthly ACTION sheets
- 9) to be directly responsible and supervised by the Jail/Volunteer Specialist
- 10) to meet in a small group composed of other volunteers once a month to discuss possible problems and ideas with client
- 11) to make regular input into the program and how it can be improved
- 12) to contribute occasionally to the monthly newsletter

Days and Hours - As arranged by the local program with the county jail. Volunteers are expected to spend approximately 6-8 hours a month visiting time.

Training - 14 hours of pre-service training provided by OAR staff required

Evaluation - Evaluation based on monthly written reports, small group-meetings and other communication methods with staff.

\* See also Appendix M and N for more examples of Volunteer Job Descriptions

### Sample Volunteer Training Program

As noted on page 32 of this manual, volunteers will be trained by the volunteer program staff. The most important aspect of this training will be a tour of the jail facility and a thorough review of jail rules and regulations. The second component of volunteer training, specifically tailored to particular volunteer tasks, will be a presentation and discussion of the volunteer's job description and related activities. Below is a brief agenda outline for accomplishing these functions of the volunteer training.

More generally, no matter what the specific volunteer assignment is, volunteers should be given basic guidelines for their interaction with prisoners. Attached are guidelines that you can draw upon for your own volunteer training session. This section will prove valuable for answering volunteer's questions regarding "how" to conduct themselves as well as providing examples of what to expect during the course of their in-jail volunteer experience.

### Sample Volunteer Training

#### Agenda

- 7:00 p.m. Welcome of Volunteers, introductions of staff  
(Suggestion: It is good during the welcome to mention the value of the volunteers and your appreciation of their involvement.)
- 7:05 p.m. Group building or "ice breaking" activity  
(Suggestion: This is an important activity to get people comfortable, develop group cohesion, and get people ready to learn. A simple activity would be to pair off volunteers or have them pair off with someone they don't know, and have them ask each other these questions:
- 1) Name
  - 2) Occupation
  - 3) How did they get interested in this problem and why did they volunteer?



After a few minutes together, ask the volunteer, to introduce his or her partner, briefly answering the questions.)

7:30 p.m. Overview of the specific volunteer activity--the volunteer job description.

(Suggestion: Review the volunteer tasks relevant to your program, allowing time for questions and answers. The pre-service interview will have provided each volunteer with a specific job description.)

8:00 p.m. Guidelines for volunteer interaction with prisoners.  
(Suggestion: By using the guidelines attached to this appendix or excerpting them and adding others, the guidelines that you want to convey to the volunteers can be developed. It is suggested that this section be introduced as a brief primer on constructive ways to relate to people in general and prisoners specifically. A suggested format for conducting this section: the trainer states the heading of the guideline and asks for a brief discussion of its meaning, interjecting examples and explanations where appropriate.

8:30 p.m. Coffee Break

8:40 p.m. Jail Tour  
(Suggestion: Take the volunteers in a group on a basic tour of your facility highlighting meeting space, where to enter, a view of a cell block, location of special equipment--instructional or emergency--, etc. You may at times note specific items and procedures that you will refer to in the next section on Jail Rules and Regulations.

9:25 p.m. Jail rules/Volunteer regulation  
(Suggestion: Most easily conducted by presenting the most important information about procedure, security, etc., that the volunteer will need to know. Stress the utmost importance in following the rules. This is also a good point to stress that if a volunteer has a problem with a rule, he or she should take the problem to his supervisor or to you. Volunteers should never confront jail staff concerning rules or their interpretation about it.

10:50 p.m. Swearing-in  
(Suggestion: The more formalized, the better. It is best to have this acceptance ceremony performed by the Sheriff, the Jail Administrator, a judge, or a person of similar standing. You're stressing here the commitment that the volunteer is making and the necessity for abiding by jail and program regulations. Present I.D.'s or certificates at this point.)

General Comments: This is a fast paced, minimal-time agenda. Most likely you will elect to devote a greater amount of time to each section of the training to assure that questions are fully answered and that each volunteer has complete clarity concerning jail regulations and his or her assigned duties.

### Guidelines for Volunteers

Most persons who wind up in jail have had more than their share of "too great" frustrations in their early lives. Most have undergone repeated failure experiences: some of their own making, other failures the result of ineffective social systems.

In one important sense you are in a better position to help the prisoner than a judge or a probation officer. You do not represent the law, you do not have to be sternly authoritative, you do not have to deal out punishment. You can be a friend, an ally. You must represent acceptance, understanding, affection, and concern -- "somebody who'd come to my funeral if I died."

The process of establishing inward control begins when a bond develops between the prisoner and you, to the point where neither wants to let the other down. After this desire develops, the next step -- transferring the desire not to let you down to not wanting to let oneself, the prisoner, down -- is an easier accomplishment. Thus we go from lack of inward control to objective inward control (I don't want to get into trouble because it would hurt the person I respect) and then to the final goal of subjective inward control (I have my own standards to which I must be true).

Ask yourself continually "What are the pressures that have overwhelmed this person -- and how can they be eased? What forces are driving this person adversely -- and how can they be counteracted?" Your secondary goal must be: to work out a plan with the prisoner which will enable the prisoner to cope, and then to help put that plan into effect.

Working with prisoners cannot be reduced to "cook-book" form. Much will always be left to your good judgement. The guidelines given below provide a frame of reference for you in your efforts to help the offender 1) to gain inward control and 2) to help oneself.

Break the Ice -- Once a prisoner is assigned to you, the first step is for you to meet and to explore with the prisoner the possibility of a useful relationship.

Even in the free community where new relationships are spontaneously and mutually sought, we often find ourselves uneasy in meeting strangers. The jail prisoner will share your uneasiness at first meeting. Do not expect a welcome with open arms. You will probably find that he or she is suspicious. For many prisoners, the OAR volunteer represents the first person from the community who has offered friendship. It will take time and patience before the prisoner develops trust and confidence in you.

In approaching your new relationship, we suggest that you do not fall back on small-talk about the weather or sports. It's better to talk about the situation in which you find yourself. You might start off by saying that you too are uneasy in this situation. You might share with the prisoner your reasons for being a volunteer -- what you expect to gain from it, how you happened to be assigned to him or her and so forth. Another possibility is to ask about what's familiar to the inmate and unfamiliar to you. What is jail life like? What is a typical day in jail?

The point is that you will do well to confront early the issue of your new relationship and the reasons why you are both in it. You can small-talk your way around the issue, but that does little toward building a relationship.

Be yourself -- There is no need to establish a facade or to create some kind of special status for yourself in your relationship with the prisoner.

Use Appropriate Language -- Whose language is to be used, your's or the jail vernacular? To use language that is not part of you will likely lead to your being seen as a phony. There is a language that both of you can use. Aim to speak simply and directly.

Mean What You Say -- Never make a promise unless you've thought it through first and are prepared to carry it out. The prisoner will test you, call your bluff, and see if you will deliver. This is an important part of the prisoner's learning to trust you (which will come slowly in any case).

APPENDIX L(cont'd)

Don't let the prisoner down even in small things. Show up for appointments and be on time. If you don't show responsibility, you can't expect the person to learn it.

Express Your Honest Feelings -- Do not use up your energy in keeping back your genuine feelings. The prisoner needs to know that you have limits to your patience and that you are not God. Express your feelings genuinely. An honest and unmasked expression of feelings is one important way for you to show concern.

There is, however, a big difference between losing control of your anger and rejecting the person, as against a measured expression of anger and continued acceptance.

Be Supportive, Encouraging, Friendly, But Also Firm -- It's part of your job to be honest and objective, disapproving when this is warranted, as well as praising, supporting and encouraging when that is warranted.

Respect -- Respect is the keystone. The prisoner will not be open with you until he or she respects and trusts you. Conversely, you must respect the prisoner's individuality and basic rights as a human being. There is no room for narrow prejudices or feelings of superiority. Respond to the prisoner's needs and interests, not to your own.

Respect is something that most of us take for granted, but the prisoner may never have known respect before. Your treatment of him or her as a worthwhile human being may have a tremendous impact. In this connection, deal with the person's present and future rather than the past. To dwell on an unsavory past weakens the offender by giving more opportunity to justify present troubles on the basis of past deprivation.

Call the Person by Name -- as much as possible. When you call by name you communicate respect, friendliness, and warmth.

Listen -- Maybe it's easier for you to do most of

the talking, even to preach or scold; but chances are the prisoner has had plenty of this before. That the person likely hasn't had is another human being who will hear him or her out, really listen to what he or she has to say.

Listening is not easy for most of us. We ache to stick our two cents in, to pass judgement, to moralize. It takes will power to develop an attitude of patient, objective listening.

Try to understand the underlying feeling. Do not be overly concerned about the actual words, for words can be used to hide feelings. It isn't so much what is said as how it is said.

Listen for themes in your conversations with the prisoner. What repeats itself will give you the clues you need as to what is bothering the person.

It will take considerable listening and questioning in order to ascertain what is pressing on the person because people hide their problems -- even from themselves -- when they are painful.

What the prisoner has to say when he or she opens up and begins to level with you may shock you in its difference from your own set of values. Try to think of these shockers in terms of their causes, objectively, without either judging or condoning.

Let the comments you make and the questions you ask be primarily in terms of the pressures that are demoralizing him or her. As the prisoner talks and you listen, try to understand and define, in your own mind, what they are.

Besides determining your offender's pressures, your attentive listening will help you to determine the prisoner's needs and capabilities and limitations. Through listening you can determine his or her interests, too. All this will be as pure gold when the time comes for you to work out a plan with the prisoner.

Another good reason to listen: it allows the prisoner to verbalize and to get out pent-up emotions --

APPENDIX L (cont'd)

a cleansing, cathartic, and healthy thing.

Don't Probe -- Let the prisoner tell you in his or her own good time about the offense committed, the family left behind, or any other deeply held guilt-associated matters. He or she will tell you when the person comes to trust you.

Protect the Prisoner's Confidences -- Do not discuss what you are told in confidence with anyone, unless the prisoner gives assent.

Accept the Prisoner -- Accept him or her as a human being with problems and as an individual who is no better or no worse than anyone else. To pigeonhole or to categorize a person is, in a way, to dehumanize the person. Assume a non-judgmental attitude toward the person so that you will be able to give the acceptance needed so badly in a time of trouble.

Accepting the individual as he or she is may be difficult. Because of your different backgrounds, he or she probably has a different set of values from yours. If at any time during your relationship you find that you can't be accepting of this person, do not hesitate to make new arrangements with the OAR director, but if you can accept the prisoner as is, he or she will be aware of this acceptance.

Be Patient -- Do not expect overnight miracles. When things have been going wrong for years and years with a person, these things cannot be corrected in a few weeks or months. The positive effects of your relationship with the offender may not have a decisive effect until long after you've stopped working with the person.

Expect Setbacks -- Even if slow progress is visible, there will be setbacks.

You will probably find that the prisoner half expects to fail in an effort to change for the better. Patient persistence is a key part of your job -- it conveys to the offender that you will not give up on him or her. You must stick with this person until your expectations for change overcome his or her expectations

to be a disappointment.

Be prepared to deal with your feelings when the setbacks and disappointments happen. You can show anger-under-control, as a normal human being. But you cannot vent your frustrations and uncontrolled anger on the prisoner. Although you are trying to achieve success with the offender, remember that the prisoner does not owe success to you. Success is owed only to oneself.

Win Respect for Yourself -- The prisoner will never respect you, until it is clear that you cannot be conned or manipulated. The prisoner may have already been successful at manipulating teachers, parents, and/or employers. You must be different.

Part of the reason for attempts to con you is to measure you -- to find out whether you are a naive weakling or someone who can be respected. The "con person" respects those who refuse to be conned. However, you should expect the "con person" to express anger when manipulative efforts fail.

The prisoner's manipulations may be expressed in requests for you to influence guards, or a witness, or for you to bring something into the jail which may not be allowed. If the prisoner asks you to do some borderline thing, say that you will check to see if it's all right. Then ask the appropriate jail official.

After the prisoner gets out of jail, you may be asked to provide a loan, the use of your car, or requested to co-sign a loan. Say "no" to such sweeping requests, for such loans have a way of destroying the best friendships. A denial of the request for that reason will be understandable and probably acceptable to the prisoner.

Don't let your desire to establish a friendship lead you into doing anything for the prisoner that isn't in his or her best interest. The manipulator's favorite strategy is to work on your sympathy and to plant a sense of guilt about letting a friend down. You are wrecking your relationship with the prisoner when you allow yourself to be conned.

APPENDIX L (cont'd)

You don't have to believe everything the prisoner tells you, either. Some prisoners have come to believe that stretching the facts is necessary -- maybe they have had to lie and to con in order to survive. Check the facts whenever you can. See how well what he or she tells you accords with reality. When it doesn't, it's usually good to let the person know that you know this, kindly but firmly. When you do this, you provide a "reality test" (within his or her means to achieve it). He or she may get into the habit of producing it more often. Certainly he or she'll respect you more because you expect the truth.

Expect Hostility -- There will be a time when the prisoner, overwhelmed by troubles, will confront you with hostility. At such times, do not force conversation upon the person and above all do not respond in a hostile, sarcastic or anxious manner. Do not act shocked. Retain your composure, ignore the hostility or withdraw for awhile, and chances are that the prisoner will regain his composure.

Try to differentiate between a withdrawn and a hostile prisoner. A withdrawn prisoner can use your quiet attention and perhaps psychiatric help as well.

Some prisoners harbor deep-seated hostilities that have built up over a long time -- usually directed toward people connected with the prisoner's difficulties. Some of these feelings rise from the prisoner's real frustrations, while others may represent efforts to blame his or her troubles on other people. Tell the prisoner, when such hostility surfaces, that you can appreciate the intensity of his or her feelings but are not in a position to judge the person or his/her enemies. Then help the prisoner to take a realistic look at the consequences of acting on angry feelings in terms of the person's own chances for success in the free community.

Discussing Yourself -- If the prisoner asks you personal questions, answer them honestly, even if this is difficult. Although your association is focused on helping to help oneself, it should be a give and take situation which may include some talk about yourself and your family.

Advice -- Before offering advice, assist the prisoner in arriving at his or her own conclusion. If aided in seeing the options, most people can choose the best course of action. Even if your advice is sound, you will be encouraging an outer directed mode of behavior, rather than inner directed. If you feel nonetheless that advice is warranted, make sure that you understand the prisoner's problem fully and from the prisoner's point of view. Wait until you have figured out the pressures on the person and his or her needs, capabilities and limitations and interests. "See through John -- and then help John to see his way through."

Advice goes astray when given from the volunteer's point of view rather than the prisoner's. Given a certain situation, you might solve it in a certain way which would be very good for you; however, this same solution for the person might not be good at all. A person who feels obliged to accept a solution foreign to him will never really identify with it. He or she will merely go through the motions.

The person has received much advice which hasn't helped. Wait until he or she asks for your advice before you give it. Advice should come only after your relationship is well-established.

Expect Success -- You can easily trap yourself into thinking that because the prisoner has been a failure he or she will continue to be a failure. If you allow yourself to feel this way, you can be sure that the prisoner will pick up the feeling and act in the way you expect.

Part of holding out expectations of success for the prisoner is to get the person to face up to his or her own responsibility in the dilemma. To allow the person to see oneself as someone that "things just happen to" or as "a born loser" will only encourage further distortion and lack of inward control.

Exploit Dissatisfaction -- When the prisoner begins to express dissatisfaction with his or her lot in life, move to exploit that feeling. As much as is possible, try to bring about discomfort along with

this feeling of dissatisfaction. Now is the time to underline what future success will mean to the offender. Now you can demand success. Get the person to want something and help him/her to go after it.

Encourage Self-awareness -- Don't rush it; but as your relationship develops, encourage the prisoner to think about him/herself and his/her future. You will have come a long way together when you get to the place where you can help the person to plan the steps which will win self-respect and success. Many prisoners have never done any thinking about themselves in any purposeful, forward-looking way.

Set Goals -- When you begin planning ahead, try to get the prisoner to think in terms of realistic goals. No solution is worthwhile if it is unrealistic for this particular prisoner at this present time.

Prepare for Release -- Most prisoners, when release day approaches, become anxious and ridden by self-doubt, although such feelings may be carefully disguised. Will my record follow me everywhere? Am I really a born loser? At this time it is very supportive and necessary for you to tell the person that "Millions of others have made it, and so can you." At the same time, help the person to realize that he or she will probably meet people with prejudices who will be unwilling to give a friendly reception, even though the person has paid his or her debt to society. Talk to the prisoner about controlling his or her reactions to such people. The person will encounter many other pitfalls just like the rest of us in the free world. One must decide how to deal with these pitfalls, but you will be available to talk things over and to help find ways to get around the pitfalls between him/her and a full life.

Help After Release -- The most important part of your job begins when the prisoner becomes a free person. If you have his or her trust and have established mutually a plan of action, you can be a major help to this person in working his or her plan. Now is the time for you to steer your newly freed friend to those services which may be needed. Now intercede for your friend in his or her efforts to land a job. Now keep

in close touch with him/her and reinforce his or her efforts to accept oneself as a worthy human being who can succeed in the free community.

A word of caution here -- it is easy to lose your contact with the prisoner just after released. Be sure to agree as to the time and place of the next visit before you part, at every meeting.

Use the Crisis -- If the prisoner is typical, he or she has lived with a crisis much of the time. In fact, the person's whole life may have been one big crisis. The person is accustomed to being overcome by crises and may expect to be defeated. If, after the person leaves jail, you are able to help win some small victory in the first crisis that comes along, it will go a long way toward enabling him or her to make the turn from habitual defeat to habitual victory.

#### Two Don'ts:

Don't Expect Thanks -- You may not receive thanks or any show of gratitude from the prisoner. He or she may feel it but may not know how to express it, may actually be embarrassed by it. Maybe the person has never known really sustained attention and affection before, and may not be able to handle it in a normal way, and may just sop it up hungrily without giving in return. You may never hear a "thank you," but your effort will be in the long run appreciated, probably more than you or anyone will ever know.

Don't Over-Identify -- You cannot take the burden of the other person's problem on yourself. They are the prisoner's problems, not yours.

To feel with another person gives that person strength. To feel like another person makes that person believe that you are powerless, too.

APPENDIX L (cont'd)

## VOLUNTEER SERVICES PROGRAM - WASHINGTON, DC

Introduction - The program started 4 years ago with a \$100,000 grant submitted by the Department of Corrections to LEAA. The money provided the department with a three-person staff whose job it was to begin a Volunteer Services Program for the seven correctional institutions in the area. Initially, none of the corrections officials felt there was any need in their institutions for volunteers. After an intense, seven month campaign, the cooperation of the officials was gained. The Volunteer Services Program started with the initial one volunteer to one prisoner project and now has a variety of programs.

Program Description - The Volunteer Services Program is a three-staff program directly under the supervision of the director of the Department of Corrections, Delbert Jackson. The program is financed from the Department's budget.

At every correctional facility, there is a correctional staff person whose job is in part volunteer supervision. The head of every department is the direct supervisor of the volunteers assigned to that department. The assistant administrator is the general supervisor, and the director designs volunteer programs, finds the community resources and volunteers for these programs as well as does trouble-shooting, screening and recruiting. There are seven VISTA volunteers working in the institutions. These are men who are serving time. Their duties involve public relations in the institution, monitoring an up-to-date listing on active volunteers, and keeping accurate records of volunteer activities.

-2-

During the last year, an Executive Support Committee was developed. This is a volunteer group of influential community leaders whose principal role is to demonstrate support of new programs. They write letters, do some community networking, organize meetings and whatever else is necessary to get a project off the ground. They are comparable to an Advisory Board, but seem as active as a Board of Directors.

The volunteer programs currently in operation are:

- 1) Dentistry (use of residents of dental school)
- 2) visual arts
- 3) psychiatric help
- 4) culinary school (3-year program - see attached insert)
- 5) medical services
- 6) Parole Volunteer Advisory's Program

The volunteer programs planned to be implemented are:

- 1) Control Data Plato Project (computer tutoring)
- 2) computer training (Xerox)

One program they desperately need and want is a follow-through program -- where the volunteer goes on with the offender once released.

Training - Initial orientation is done at main office - usually 2-4 hours. There is no formal training at the correctional facility itself. This is in part because most of the volunteers have professional or semi-professional skills - those are the only types recruited (see attachment for types of skills).

The exception is the Parole Volunteer Advisors' Program. The volunteers get 8 hours of training (see Attachment).

Matching - The only matching conducted is skills of volunteer to job to be done. The offenders receive the services of a volunteer on a first-come first-served basis.

Again, the exception is the Parole Program. The volunteer is matched with the parolee on the basis of mutual interest and the specific needs of the parolee.

Recruitment - At the onset of the program, there was formal volunteer recruitment via: public speaking, referrals from other volunteer agencies and advertising. Now there is none. New volunteers are recruited through word of mouth and churches. Currently, there is no feeling that more volunteers are needed to alter this pattern.

Screening - The screening process, although not complicated, is thorough. It includes

- 1) personal interviews
- 2) application
- 3) services agreement
- 4) reference check
- 5) criminal check

The jail volunteer administrators screen for skills. A person with unidentifiable skills and who only wants to "help others" is disqualified. This seemed to be the only measureable criteria used to disqualify a potential volunteer.

Reporting - The volunteers are not required to file progress reports. Yet their jobs are so structured that there are forms to be filled out for most of them.

The VISTA volunteers keep close tabs on the work of the volunteers. If a volunteer has not show up for three weeks, s/he is automatically purged from the program. A volunteer is supposed to work 2 hours a week.

Volunteer support and recognition - The primary way volunteers are recognized is verbal praise. And this is given very generously. There is a "best volunteer of the year" award, as well as dinners. The volunteers receive a letter of recognition. The volunteers also receive letters of thanks at least two times a year.

#### Culinary School Description

The school enrolls 12 inmates at a time. It is a three-year course, 40 hours a week, with one full time chef as instructor.

The screening mechanism is very complex and lengthy. It involves psychiatric and medical examinations, referrals, a three week probation period and a six month apprenticeship period.

When an inmate is accepted in the course, he gets instruction in cleanliness, nutrition, and basic cooking skills. Also, he is guaranteed a job for the following reason;

Three very prestigious clubs in Washington have agreed to hire the graduates of the school. These clubs pay very well: average salary is \$20,000. Three graduates are now earning \$40,000.

Because the word has spread in Lorton about the success of this program, there is now a 300 person waiting list. As a result, monies are underway for expansion.

The recidivism rate of the 50 graduates is 0!





DEPARTMENT OF CORRECTIONS  
VOLUNTEER TERMINATION FORM

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(last) (first) (m)

Last Day of Assignment: \_\_\_\_\_

Reason For Termination: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Volunteer's Signature

\_\_\_\_\_  
Supervisor's Signature

VOLUNTEER JOB DESCRIPTION

1. Education Teachers - GS-7 \$5.93 per hour GS-1710

Professional knowledge of the theories, principles, and techniques of education and training in such areas as instruction, guidance counseling, education administration, development or evaluation of curricula, instructional material and aids, and educational tests and measurements.

2. Education Tutors - GS-7 \$5.93 per hour GS-1710

Same as teachers.

3. Para-professional Education Teachers and Tutors - GS-7, \$5.93@hr. GS-1702

Positions involving non-professional work of a technical, specialized, or support nature in the field of education and training. The work requires ability to apply a practical understanding or specialized skills and knowledge of the particular education or training activities involved, but does not require full professional knowledge or education concepts, techniques and practices.

4. Instructor -

Same as teachers.

5. Licensed Psychologist - GS-5 \$4.78 per hour GS-180

Works under authorization of Chief Psychologist. Involves professional work relating to the behavior, capacities, traits, interest and activities of inmates.

6. Psychological Aide - GS-5 \$4.78 per hour GS-181

Works under Chief Psychologist. Works in positions which involve the performance of non-professional technical work in connection with a program of services in psychology.

7. Parole Aide - GS-5 \$4.78 per hour GS-102

Assist parole officers in conducting interviews, counsels under supervision, and develops resources for parolees. Position requires a practical understanding of the objectives, policies, procedures, or regulatory requirements pertaining to the work,--and the ability to apply skills or knowledge involved.

8. Religious Activity Volunteer - GS-5 \$4.78 per hour GS-060-0

Advise on, administer, supervise, or perform a program of spiritual welfare and religious guidance.

Volunteer Job Descriptions continued.

Page 2

9. Librarian - GS-5-7-9-11 \$4.78 per hour

GS-1411

Non-professional or technical work in libraries which are administered in accordance with the practice and techniques of professional librarianship. Such work primarily requires a practical knowledge of library functions and services; and the ability to apply standard library tools, methods, and procedures to the service needs of the library.

10. Recreation Volunteer - GS-5 \$4.78

GS-189

Provides support and assistance in carrying out recreation programs and activities. Requires practical knowledge of recreational activities such as athletics or arts and crafts, skill in handling related materials and equipment, and the ability to enlist participant interest in recreational pursuits.

11. General Resource Developer - GS-15 \$10.52 per hour

GS-301

Persons, usually of established community status, who provide various services such as obtaining recreation, entertainment equipment, etc. Mobilizes volunteer organizations and provides general overall support for District of Columbia Corrections programs.

12. Community Resource Developer - GS-5-11 \$4.78 per hour

GS-101

Persons providing services to individual programs and/or wards of the Department of Corrections, eg., one-to-one relationship.

13. Para-Legal - GS-5 \$4.78 per hour

GS-954-05

Provides uncertified advice, conducts studies of a legal nature, represents residents at disciplinary hearings, participates in resident advocacy research.

ATTACHMENT M (cont'd)

CORRECTIONAL VOLUNTEER SERVICES PROGRAM  
COMMUNITY GROUPS REGISTRATION FORM

Date: \_\_\_\_\_

Name of Group or Organization: \_\_\_\_\_

Location: \_\_\_\_\_

Size of Membership: \_\_\_\_\_ Number of Members to Participate as Volunteers: \_\_\_\_\_

Volunteer Service you wish to offer:

Music _____	Recreation _____	Transportation _____	Legal Services _____
Dance _____	Education _____	Correspondence _____	Employment Assistance _____
Drama _____	Visiting _____	Photography _____	*Other _____

Indicate the contact persons in your organization for Volunteer Services:

\*Specify: \_\_\_\_\_

Name: \_\_\_\_\_ Name: \_\_\_\_\_

Address: \_\_\_\_\_ Address: \_\_\_\_\_

\_\_\_\_\_ Zip Code \_\_\_\_\_ Zip Code \_\_\_\_\_

Phone: \_\_\_\_\_ Phone: \_\_\_\_\_  
Home Business Home Business

Has your group previously offered a service in a Correctional Facility? Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes, Where/When: \_\_\_\_\_

A. If the service you offer is a form of entertainment, list two other places you have performed. Please include names and addresses of persons to contact for references:

1. \_\_\_\_\_

2. \_\_\_\_\_

B. For Volunteer Services not classed as entertainment, please indicate the qualifications of your group to perform the services offered and the reason your group wishes to become involved in the correctional process. Include also an outline of any supportive services (i.e., friend, sponsors, transportation, financial aid, etc.), your group may be willing to offer in the community to the parolee or to families of inmates:

\_\_\_\_\_

\_\_\_\_\_

C. Please give names and addresses of two persons who are not members of your organization but would be familiar with the goals and objectives of your organization and could be contacted for references. (Groups completing "A" above need only offer one reference here).

1. \_\_\_\_\_

2. \_\_\_\_\_

D. Does your group wish assistance in developing a volunteer project? Yes \_\_\_\_\_ No \_\_\_\_\_

FOR DEPARTMENT USE ONLY

Copy sent to Volunteer Service Office, Central Office \_\_\_\_\_ Date \_\_\_\_\_

By: \_\_\_\_\_ Facility, Parole Office, etc. \_\_\_\_\_ Staff Person's Signature \_\_\_\_\_

CORRECTIONAL VOLUNTEER SERVICES PROGRAM  
REFERENCE FOR VOLUNTEER SERVICE GROUP OR ORGANIZATION

Dear

Your name has been given as a reference by:

In relation to the following volunteer service which this organization is offering as a supplement to the services and programs of the Department:

The major recipients of this service are expected to be:

Please return the completed form in the envelope provided. Any response that you offer will be treated as confidential. Thank you for your cooperation.

Sincerely yours,

COORDINATOR, VOLUNTEER SERVICES

ORGANIZATION PROFILE

1. Do you feel that the above organization possesses the ability to provide the service indicated? ☐ Yes ☐ No

Please explain: \_\_\_\_\_  
\_\_\_\_\_

2. Do you feel that the proposed service would be well received and of benefit to the recipients? ☐ Yes ☐ No

3. What drawbacks, if any, do you foresee if this service is provided in an institutional setting?

\_\_\_\_\_  
\_\_\_\_\_

4. Are you aware of any individual members of this organization whose participation in this volunteer service program should be totally restricted or limited to any degree?

Comments: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title (If any)

\_\_\_\_\_  
Date

RUTLAND COMMUNITY CORRECTIONS CENTER

Introduction - About six years ago, Vermont closed all its local jails and built corrections centers throughout the state. These centers house between 70-100 persons.

In each center, there is a full time volunteer coordinator and between 4-5 social workers on staff. They are supervised by a program director.

The role of the volunteer coordinator is to:

- 1) assess the needs in the center
- 2) recruit, screen and train volunteers to fulfill these needs
- 3) design programs to fulfill the individual needs of the offenders.

Program Description - A Volunteer Coordinator was hired for the Rutland Community Corrections Center. She began her task by winning over the correctional staff. They balked at the idea of "turning over" the jail to volunteers. Her approach was to go from staff member to staff member, asking for their opinion on

- 1) what their needs were
- 2) how best to maintain security with the arrival of volunteers
- 3) what types of programs would help make their job easier.

She then did a needs assessment, and incorporated the staff input with the assessment. She compiled a list of volunteer jobs, complete with job definitions and skills requirements. When a volunteer applies, s/he goes through the list as they would for a "regular job" and chooses accordingly. (See Attachment)

The staff feel very comfortable with this tool, for it gives very definite guidelines to each task; and it assures them a minimal level of quality control over volunteer performance.

Recruitment - The recruitment of volunteers used was the normal process of 1) community networking; 2) advertising; 3) word of mouth.

Screening - 1) Three types of references are required:

- a) work
- b) volunteer work
- c) character references

There is also a criminal record check, a personal interview, and a volunteer application form.

The criteria for not accepting a volunteer are:

- 1) a poor interview i.e., the potential volunteer makes a derogatory statement about offenders, or the staff, or s/he imply they will not conform or do not approve of the security methods in the center.
- 2) bad references

Training - There is an 8-hour training including:

- 1) counselling skills
- 2) jail and criminal justice system orientation

The trainings are held every two months. (see Attachment)

Matching - two tools are used:

- 1) mutual consent between offenders and volunteers.
- 2) skills of volunteer and needs of offenders.

Follow Through - The Volunteer Coordinator talks to the newly assigned volunteer once a week for his/her first month. Then once every two week for his/her second month. After that, there are monthly trouble-shooting sessions. She is also available to the volunteer on an as-needed basis.

Evaluation - This is done in three ways:

- 1) Feedback from the offender at least once a month
- 2) Feedback from the staff.
- 3) Trouble-shooting session with the volunteer.

Volunteers are officially considered staff. That is, they receive mileage reimbursements, workmen's compensation, free meals and insurance protection. This status has two obvious advantages:

- 1) the volunteers receive tangible benefits from their work, which in turn rewards them for work.
- 2) the jail administration protects itself by having the power to discipline and "fire" volunteers directly.

Volunteer Reinforcement - These are distributed both generally and on the basis of merit.

General: 1) All the volunteers get a dinner.

- 2) All the volunteers receive official permission to enter the Center at will.

Merit: 1) Volunteers receive letters of commendation from the superintendent on the basis of merit.

They also receive letters of thanks from the offenders as well.

All volunteers must sign a formal agreement with the Rutland Center (Attachment ). This serves to formally contract a volunteer thus protecting both the volunteer and the jail administration.

## A WELCOME TO ALL VOLUNTEERS

The following remarks are offered by William Ciuros, Jr., Commissioner Department of Corrections, State of Vermont.

Criminal behavior reflects a failure on the part of the community as well as on the individual. The individual offenders are often alienated people, rarely an integrated part of the community. They have histories of failure at home, at school, and at work. Corrections does not have the resources to address all or most of their problems. The question of jobs and education must be addressed by the larger community, but personal growth, social acceptance of, and, in the straight community, a sense of worth and personal investment, can come most readily from a personal relationship between a volunteer and an offender. A one to one relationship can expose an offender to a different lifestyle, a change of peer group and lead to new involvements which help a person get out of his or her drinking pattern (which contributes very largely to crime).

Another important function of the volunteer is to facilitate the contact between the offender and his or her family. That can mean supervising furloughs to the home, helping the offender and family use legal and community help. Prison is as much a hardship on the family (neighborhood embarrassment, financial problems, insecurity, separation) as on the offender. Volunteers can help when frequently the larger community ostracizes or ignores the distressed family.

And finally, the self-serving tendency of institutions can be balanced and challenged by a strong volunteer presence.

If we expect offenders to feel responsible for their destructive actions towards the community, the community has to be a moral model for them; if we want the offenders to behave as if they had a stake in the community, the community has to behave as if it had a stake in them.

You, as a volunteer, are the living, caring and immediate impulse from the community to the offenders. I want to thank you for your time and energy. The effects of your work may not be directly visible, but it is never lost.

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-offenders 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 publication list of books available in the field of criminal justice.

Volunteer Services  
Hennepin County Court Services  
A-506 Government Center  
Minneapolis, MN 55487  
(612) 348-2975

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  
5 S. Wabash Street  
Chicago, IL 60603  
(312) 263-1901

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 the manual may be ordered free of charge from the National Criminal Justice Reference Service, P.O. Box 23036, Washington, DC 20024.

National Association on Volunteers in Criminal Justice (NAVVCJ)  
University of Alabama  
P.O. Box 6365  
University, AL 35486  
(205) 348-6738

NAVVCJ has recently merged with VIP/NCCD (Volunteers in Prevention, Prosecution, Probation, Prison, and Parole, a division of the National Council on Crime and Delinquency). The unified organization serves the criminal justice volunteer movement by offering technical assistance, including courses on criminal justice volunteer management and information dissemination. The NAVVCJ Examiner (formerly the VIP Examiner) is the organizational quarterly newsletter. NAVVCJ is a membership organization open to all concerned about volunteers in criminal justice. In 1982, NAVVCJ will have completed their Volunteer Program Guidelines Project which will result in eight manuals presenting guidelines and training for volunteer program management within various segments of the criminal justice system.

National Council on Crime and Delinquency  
Continental Plaza  
411 Hackensack Avenue  
Hackensack, NJ 07601  
(201) 488-0400

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 Publications List describes the most important works available on all aspects of the criminal justice system and can be ordered free. Of particular interest to volunteer programs is NCCD's nationwide crime prevention program.

National Institute of Corrections  
320 First Street, NW  
Washington, DC 20534  
(202) 724-3106

The National Institute of Corrections (NIC) is a national center of assistance to state and local corrections. The goal of the agency is to aid in the development of a more effective, humane, safe, and just correctional system. NIC is both a direct-service and grant-giving agency serving the field of corrections. Its five legislatively mandated activities are: 1) training, 2) technical assis-

tance, 3) research and evaluation, 4) policy and standards formulation and implementation, and 5) clearinghouse. The basic objective of NIC's program is to strengthen state and local correctional agencies.

National Institute of Corrections Jail Center  
P.O. Box 9130  
Boulder, CO 80301  
(303) 443-7050

The NIC Jail Center coordinates a project which provides training, information, and technical assistance to jail systems through six Jail Area Resource Centers. Each jail participating as an Area Resource Center excels in a variety of operations, services, and programs, and though NIC funds, they are able to host working visits from jail administrators and staff who wish to initiate or improve operations in their own jails. The NIC Jail Center matches interested individuals with the appropriate Area Resource Center, and assists in other aspects of technical assistance. The Jail Center also provides information searches and referrals on a broad range of topics in the corrections field, including corrections volunteer program models.

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

The two primary foci of this national organization is to assist local jails and prisoners by effectively mobilizing citizens to participate in their communities' correctional systems and to assist communities in meeting their criminal justice needs by advocating, developing and operating community-based alternatives to incarceration for non-violent offenders. Much of this work is accomplished through twenty-two affiliated local programs in nine states. For more information, contact the Field Services department at the above address.

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

The Jaycees, 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 a 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 the program chairman in each region. A free monthly newsletter summarizes recent developments in corrections, Jaycee activities, and program resources.

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 operate programs, by contract agreement with PARTNERS.

VOLUNTEER: The National Center for Citizen Involvement  
P.O. Box 4179 1214 16th Street, NW  
Boulder, CO 80306 Washington, DC 20036  
(303) 447-0492 (202) 467-5560

VOLUNTEER was formed in 1979 by the merger of the National Center for Voluntary Action (NCVA) and the National Information Center on Volunteerism (NICOV). VOLUNTEER acts as a technical assistance resource and an advocate for those interested in all aspects of volunteer activity. Services include training, information services, consultation, grant demonstration projects, publications distribution (see enclosed Volunteer Readership catalog), and evaluation. Services are provided on a fee-for-service basis, or through Associate Membership plans. Associate Members may receive the above services free of charge, in addition to subscriptions to Voluntary Action Leadership magazine, and Newsline and Volunteering (public policy) bimonthly newsletters.

The following is an excerpt from Corrections Volunteer Information Portfolio produced by Volunteer: The National Center for Citizen Involvement for the National Institute of Corrections. 1980

#### CRIMINAL JUSTICE AND VOLUNTEER ORGANIZATIONS

American Correctional Association  
4321 Hartwick Road, L-208  
College Park, MD 20740  
(301) 864-1071

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 organization for complete publication 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 with 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  
VOLUNTEER: The National Center for Citizen Involvement  
P.O. Box 4179  
Boulder, CO 80306  
(303) 447-0492

Through this service, VOLUNTEER provides free information and library searches on volunteer services in jails, probation and parole programs, correctional institutions, and community-based correctional facilities for Resource and Organizational Associates. For information regarding Associate plans and services, contact the above address or VOLUNTEER's Washington, DC office: 1214 16th Street, NW, Washington, DC 20036; telephone (202) 467-5560.



JOB DESCRIPTION

JOB TITLE:

DESCRIPTION/RESPONSIBILITIES:

WORKS WITH/REPORTS TO:

TIME INVOLVED:

SPECIAL SKILLS DESIRED:

The State of Vermont is an Equal Opportunity Employer. Discrimination because of age, sex, race, color, creed, national origin, disabling condition, or any other factor is prohibited.

INSERT A

JOB DESCRIPTION

JOB TITLE: Resident Protege

DESCRIPTION/RESPONSIBILITIES: A program has been designed with the intention of matching residents with mature, community-minded citizens who will act as "listeners", friends, and "counselor", to the resident during his stay at RCCC and during the resident's transition into the community after his time is served. The Protege will help the resident during his stay in such ways as dealing with difficult issues for the resident (alcohol problems, education problems, work problems, personal adjustment problems) and assisting the RCCC Counselors with their work with the resident. This is not meant to be a "Professional Counselling Role"...but rather a person to person caring relationship. The Protege may eventually wish to "escort" a resident on short community trips (to the movies, shopping, job searches).....OVE

WORKS WITH/REPORTS TO: Works with correctional staff, particularly Correctional Counselors. Reports to Shift Supervisor and Volunteer Coordinator.

TIME INVOLVED: Approximately 5 or more hours per week for a year committment (or less depending on the residents sentence)

SPECIAL SKILLS DESIRED: Must be a "people person". Willing to work closely with a resident in a one-to-one relationship.

SPECIAL TRAINING WILL BE PROVIDED REGARDING RCCC POLICY AND PROCEDURE.

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INSERT A (cont'd)



The Protege will act as a liaison between the resident and the community upon the residents transition into the community---assisting the resident in locating job possibilities, churches, etc.

The Protege may spend time with the residents family and probation officer.

#### JOB DESCRIPTION

JOB TITLE: ARBORETUM SPECIALIST

DESCRIPTION/RESPONSIBILITIES: A special project called the "Arboretum Project" is in the planning stages. Within the confines of the Correctional Center is a 100' by 75' yard. It is hoped that the lot will be turned into a "park-like" space...an arboretum. We would like to plant trees, flower gardens, a picnic area and walk paths in the yard. However, we are looking for some one from the community to work as our consultant in this undertaking.

WORKS WITH/REPORTS TO: Works with several center staff and residents and reports to Volunteer Coordinator.

TIME INVOLVED: Initially only several hours a month in planning through the winter. During the summer and spring, the hours would increase to a couple hours a day, five days per week or more as desired.

SPECIAL SKILLS DESIRED:

Good knowledge of gardening. Ability to work with a team. Ability to work closely with a crew of residents working on the arboretum.

SPECIAL TRAINING WILL BE PROVIDED REGARDING POLICY AND PROCEDURE AT RCCC

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## JOB DESCRIPTION

JOB TITLE: INSTRUCTOR-----HOBBIES/CRAFTS

DESCRIPTION/RESPONSIBILITIES: Individual will lead/facilitate group activity/class in the area of leisure interests (hobbies/crafts). This may include but is not limited to painting, drawing, writing, stamp collecting, furniture refinishing, musical instruments, poetry, gardening (we have a large acre garden through out the summer)

WORKS WITH/REPORTS TO: Works with officers on duty and reports to volunteer coordinator and shift supervisor,

TIME INVOLVED: Approximately 2 to 5 hours a week or more as desired.

SPECIAL SKILLS DESIRED: Should be skilled in the area of instruction. Should be willing to work with residents .

SPECIAL TRAINING REGARDING RCCC POLICY AND PROCEDURE WILL BE PROVIDED.

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## JOB DESCRIPTION

JOB TITLE: Instructors-----Vocational

DESCRIPTION/RESPONSIBILITIES: Individual will teach courses in such things as business, construction, mechanics, math, restaurant work, etc. Program is designed to give residents an overview of various areas of work.

WORKS WITH/REPORTS TO: Works with staff on duty and reports to volunteer coordinator.  
TIME INVOLVED:

SPECIAL SKILLS DESIRED: Should be knowledgeable in area of instruction. Must be willing to work closely with residents.

SPECIAL TRAINING WILL BE PROVIDED IN REGARD TO RCCC POLICY AND PROCEDURE.

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INSERT A (cont'd)

JOB DESCRIPTION

JOB TITLE: Kitchen Crew Leader/Instructor(s)

DESCRIPTION/RESPONSIBILITIES: Meals are prepared by a crew of Correctional Center residents. This position(s) functions as an instructor for the crew in the preparation of meals and other general kitchen skills.

WORKS WITH/REPORTS TO: Works with Correctional Officer who is assigned to kitchen area. Reports to Administrative Asst.--Jack Jones.

TIME INVOLVED: Primarily for lunch and dinner meals (breakfast optional). Approximately two to two and one-half hours total for preparation and clean-up instruction.

SPECIAL SKILLS DESIRED: Willingness to train three to four individuals in food preparation and kitchen maintenance. Knowledge of institutional cooking equipment and food preparation an asset, but not essential. Enjoyment of cooking and "teamwork" is essential.

SPECIAL TRAINING WILL BE PROVIDED REGARDING R.C.C.C. POLICY AND PROCEDURE.

The State of Vermont is an Equal Opportunity Employer. Discrimination because of age, sex, race, color, creed, national origin, disabling condition, or any other factor is prohibited.

JOB TITLE: EDUCATIONAL TUTOR

DESCRIPTION/RESPONSIBILITIES:

Individual will work one to one with a resident instructing in areas such as Math, English, Reading, etc.

WORKS WITH/REPORTS TO: Classroom instructor/Volunteer Coordinator.

TIME INVOLVED:

At least 2 hours/week minimum for 4-5 month commitment.

SPECIAL SKILLS DESIRED:

1. Willingness to work one-to-one with resident(s).
2. Should have competency in area of instruction.

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JOB DESCRIPTION

JOB TITLE: CANTEEN CART OPERATOR(S)

DESCRIPTION/RESPONSIBILITIES: A cart containing personal supplies for the residents will circulate through the Center and will be available to each security unit's residents. Residents will purchase these supplies from the cart operator. Operator will be responsible for inventory of stock and for cash box receipts.

WORKS WITH/REPORTS TO: Works with Corrections Officers on duty and reports to Jack Jones or shift supervisor on duty.

TIME INVOLVED: Approximately two hours per day, five days a week.

SPECIAL SKILLS DESIRED: Must be able to make change and be willing to take responsibility for stock inventory and cash receipts.

LIMITED RESIDENT CONTACT POSITIONS.

\*\*SPECIAL TRAINING WILL BE PROVIDED REGARDING R.C.C.C. POLICY AND PROCEDURE.

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JOB DESCRIPTION

JOB TITLE: Instructor-----Recreation

DESCRIPTION/RESPONSIBILITIES: Individual will lead/facilitate group activity/class in the area of recreation. This includes but is not limited to basketball, volleyball, wrestling, softball, handball, boxing, etc.

WORKS WITH/REPORTS TO: Works with corrections officer on duty and reports to shift supervisor and volunteer coordinator (as liaison)

TIME INVOLVED: approximately 4 hours a week or more as desired for a seasonal commitment.

SPECIAL SKILLS DESIRED: Should be skilled in the area of instruction. Must be willing to work closely with residents.

SPECIAL TRAINING WILL BE PROVIDED IN REGARDS TO RCCC POLICY AND PROCEDURE.

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JOB DESCRIPTION

JOB TITLE: Supply Control Assistant

DESCRIPTION/RESPONSIBILITIES:

Individual will work with Administrative Assistant in charge of agency purchasing system. Duties will include but may not be limited to: inventory control, supply purchasing, and related duties.

WORKS WITH/REPORTS TO: Jack Jones, Administrative Assistant

TIME INVOLVED: Approximately two hours a day.

SPECIAL SKILLS DESIRED:

- Good organizational skills
- Moderate typing skills
- Ability to work under direction
- Ability to work independently

Training in RCCC policy & procedure provided.

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JOB TITLE: Instructors----Personal Adjustment

DESCRIPTION/RESPONSIBILITIES: Instructors in Personal Adjustment will teach such courses as personal finance, parent effectiveness training, psychology courses, sociology, transactional analysis, stress management, work readiness, decision making skills, etc.

WORKS WITH/REPORTS TO: Works with staff on duty and reports to shift supervisor and volunteer coordinator.

TIME INVOLVED: 2 to 4 hours per week or more as desired

SPECIAL SKILLS DESIRED: Should be knowledgeable in area of instruction  
Should be willing to work closely with residents.

SPECIAL TRAINING WILL BE PROVIDED IN REGARD TO RCCC POLICY AND PROCEDURE.

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JOB DESCRIPTION

JOB TITLE: Clerical Assistant

DESCRIPTION/RESPONSIBILITIES:

Assist clerical staff with general office responsibilities. Duties will include but are not limited to: typing, filing, answering phones and other office related duties.

WORKS WITH/REPORTS TO: Administrative Assistant

TIME INVOLVED: Maximum of 4 hours per day 5 days a week.

SPECIAL SKILLS DESIRED: Should possess typing, communication and organizational skills. Orientation in RCCC policy and procedure provided.

The State of Vermont is an Equal Opportunity Employer. Discrimination because of age, sex, race, color, creed, national origin, disabling condition, or any other factor is prohibited.

JOB DESCRIPTION

JOB TITLE: Assistant Coordinator - Community Services Program

DESCRIPTION/RESPONSIBILITIES:

Assist Coordinator with organization/clerical aspects of development in the following areas:

- a) resident programs
- b) volunteer recruitment
- c) public relations
- d) special events

WORKS WITH/REPORTS TO: Community Service Coordinator

TIME INVOLVED: 10 hours per week flexible schedule

SPECIAL SKILLS DESIRED:

Individual should be able to take direction, have good communication skills, "think on his/her feet", have good organizational/clerical skills & be able to work independently on occasion. Training will be provided regarding RCCC policy & procedure.

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STATE OF VERMONT  
DEPARTMENT OF CORRECTIONS  
RUTLAND COMMUNITY CORRECTIONAL CENTER  
167 STATE STREET  
RUTLAND, VERMONT 05701  
TELEPHONE (AREA CODE 802) 773-9166

NAME: \_\_\_\_\_

VOLUNTEER ORIENTATION

1. TOUR OF FACILITY \_\_\_\_\_
2. APPLICATION AND REVIEW \_\_\_\_\_
3. ORIENTATION  
  1. JOB DESCRIPTIONS \_\_\_\_\_
  2. C. J. SYSTEM \_\_\_\_\_
  3. CORRECTIONS SYSTEM \_\_\_\_\_
  4. R.C.C.C. \_\_\_\_\_
  5. THE OFFENDER \_\_\_\_\_
  6. VOLUNTEER'S ROLE \_\_\_\_\_
  7. VOLUNTEER BENEFITS AND RESPONSIBILITIES \_\_\_\_\_
4. ASSIGNMENT AND INTRODUCTION TO SUPERVISOR \_\_\_\_\_
5. I. D. CARD \_\_\_\_\_
6. INSURANCE \_\_\_\_\_
7. MILEAGE \_\_\_\_\_
8. FOLLOW-UPS \_\_\_\_\_
9. MONTHLY REPORT \_\_\_\_\_
10. How to use phone / access supervisory staff

RUTLAND COMMUNITY CORRECTIONAL CENTER  
COMMUNITY SERVICES PROGRAM  
TELEPHONE REFERENCE CHECK

Name of Applicant: \_\_\_\_\_

Name of Reference: \_\_\_\_\_

Company/Agency: \_\_\_\_\_

Position: \_\_\_\_\_

Applicants position/role there? \_\_\_\_\_

Did person work well with people? \_\_\_\_\_

If so, in what capacity? \_\_\_\_\_

Did person function in "helping" role? \_\_\_\_\_

How was his/her performance? -

- a. Reliable \_\_\_\_\_
- b. Trustworthy \_\_\_\_\_
3. Punctual \_\_\_\_\_
- d. Independent \_\_\_\_\_

Would you recommend this person to work with offenders in the position applied for? \_\_\_\_\_

Do you have reason to believe (s)he should not? \_\_\_\_\_

Other comments. \_\_\_\_\_

# Rutland Community Correctional Center Community Services Program Volunteer Agreement

As a volunteer staff member at the Rutland Community Correctional Center, I declare that, to the best of my ability, I will fulfill the following assigned obligations, within the time frame listed.

The benefits and responsibilities of my position, as well as the policies and procedures related to the Center's programs and security have been explained to me. I understand that further in-service training will be made available to me in order that I increase my knowledge and skills related to working with the offender and also increase my understanding of the Vermont Department of Corrections policies and procedures.

assignment:

Effective Dates:

\_\_\_\_\_ to \_\_\_\_\_

The Department of Corrections has the mandate, via legislative action, to protect the public by providing offenders necessary supervision, opportunity, incentive and direction for personal change.

Crime and its causes are not well understood, nor is it fully known what is and what is not effective in producing change in people. The goals of finding a single solution and approach to this complex problem must be avoided.

The responsibility for criminal acts must be borne primarily by the offender. The responsibility for dealing with the offender constructively must be shared by the offender, the criminal justice system and the community.

Most offenders can, if proper attention and supervision are available to them, function successfully in the community or in a community based facility. The Department of Corrections shares one common inclusive purpose with other Departments within the Agency of Human Services: to increase the clients ability to function as a whole person and become a productive member of the community. The total need for programs and social services will never be met by regular paid staff alone. Volunteers, knowledgeable and compassionate, can help bridge the gap. Community participation in correctional programs and the personal involvement of volunteers with offenders at all stages of the correctional process, will assist the offender, the Department and the community.

The people of the State of Vermont give the Department of Corrections the following mandate as shown in Title 28 Section 1. V.S.A:

"The Department of Corrections created by Section 3081 of Title 3 shall have the purpose of developing and administering a correctional program designed to protect persons and property against offenders of the criminal law, and to render treatment to offenders with the goal of achieving their successful return and participation as citizens of the State and community to foster their human dignity and to preserve the human resources of the community."

"The Department shall formulate its programs and policies recognizing that almost all criminal offenders ultimately return to the community, and that the traditional institutional prisons fail to reform or rehabilitate, operating instead to increase the risk of continued criminal acts following release. The Department shall strive to develop and implement a comprehensive program which will provide necessary closed custodial confinement of frequent, dangerous offenders, but which also will establish as its primary objective the disciplined preparation of offenders for their responsible roles in the open community."

"In order to implement its programs and policies, the Department shall develop and maintain correctional facilities which shall include both residence-centered institutions and facilities reflecting non-residence principles designed to facilitate the reintegration of the offender into the community. These facilities shall utilize the supporting resources of probation and parole services, the increased cooperation of personnel in the fields of welfare, health and education, achieve correctional purposes and objectives." 1/



**END**